

THE ETHICAL DILEMMA OF ARABIC TEACHERS IN USING ENGLISH LANGUAGE TO TEACH ARABIC IN ISLAMIC SECONDARY SCHOOLS IN GHANA

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ABSTRACT

This paper seeks to assess the dilemma of Arabic teachers in using English language to teach Arabic in Islamic secondary schools in Ghana. Two (2) hypotheses were formulated and tested to find out the obstacles faced by Arabic teachers in terms of their teaching experience and language of instruction. A descriptive research design is used. The population comprises Arabic teachers in Islamic secondary schools in Ghana. The study utilizes a quantitative method of data collection. Data collected is analyzed using T-test and Analysis of Variance. A questionnaire was used for data collection with a reliability value of 0.70. The results have shown that there is no significant difference in the use of English language in teaching Arabic on the basis of experience and there is no significant difference in the use of English language in teaching Arabic in Islamic secondary schools based on language of instruction. Based on the findings, it was advised that Arabic teachers need more capacity building in order to find solutions to the issues preventing Ghana from producing quality Arabic language learners.

Keywords: English language, Experience, Instruction, Teaching, Arabic and Islamic secondary schools, Ghana.

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1. INTRODUCTION

In the spirit of the saying Allah (swt) وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ which means: "And We have certainly made the Quran easy to remember. So, is there anyone who will be mindful? (Qur'aan 54:32), teachers of Arabic should be seen to exemplifying the same. Again, inspired by the saying prophet Muhammed peace be upon him (PBUH) that: خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ which means "The best amongst you is the one who learns the Qur'an and teaches it." (Riyadh Salihee – 33), those who take up duty of ensuring quality Arabic education need to be assessed. Muslims' connection with Arabic language is so significant that it is believed if the Islamic and Arabic education had been provided in a language other than Arabic, some Muslims may not have bothered to pursue it. In addition, this divine language - the language of the Quran - is intricately woven into the fabric of the true understanding and practices of Islam. Mohammed (2017) stated that in the diversity of languages, Arabic continues to have the highest potential for promoting regional, national, international, and global unity and understanding.

The inseparable link between the advent of Islam and the embrace of Arabic in Ghana is evidenced by the sanctification of the Qur'anic language amongst Ghana's Muslim forefathers and its influence on major regional languages like Hausa and Fulfulde, which adopted Arabic script and numerals due to the position of Islam in West Africa. The Ghanaians met the Islamic tradition through trading with the Wangaras (speaking Dyula or

Mande) in the cause of gold transactions and the Hausas from Nigeria via trading in Kola (Ngom & Kurfi, 2017).

While Hausa and other native Ghanaian tongues serve as primary media of instruction in Islamic schools, their exclusive oral use untethered from written literacy and coupled with advanced Arabic textbooks distances student engagement, ultimately hindering attainment of grammar foundations and communicative competence despite some gains in memorization and conversation.

In a motivational report to advocate for the importance of Arabic to the Ghanaian learner, Dr. Abdallah Musa, dean at the University of Media Arts, advocated for including Arabic in Ghana's senior secondary exams. He underscored to the Parliament of Ghana that with over 300 million speakers globally and official status in over 20 countries, in the Middle East and North Africa, the language carries immense modern import as the tongue of business, religion, trade, and diplomacy, garnering prestige in West Africa and beyond as recognized by pan-African and international bodies like the AU, Arab League, and UN. The Baraka Policy Institute (BPI) reported that since 2015, Ghana's government has pursued an inclusive national education agenda aimed at applying universal design for learning across all the country's schools, as outlined in its Government Policy on Inclusive Education (Government Policy on Inclusive Education, 2015).

After repeated failed attempts to reintegrate Arabic into Ghana's national curriculum, advocacy finally succeeded in 2016 when the National Council for Curriculum and Assessment formed and, recognizing Arabic's rationale and

justification as outlined in the "Report on Reinstatement of Arabic," reinstated an examinable Arabic subject for the senior secondary certificate and 2017 WAEC exams, subsequently working with the Islamic Education Unit to hold nationwide trainings for Arabic teachers on the new curriculum (BPI Report, 2017).

The removal of Arabic from Ghana's national curriculum in the 1980s while French was retained, coupled with persistent deficiencies in Arabic pedagogy evidenced by limited proficiency outcomes, points to an acute ethical dilemma for Islamic school teachers tasked with producing quality Arabic learners despite policy exclusion and infrastructural barriers that demand redress across the education system and wider social sphere. This study investigates impediments within instructional approaches that exacerbate teacher effectiveness in Arabic delivery.

The main purpose of this study is to explore the moral dilemma of Arabic teachers in using the English language to teach Arabic in Islamic secondary schools in Ghana.

1. To assess the teachers' years of experience in teaching Arabic in Islamic secondary schools.
2. To evaluate the language of instruction used by Arabic teachers to teach Arabic in Islamic secondary schools.
1. **The study answers the following questions:** What are the Arabic teachers' years of experience in teaching Arabic in Islamic secondary schools?

2. What is the language of instruction used by Arabic teachers to teach Arabic in Islamic secondary schools?

This paper formulates the following null hypotheses at 0.05 significance:

1. There is no significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on teachers' experience.

There is no significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on the language of instruction used.

2. REVIEW OF LITERATURE

In the 1960s, Kwame Nkrumah, the first prime minister and president of Ghana, established the Ghana Muslim Mission School which taught Arabic and Islamic studies along with secular subjects. This helped formalize Arabic education in the country (Owoahene-Acheampong, 1998). In recent years, some public universities in Ghana like the University of Ghana have started offering Arabic language courses to students. This allows students to pick it as an elective language class (Sarfo and Krampa, 2013).

A few Ghanaian researchers have published studies examining the teaching pedagogies used in madrasas and Islamic schools. However, comprehensive research on success/failure and best practices of Arabic education in Ghana seems limited (Zuweira and Mensah, 2022). In the past decade, the government has shown interest in improving Arabic instruction in Ghana by sponsoring Arabic teachers to get specialized training abroad.

But systematic policy and national-level reforms for Arabic education are still lacking (BPI Report, 2017).

Arabic language has been taught in some Islamic schools in Ghana for many years. These schools, known as madrasas, often incorporate teachings from the Quran and classical Arabic into their curriculum (Brenner, 1993). The traditional Makaranta system is worth mentioning here to juxtapose it with the well-structured programs in the secular schools where emphasis is laid on all major learning theories, while that of the former predominantly emphasizes monotonous recitation and rigorous memorization under strict supervision and enforcement of the teachers who themselves went through the same method of learning (Owusu-Ansah et al., 2013).

Despite the primitive pedagogical methodologies applied in some places - even today, in 1950 Joseph Schacht in a report on the state of Islamic law in the northern part of Nigeria - prepared on behalf of the Colonial Office - saw the *Makaranta* system as educational centers of a special kind, which was traditionally set up to give Muslim children an alternative education on the recitation and memorization of the glorious Qur'aan, instruct them on how to write Arabic and inspire them with the Islamic moral and ethical disciplines (Owusu-Ansah, Iddrisu & Sey, 2013).

The strict enforcement of the instructional model of teaching; where students are taught to recite and memorize the glorious Qur'aan and other Arabic texts without necessarily knowing the meaning of what is being crammed into memory, caught the attention of those who compared this system of learning with the secular schools. Owoahene-Acheampong (2015) lamented

the poor proficiency of Arabic teachers and the lack of adequate teaching materials. Regardless of the behaviorist teaching methods adopted by the teachers who themselves have limited Arabic knowledge; it is most evident that the system was the only available means of attaining the basics of Islamic teachings for a Muslim child in Ghana.

As cited in Owusu-Ansah et al. (2013) and Skinner (1957) in a work on Sierra Leone, the Islamic religious learning system is recognized as a platform where children are taught the Arabic alphabets, words, fragments, and sentences to be able to recite the glorious Qur'aan, and get introduced to the fundamental concepts and rituals of Islam. However, the Arabic teachers' pedagogical skills and content knowledge have been realized as gaps that need capacity building (Zuweira and Mensah, 2022).

The existing *makaranta* model has been defended as the available pedagogy to prepare learners to comprehend phrases and sentences of the Arabic language. Owusu Ansah et al. (2013) quoted a proprietor of one of the Islamic secondary schools in Nima-Accra, Ghana, who outlined how the content of a beginner level of the *Makaranta* system schemes: "initial stage of learning is through the Arabic alphabet, followed by pronunciation, and recitation of the glorious Qur'aan."

The assertions mentioned above attest to the general nature of Qur'aanic and Arabic teaching and learning in the West African sub-region where the private tutors determine the teaching operation and therefore use only available structures to facilitate learning. That is to say, teachers who were trained using above-mentioned scheme find themselves transmitting this mode of teaching Arabic in Islamic secondary schools in

Ghana. The approach makes it difficult to gather data in search of factors that impede the provision of quality learning outcomes and by so doing derail the required development of instructional content for Islamic secondary schools.

Regardless of the limitation of available peer-reviewed published research on the subject area of this study, the above review cannot be completed without mentioning Sarfo-Mensa and Adentwi (2015) who opined that Arabic teachers gradually transition from the use English language to more Arabic in teaching as a needed measure to improve quality of Arabic learning.

2.1 Using English Language and Textbooks to Teach Arabic

The idea of using foreign-authored classical Arabic books by teachers – who themselves are not proficient in Arabic – to teach learners of non-native Arabic speakers has been a concern to everyone who has an interest in the proliferation of the Arabic language. It is opined that language proficiency can be acquired through listening to native speakers and making an unrelenting effort to imitate, practice, and subsequently apply what is learned in everyday life. The process of language acquisition is to gather enough vocabulary and sentences, enhance the understanding of meanings and then apply them in real-life scenarios (Khaldun, 1332 AC - 1406 AC cite in Osman 2003).

However, conventionally the above-mentioned strategy can only apply when there is the opportunity for the learner to directly interact with the natives of Arabic. Therefore, some

professional Arabic language teachers have developed effective methods of teaching Arabic with less hustle on the part of the learner. Bayyinah Access Program is a typical example of how the Arabic language curriculum has been tailored to suit the beneficiaries of knowledge, as illustrated below:

2.1.1 The Bayyinah Access Program

The Bayyinah Access Program is an online Arabic learning program developed by Bayyinah Institute; an Arabic education organization based in the United States. The curriculum is designed specifically for non-native Arabic speakers learning Arabic as a foreign or second language. A key feature of the Bayyinah Access curriculum is that the core lesson content and explanations are provided primarily in English, even as students are learning Arabic vocabulary, grammar, reading, and writing. For example, grammar rules and breakdowns use English terminology while examples demonstrate the rules in Arabic.

According to Bayyinah, using English to teach Modern Standard Arabic helps non-native students grasp concepts more easily. English translations and transliterations allow students to map Arabic letters and sounds to familiar English sounds first before internalizing them. The bilingual method aims to eliminate confusion and enhance retention. Additionally, the English-based curriculum allows Bayyinah to offer a standardized Arabic learning experience to diverse global audiences who share English fluency. The curriculum scaffolding also progresses logically for an English-speaking learner's needs and pace.

Key methods used in the Bayyinah Access curriculum, alongside its core English lesson content, include

reading/writing/listening drills, dialogue sessions, and speech pattern storytelling to support communicative competence. Grammar and vocabulary are taught through concise explanations for accessibility. In summary, the use of an English medium to teach Arabic is a defining feature and advantage of the Bayyinah Access Program curriculum that caters specifically to the needs of non-native Arabic learners seeking proficiency.

It is posited by Mullan (2017) that in teaching Arabic, efforts don't always equal results. The system used in Arabic learning centers like Makaranta relies so much on extraordinary efforts and toil from both the teachers and the learner in search of the best way to master the Arabic language. The biggest hindrance to this cause is: trying to teach the language from the simple to the complex. The experts however say: the fastest and most important way to master the language is to start with the complex concepts by gaining knowledge of an overview of how the language works and focusing on the mechanism that governs the conveyance of 'non-work' meanings (Khan, 2016).

3. RESEARCH METHODOLOGY

The study used a descriptive research design. A survey questionnaire was utilized as a tool to collect primary data from the respondents. The method made it easy for the researcher to distribute the questionnaires, test the variables, and compile quantitative data to determine the relationships between the variables (Creswell, 2003). The goal of the study was to examine how the Arabic teachers' experience or the instructional language they choose in teaching Arabic plays a role in using English language to teach Arabic in Islamic secondary schools in Ghana. This is by measuring a few variables and drawing

conclusions from the statistical data. As a result, the researcher was able to produce complete, reliable, and high-quality data for this exploratory study. Other subsidiary items from the questionnaire were also used to get an explanation of other contributing factors such as the teaching method(s), textbooks, and Arabic teachers' expertise. This approach was chosen to give the researcher the freedom to simply measure the dependent and independent variables and determine their causal relationships.

3.1 Population and Sampling

In order to compile the data for this paper, 200 Arabic teachers from fifteen (15) carefully chosen Islamic secondary schools across eight (8) of Ghana's sixteen (16) regions completed the questionnaire. The purposefully selected sample of respondents was from both public and private Islamic secondary schools under the Ghana Education Service (GES). The selection of this sample was made to allow for broader input from right the custodians of learning outputs; the Arabic teachers, and the researcher's familiarity with the field's actors as well as their accessibility. This study uses a non-probability sample design and draws on the deliberate selection of a target sample to represent the population.

Non-probability sampling is the deliberate selection of cosmological units from a large pool in the hope that the small mass chosen will be typical or representative of the entire universe (Kothari, 2004). Therefore, to investigate the ethical dilemma of Arabic teachers in teaching of Arabic in Islamic secondary schools in Ghana, a few towns, and villages in the 16

regions were purposefully chosen on the theory that they can be representative of the entire country.

Shively (2011) posits that to gather data with desired characteristics, the researcher must first define the target population and sample, choose how to draw the sample and determine the sample size. Since Arabic is taught in Islamic secondary schools, those who ensure that learning takes place were included in the sampling for this study.

Due to time, financial, and personnel constraints, the researcher strategically chose 8 out of 16 regions in Ghana with suitable Islamic secondary schools to survey experienced Arabic teachers on their dilemmas, taking 10 working days to gather and another 10 to validate the pertinent questionnaire data with the help of an efficient research assistant.

3.2 Data Collection

The study used a quantitative approach to data collection, and a T-test and Analysis of Variance were used to analyze the data. 200 questionnaires were used as study instruments. There were ten (10) items with 0.70 correlation coefficient, which were divided into three constructs: (1) The Demography construct includes elements relating to the traits of the study population (i.e., gender and age; (2) Items related to the main research questions (i.e., Arabic teaching experience and language of instruction); and 6 other subsidiary items: these include the general teaching experience, professionalism, educational qualification of the teacher; and method(s), curriculum and textbooks used in teaching Arabic.

3.3 Reliability

The reliability of the instrument was ascertained with the use of test-retest technique. The instrument was administered twice to the same set of thirty (30) respondents outside the study area at intervals of two (2) weeks. The instruments were given identification numbers for ease of pairing and matching of two sets and analysed with the use of Pearson's Product Moment Correlation.

Data presented in Table 1 shows that all instruments are reliable with the Pearson's Correlation Coefficient ranging between 0.876 and 0.977. Again, a good level of significance is indicated by its P. value being <0.1 (two-tailed).

Table 1. Result of Reliability Test (Test-Retest)

<i>Section of Research Instrument</i>	<i>Coefficient (r)</i>	<i>p-val.</i>	<i>Remarks</i>
Arabic teachers' teaching experience	0.876	0.000	Sig. (<.01)
Methodology used in teaching Arabic	0.977	0.000	Sig. (<.01)

Cronbach's alpha analysis was utilized to verify the internal consistency of the test, examining the degree to which all test items measure the same underlying construct and the interrelatedness between items. Three parameters were tested at a 0.05% level of probability: the demographic characteristics ($\alpha=0.823$), years of teaching experience ($\alpha=0.697$), and language used ($\alpha=0.709$). The results in Table 2 below revealed

that the internal consistency of the items was at a high range of acceptability.

Table 2. Cronbach's Alpha Result Showing the Interrelatedness of Items in the Research Instrument

<i>Items</i>	<i>No. of Instruments</i>	<i>Alpha (95%)</i>	<i>Remarks</i>
Demographic characteristics	2	0.823	High
Teaching experience	2	0.697	Moderate
Language used and others	6	0.709	High

Three criteria can be used to assess the practicality of a measuring instrument: cost, convenience, and interpretability (Kothari, 2004). The results of the questionnaire can be understood in this study due to the relatively small size of the finite universe sample that was used, as well as the ease and accessibility with which the respondents were located.

3.4 Validity Test

The data in Table 3 indicated that most of the items used in this study are valid as well as significant. The N value of the study is 200 (i.e., $Df = 200 - 2 = 198$). Considering the closest lower figure on the critical values of the Pearson correlation coefficient r table, 0.147 is the study's critical value at 198 Df.

The items had a mean ranging between 2.00 and 1.21, a standard deviation (SD) of between 0.57 and 0.24, and a p -value of between 0.676 and 0.000. Therefore, the construct is

found to be fairly valid and significant at 0.05 (two-tailed). This further meant that the instruments administered to assess the ethical dilemma of Arabic teachers using English language to Arabic in Ghana are valid and highly significant to the study.

Table 3. Results of Validity Test from SPSS

<i>Item</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>SD</i>	<i>p-val.</i>	<i>Cor. (2-T)</i>	<i>Remarks</i>
Gender	200	198	1.21	0.41	0.020	0.165*	Sig. (<.05)
Age			2.00	0.57	0.000	0.530**	Sig. (<.01)
Years Teaching Arabic			1.93	0.52	0.000	0.559**	Sig. (<.01)
Teaching Experience			1.98	0.55	0.000	0.564**	Sig. (<.01)
Professional Teacher			1.78	0.45	0.002	0.215**	Sig. (<.01)
Qualification			1.78	0.50	0.229	0.086	NS
Language Used			1.99	0.50	0.000	0.378**	Sig. (<.01)
Method(s) Used			1.33	0.50	0.676	0.030	NS
Obstacles			1.07	0.34	0.000	0.389**	Sig. (<.01)
Textbook Content			1.13	0.33	0.197	0.092	NS

4. ANALYSIS

To ensure relative accuracy and quality, the information gathered from the 200 respondents was gathered and cleaned up. This involved finding and fixing data that might have been

missing, duplicated, misspelled, or out of the ordinary as a result of electronic or human error.

The instruments were analyzed in accordance with a model for instrument development that was adopted by Olanrewaju and Adeyinka (2020) to evaluate life satisfaction among retired Nigerian civil servants in the lockdown caused by the COVID-19 pandemic. The type of questionnaire used in that study was different, though. This study used a multiple choice questionnaire type to collect data, whereas the authors' questionnaire was created using a Likert scale. The questionnaire used in this study was with a reliability value of 0.70 and a significance level of 0.01 (two-tailed) was used to collect the data.

At a significance level of 0.05, the 200 responses were gathered and subjected to frequency and descriptive statistical analysis.

The format values given to the items underpinning the two research questions differ because of the variation in their response options:

The response options for Arabic teachers' years of experience were given response values of 2.5. This is because there are four (4) possible answers: "0-4 years", "5-10 years", "11-15 years", and "Above 15 years". Then, it was given a grade of 1, 2, 3, and 4, respectively, and the overall mean was calculated by dividing $1+2+3+4=10$ by the total number of points (i.e., 4). Other items with four (4) options were subject to the same format. As a result, $10/4$ sums up to 2.5 as the cutoff value.

While the response option for the language used in teaching Arabic was given a response value of 2.0 because there are

three (3) possible answers: "Arabic", "English", and "Hausa". Then, each item was given a grade of 1, 2, and 3, respectively, and the overall mean for each item's points was calculated by dividing $1+2+3=6$ by the total number of points (i.e., 3). All instruments with three (3) options were subject to this format. Consequently, $6/3$ adds up to 2.0 as the cutoff value.

The researcher used the average of the three (3) cut-off points as the limit point (i.e., $(1.5+2.5+2.0)/3=2.0$) for the calculation of the low or high-level of difference between the items, because there were three different response formats.

The 10 items contained in the questionnaire underpinned the two (2) main research questions of seeking to know whether Arabic teachers' teaching experience and the language of instruction in teaching Arabic have a role to play in the use of English language to teach Arabic in Islamic secondary schools in Ghana.

The variables were subjected to a t-test using the Statistical Package for Social Sciences (SPSS 18.0). Frequency and descriptive analyses were run to get the mean, standard deviation, p-value, and Cronbach's alpha values. The outputs were presented, and inferences were drawn as a result.

4.1 Hypothesis Testing

The study examined the questionnaire data and discovered that it is not normally distributed. To determine the p-value and decide whether to accept or reject the null hypothesis, a two-tailed t-test analysis was performed on the items in the research constructs.

The two (2) hypotheses are meant to know the significant difference in the use of the English language to teach Arabic on the basis of years of teaching experience and the language of instruction used in teaching Arabic Islamic secondary schools in Ghana.

A significance level was set at alpha (0.05). However, it is important to note that: (i) the responses are not interval or ratio, therefore, the means in the outputs are averages of the coded variables and do not represent the precise responses. (ii) Since questionnaire data are not normally distributed, we cannot assume the variances are equal unless the significance value is less than alpha (0.05), in which case equal variances are assumed according to Levene's test for equality of variances.

The items from the primary data used as inputs in SPSS for the t-test analysis included the following:

Hypothesis 1: there is no significant difference in the use of the English language to teach Arabic on the basis of years of experience.

- (i) Dependent variable: Do you face obstacles teaching Arabic with English?
- (ii) Independent variable: How many years have you been teaching Arabic?

Hypothesis 2: there is no significant difference in the use of the English language in teaching Arabic on the basis of the language of instruction used.

- (i) Dependent variable: Do you face obstacles teaching Arabic with English?
- (ii) Independent variable: Which of the following languages do you use to teach Arabic?

5. RESULTS AND DISCUSSION

5.1 Demographics

Results from the frequency analysis in Table 4 and Figures 1 and 2 below indicate that most of the respondents of the study are males between the ages of 21 and 30. The descriptive analysis shows that the demographic characteristics of the Arabic teachers scored a mean rating between 2.00 and 1.21 which is around the cut-off point with a grand mean of 3.10. Therefore, the demographic construct of Arabic teachers is found to be low required for the use of the English language in teaching Arabic. The rating values of standard deviation range from 0.57 – 0.41 which is lower than a limit point of 0.72. This means the Arabic teachers are homogeneous in the trait of using English language in teaching Arabic. However, the very high Pearson's correlation coefficient scores ranging from 0.020 – 0.000 (two-tailed) reveal that the demographic characteristics of Arabic teachers are highly significant to the use of English language in teaching Arabic.

It could therefore be deduced that though the required response option of the Arabic teachers' demography is low, they are homogeneous in their characteristics and highly significant to the use of English language in teaching Arabic in Islamic secondary schools in Ghana.

Table 4. Results on the demographic characteristics of the respondents

Item	Option	Freq.	%age	Mean	SD	p-val.	Remarks
Gender	Male	158	79.0	1.21	0.41	0.020	Low but Sig, (<.05)
	Female	42	21.0				
Age	10-20yrs	22	11.0	2.00	0.57	0.000	Low but Sig. (<.01)
	21-30yrs	149	74.5				
	31-40yrs	24	12.0				
	> 41yrs	5	2.5				
Grand Average mean				3.10	0.72		Low but V. Sig.

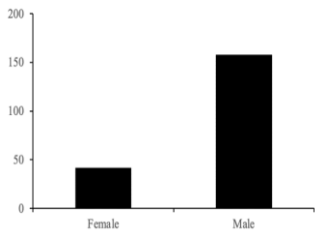


Figure 1. What is your gender?

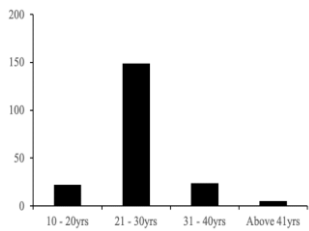


Figure 2. What is your age?

5.2 Research Question One (1): How many years have you been teaching Arabic?

This item and the other three (3) are used to assess how long the teacher has teaching Arabic in relation to the use of English to teach Arabic.

5.2.1 Frequency and Percentage Results

Regarding the Arabic teachers' years of experience in teaching Arabic, the results in Table 5 and Figure 3 reveal that most of the respondents have been teachers of Arabic for between 5 and 10 years: 29 of the respondents, representing 14.5% have been teaching Arabic for between 0 and 4 years, 161 respondents, representing 80.5% have been teaching Arabic for between 5 to 10 years, 5 respondents, representing 2.5% have been teaching Arabic for between 11 and 15 years, and 5 respondents, representing 2.5% have been teaching Arabic for above 15 years.

Regarding the total years of teaching experience by the Arabic teachers, the results in Table 5 and Figure 4 show that most of the respondents have been teaching for between 5 and 10 years: 30 of the respondents, representing 15.0% have been teaching for between 0 and 4 years, 146 respondents, representing 73.0% have been teaching for between 5 to 10 years, 22 respondents, representing 11.0% have been teaching for between 11 and 15 years, and 2 respondents, representing 1.0% have been teaching for above 15 years.

Regarding whether the Arabic teachers are professional teachers or not, results in Table 5 and Figure 5 indicate that the majority of Arabic teachers are not professional Arabic teachers: 47 respondents, representing 23.5% are professional Arabic teachers, 150 respondents, representing 75% are not professional Arabic teachers, while 3 respondents, representing 1.5% are not sure.

Regarding the academic qualification of Arabic teachers, results in Table 5 and Figure 6 show that most of the Arabic teachers hold a B.A. in Arabic studies: 52 respondents, representing 26% hold a B.A. in Islamic studies, 140 respondents, representing 70% hold a B.A. in Arabic studies, while 8 respondents, representing 4% hold certificates from other disciplines.

5.2.2 Descriptive Statistical Results

The statistical data presented in Table 5 and Figures 3, 4, 5, and 6 reveals that all items underpinning the years of experience of Arabic teachers in using English to teach Arabic scored a mean rating between 1.98 and 1.78 which is below the limit point average of 2.0 with a grand mean of 3.10 which fall below the response option. The results further indicate that all four (4) items identified are low required for the use of English language in teaching Arabic in Islamic secondary schools. The values of standard deviation which range between 0.56 to 0.50 are lower than 0.72 and show that Arabic teachers are homogeneous in their years of experience in teaching Arabic. However, the very high rating of Pearson's correlation coefficient score ranging between 0.229 and 0.000 (2-tailed) indicates that the items identified are highly significant to the use of English language in teaching Arabic in Islamic secondary schools in Ghana.

Therefore, it could be deduced that the majority of Arabic teachers have been teaching for between 5 and 10 years. However, though most of them have academic qualifications in the Arabic language, they lack the professional background required to teach Arabic as strongly opined by Mohammed (2016). As teacher quality has been identified as the strongest determinant of student-teacher success and performance,

targeted professional development for teachers that enhance their instructional skills directly translate into improved student academic achievement in the classroom context (Nnenna and Olanrewaju, 2015). Furthermore, despite the items underpinning research question one (1) being found to fall below the required response option, and the Arabic teachers being similar in the trait, the instruments used for this research question are found to be highly significant to the use English language in teaching Arabic in Islamic secondary schools in Ghana.

5.3 Research Question Two (2): What language do you use to teach Arabic?

This item and other three (3) are used to assess the language used by the Arabic teachers in relation to the use of English to teach Arabic in Islamic secondary schools in Ghana.

5.3.1 Frequency and Percentage Results

Regarding the language used by Arabic teachers in teaching Arabic, the results in Table 5 and Figure 7 show that the majority of the respondents don't use English to teach Arabic: 4 of the respondents, representing 2.0% use Arabic to teach Arabic, 52 respondents, representing 28.0% use English to teach Arabic, 144 respondents, representing 72.0% use Hausa to teach Arabic.

Regarding the method(s) used in teaching Arabic, the results in Table 5 and Figure 8 reveal that majority of the respondents use memorization as the main method of teaching Arabic: 137 of the respondents, representing 68.5% use memorization as a method of teaching Arabic, 60 respondents, representing 30%

use demonstration as a method of teaching Arabic, while 3 respondents representing 1.5% use assignment as a method of teaching Arabic.

Regarding the obstacles faced in using English language to teach Arabic, the results in Table 5 and Figure 9 indicate that the overwhelming majority of Arabic teachers face obstacles in using English to teach Arabic: 191 respondents, representing 95.5% of Arabic teachers face obstacles using English language in teaching Arabic, 4 respondents, representing 2% do not face obstacles using English language in teaching Arabic and, 5 respondents, representing 2.5% sometimes face obstacles in using English to teach Arabic.

Regarding the preferred content language of Arabic textbooks, results in Table 5 and Figure 10 show that most of the Arabic teachers choose to have Arabic textbooks in Arabic language: 175 respondents representing 87.5% choose to use Arabic textbooks in teaching Arabic, and 25 respondents, representing 12.5% choose to use English content textbooks in teaching Arabic.

5.3.2 Descriptive Statistical Results

The statistical data presented in Table 5 and Figures 7, 8, 9, and 10 shows that all items underpinning the language of instruction used in teaching Arabic scored a mean rating between 2.0 and 1.07 which is below the limit point average of 2.0 with a grand mean of 3.10 which fall below the response option. Once again, the results further show that all four (4) items identified are low required for the use of English language in teaching Arabic in Islamic secondary schools. The values of

standard deviation which range between 0.51 and 0.33 are lower than 0.72 and show that Arabic teachers are similar in their choice of language of instruction in teaching Arabic. However, the fair rating of Pearson's correlation coefficient score ranging between 0.676 and 0.000 (2-tailed) reveals that the items identified are moderately significant to the use of English language in teaching Arabic in Islamic secondary schools in Ghana.

Consequently, it could be inferred that an overwhelming majority of Arabic teachers do not use English to teach Arabic. Memorization is the method they use in imparting knowledge. Furthermore, the Arabic teachers prefer to have textbooks in Arabic, yet very few use Arabic to teach. Moreover, though the items underpinning research question two (2) have been found to fall below the required response option, and the Arabic teachers are characteristically homogeneous in that characteristic, the instruments used for this research question are found to be moderately significant to the use English language in teaching Arabic in Islamic secondary schools in Ghana.

Table 5. Results on the main and subsidiary research questions

Item	Option	Freq.	%age	Mean	SD	p-val.	Remarks
How many years have you been teaching Arabic?	0-4yrs	29	14.5	1.93	0.52	0.000	Low but Highly Sig. (<.01)
	5-10yrs	161	80.5				
	11-15yrs	5	2.5				
	> 15yrs	5	2.5	1.98	0.56	0.000	
	0-4yrs	30	15.0				

Item	Option	Freq.	%age	Mean	SD	p-val.	Remarks
What is your teaching experience?	5-10yrs	146	73.0				
	11-15yrs	22	11.0				High and Highly Sig. (<.01)
	> 15yrs	2	1.0				
	Yes	47	23.5				
Are you a professional Arabic teacher?	No	150	75.0	1.78	0.45	0.002	Low but Highly Sig. (<.01)
	Somehow	3	1.5				
	B.A. Islamic	52	26.0				
Which of these qualifications do you hold?	B.A. Arabic	140	70.0	1.78	0.50	0.229	Low and NS (<.05)
	Other	8	4.0				
	Arabic	4	2.0				
	English	52	26.0				
What language do you use to teach Arabic?	Hausa	144	72.0	2.00	0.50	0.000	High and Highly Sig. (<.01)
	Other	4	2.0				
	Somehow	5	2.5				
	Memorization	137	68.5				
What method do you use to teach Arabic?	Demonstration	60	30.0	1.33	0.51	0.676	Low and NS (<.5)
	Yes	191	95.5				
Do you face obstacles using English to teach Arabic?	No	4	2.0	1.07	0.34	0.000	Low but Highly Sig. (<.01)
	Somehow	5	2.5				
	Yes	191	95.5				
Textbook content language?	Arabic	175	87.5				
	English	25	12.5	1.13	0.33	0.197	Low but NS (<.5)

Item	Option	Freq.	%age	Mean	SD	p-val.	Remarks
Grand Average mean				3.10	0.72		Low but Very Significant

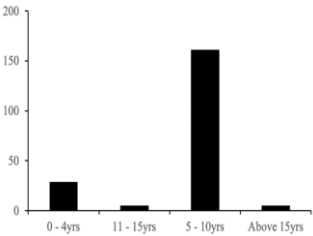


Figure 3. How long have you been teaching Arabic?

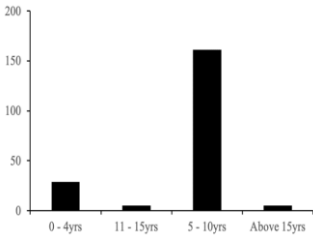


Figure 4. How long have you been teaching?

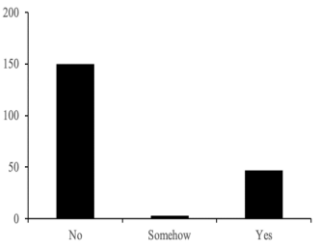


Figure 5. Are you a professional Arabic teacher?

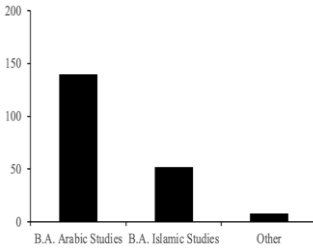


Figure 6. What is your academic qualification?

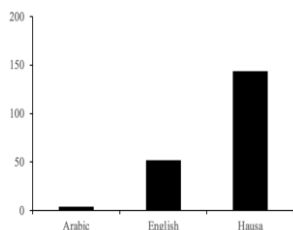


Figure 7. What language do you use to teach Arabic?

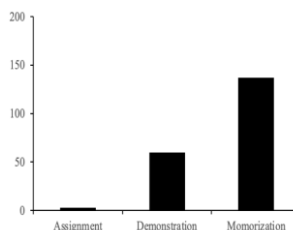


Figure 8. What method do you use to teach Arabic?

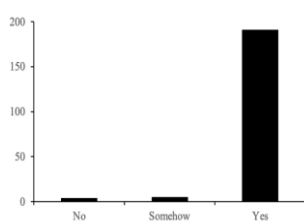


Figure 9. Do you face obstacle using English to teach Arabic?

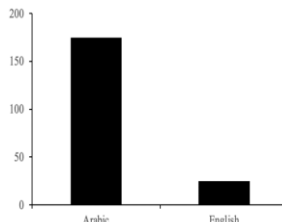


Figure 10. What is the content language of your textbooks?

5.4 Results of Hypothesis Testing

Statistical results of data collected from responses to the questionnaire were used to test the hypotheses which show the following:

5.4.1 Hypothesis One (1): Related to differences in the use of the English language to teach Arabic based on the Arabic teacher's experience.

It is hypothesized that,

H₀: there is no significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on the Arabic teachers' experience.

H₁: there is a significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on the Arabic teachers' experience.

Data presented in Table 6 indicating the mean values of 1.21 and 1.05 as well as the standard deviation of 0.51 and 0.31, respectively, shows there is no significant difference in the characteristics between experienced and inexperienced Arabic teachers. However, assuming equal variances because of the notification mentioned in 4.1(ii) above, the two-sided P-value is 0.033. Therefore, the values derived from the sample proportion with a 0.05 alpha level have succeeded in rejecting the null hypothesis.

It could then be deduced that the traits of the experienced and inexperienced Arabic teachers are quite similar. However, the use of English language to teach Arabic in the Islamic secondary schools based on the Arabic teacher's experience is found to be statistically significant at 0.05 alpha level.

Table 6. Output results of testing hypothesis 1: Obstacles faced by teaching experience

<i>Item</i>	<i>Option</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>SD</i>	<i>(<0.05)</i>	<i>Remarks</i>
Obstacle by Teaching Experience	>= 11yrs	24	198	1.21	0.51	<0.001	Rejected H ₀
	< 11yrs	17		1.05	0.31		
		6					

So, based on the outcome of hypothesis one (1) of this study, the researcher is persuaded that retaining an experienced Arabic teacher in Islamic secondary schools for more than a decade can help in the use of the English language to teach Arabic in Islamic secondary schools in Ghana.

5.4.2 Hypothesis Two (2): Related to differences in the use of the English language to teach Arabic based on the language of instruction.

It is hypothesized that,

H₀: there is no significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on the language of instruction.

H₁: there is a significant difference in the use of the English language to teach Arabic in Islamic secondary schools based on the language of instruction.

Data presented in Table 7 showing the mean values of 1.21 and 1.05 as well as the standard deviation of 0.32 and 0.37, respectively, indicates there is no significant difference in the traits of the Arabic teachers with regard to the language used in teaching Arabic. However, not assuming equal variances because of the notification mentioned in 4.1(ii) above, the two-sided P-value is 0.525. Therefore, the values derived from the sample proportion with a 0.05 alpha level have failed to reject the null hypothesis.

It could then be inferred that the characteristics of Arabic teachers' use of the language of instruction in teaching Arabic are similar. However, the use of English language to teach

Arabic in Islamic secondary schools based on the language of instruction is not statistically significant at 0.05 alpha level.

Table 7. Output results of testing hypothesis 2: Obstacles faced by choice of language of instruction

<i>Item</i>	<i>Option</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>SD</i>	<i>(<0.05)</i>	<i>Remarks</i>
Obstacles by Language used	No	122	198	1.06	0.32	<0.209	Failed to reject H_0
	Yes	78		1.09	0.37		

Therefore, according to the outcome of hypothesis Two (2) of this study, the researcher is convinced that Arabic teachers are homogeneous in their conviction about the insignificance of their choice of a language used in teaching the use of English language to teach Arabic in Islamic secondary schools in Ghana.

6. CONCLUSION

This study set out to assess the ethical dilemmas faced by Arabic teachers in Ghana's Islamic secondary schools given the goal of enhancing instruction to improve student outcomes. Findings reveal that while most teachers have 5-10 years of experience and academic background in Arabic, few are professionally trained educators. Heavy reliance on oral Hausa instruction and memorization - through repetitive recitation - persists without locally tailored textbooks. Teachers replicate methods used on them rather than tactically conveying grammar and linguistics concepts. Learners are supposed to remember what is taught in class because the language of

instruction is mainly different from the content language of the book.

Statistical analysis found no significant difference among the Arabic teachers in the use of English language to teach Arabic on the basis of experience with the language of instruction. This suggests retaining experienced teachers alone may not remedy systemic issues in achieving Arabic proficiency. Similarly, the choice of instructional language did not correlate with teaching obstacles. Though the English language outpaces Arabic usage by Arabic teachers, better utilization of essential pedagogy requires boosting teacher capabilities. This may be done through curriculum development focused on targeted literacy supplemented by oral drills. Quality instruction hinges on elevating Arabic teacher skills for the present learner environment rather than preserving traditional methods as opined in BPI Report (2016). Evolution in content and capability can transition the perception of Arabic from prohibitively complex to readily achievable toward better Arabic education in Islamic secondary schools in Ghana.

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