

# STUDENT-IDENTIFIED DIFFICULTIES IN THE SENIOR SECONDARY ARABIC CURRICULUM IN KWARA STATE

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**ABSTRACT** In this study, we explore the challenges students in senior secondary schools in Kwara State, Nigeria, face when learning Arabic. This study examines the academic disciplines that students perceive as challenging. Furthermore, we also check how things like gender, type of school (public or private), and where they live affect these views. Arabic is crucial in Nigeria's educational framework, particularly in Islamic areas, necessitating the identification and resolution of obstacles to student achievement. This study examines the influence of demographic and contextual factors on student engagement in Arabic instruction, thereby filling a gap in the existing literature. This research employs a quantitative methodology, sampling 748 students via purposive sampling to achieve diverse representation from both public and private schools. Two instruments were developed: one to identify challenging topics and another to assess the factors contributing to these challenges. Data analysis was conducted using descriptive statistics and Chi-square tests at a 0.05 significance level to examine differences in perceptions based on gender and school type. The results indicated that Arabic literature and translation were widely regarded as difficult subjects. Among the contributing factors were poor teaching methods, a lack of relevant textbooks, and a lack of language laboratories. Notably, no significant differences were found in perceptions of difficulty between male and female students or between students from public and private schools. These findings highlight the need for curricular reform and improved teaching methods in Arabic instruction. A revised curriculum that addresses these challenges, as well as teacher training that offers innovative strategies to meet the needs of diverse students, are suggested in the study. Additionally, government investment in educational resources, such as language laboratories and textbooks, is essential for improving learning outcomes. By addressing these challenges, this study offers practical solutions for enhancing Arabic education through improved teaching, curriculum development, and resource allocation. These efforts can foster greater student engagement and academic success.

**KEYWORDS:** Arabic curriculum, Student identified difficulties, Educational challenges, Gender differences, Curriculum development

## I. INTRODUCTION

This study examines the challenging topics for students in the Senior Secondary School Arabic curriculum in Kwara State, Nigeria. Arabic is important as a Semitic language and has deep roots in the region (Oladosu, 1992; AbdulRaheem, 2018). It's crucial to know what challenges learners face so we can help them do better in school. This research aims to identify specific topics that students struggle with, taking into account various factors such as gender, school location, and the type of school attended. Arabic is a key part of education in Nigeria, especially in the north. Many students use it as their first or second language (Sanni, 2022). The fluctuating performance of students in Arabic language examinations highlights the necessity of addressing the perceived difficulties within the curriculum (Federal Ministry of Education, 2009). To help improve how Arabic is taught and learned, this study looks closely at these challenges. This study seeks to enhance students' understanding of Arabic and improve their academic performance. Additionally, it aims to support broader educational objectives by making learning more accessible and effective. The findings will help teachers, school administration, and curriculum planners understand the challenges students face in learning Arabic, enabling them to design targeted strategies that address students' challenges and foster greater engagement with the Arabic language (Balogun, 1985; Jamiu, 2008).

Arabic has a long-standing historical presence in Nigeria, deeply influencing education and administration. The arrival of Islam in the 11th century established Arabic as a key language for religious, academic, and governmental affairs. In the Kanem-Bornu Empire and the Hausa states, Arabic was really important. It was used for keeping-records and official talks. This showed how key it was for government and education (Sanni, 2013). This historical foundation underscores Arabic's enduring influence on Nigeria's educational system, particularly in the northern regions, where Islamic education has remained a central pillar. The findings of this study will provide valuable insights for teachers, school administrators, and curriculum planners, helping them understand the challenges students face in learning Arabic. With the advent of formal education systems, Arabic education grew with Western education. By the mid-20th century, efforts to integrate Arabic into the curriculum became more structured, leading to its inclusion, along with Islamic studies, in the West African School Certificate Examinations (Balogun, 1985). This milestone signified a policy shift that granted Arabic official recognition within Nigeria's educational system. As a result, Arabic became an essential component of the curriculum, enhancing comprehension of Islamic texts and enriching cultural literacy.

Currently, Arabic serves as the primary language for certain ethnic communities and is also a secondary language for numerous Nigerian Muslims. Its influence surpasses mere communication, considerably affecting local languages like Hausa and Yoruba, which have adopted a variety of Arabic loanwords (Abdul Raheem, 2004). This linguistic integration highlights Arabic's cultural significance in Nigeria, showcasing its importance in preserving heritage and facilitating social interactions among diverse groups. Perception is crucial in educational settings, shaping how students interpret and interact with learning materials. In language education, particularly Arabic, students' perceptions of difficulty can greatly affect their motivation and academic performance (Jamiu, 2008). Studies suggest that students' beliefs about their abilities and the complexity of the subject influence their learning experiences, often resulting in the avoidance of topics perceived as challenging. Understanding these perceptions is essential for developing effective teaching strategies that cater to diverse learner needs. Gender differences in perception have also been highlighted in educational research. Studies suggest that male and female students may perceive the difficulty of subjects differently, which can affect their academic choices and performance (Abdullahi, 2002). In the context of Arabic education, exploring these differences can provide insights into how gender influences students' experiences with the curriculum. By addressing these disparities, educators can create a more inclusive learning environment that recognizes and values the unique perspectives of all students. Moreover, the geographic context specifically the contrast between urban and rural school environments plays a crucial role in shaping student perceptions of academic challenges. Evidence suggests that students in urban areas typically benefit from superior resources and support systems, resulting in more favorable educational experiences (Ojoawo, 1989). This geographic divide highlights the urgent need for targeted educational policies aimed at leveling the playing field across various school settings, thereby ensuring that every student has the opportunity to fully engage with the Arabic curriculum.

Although the Arabic language holds considerable historical importance in Nigeria, students commonly find specific subjects in the Senior Secondary School (SSS) Arabic Curriculum challenging. Previous studies have highlighted challenges faced by students in various subjects, but there is a notable lack of research focused specifically on the Arabic curriculum at the senior secondary level. Research by Jamiu (2008) emphasized the need to investigate

perceived difficulties in the Arabic curriculum. Yet, no comprehensive study has addressed the unique challenges faced by senior school students in this context. This gap in the literature presents an opportunity to explore the topics students find challenging and the underlying factors contributing to these perceptions. Furthermore, gender, school ownership, and school location have been proven to influence students' academic performance and perceptions in various fields (Abdullahi, 2002; Tara, 2002). However, the relationship between these variables and students' perceptions of difficulty in the SSS Arabic Curriculum remains underexplored. Understanding how these factors interact can provide valuable insights into the educational experiences of students and help educators tailor their approaches to teaching Arabic. Consequently, this study aims to identify how these demographic and contextual factors affect students' perceptions of difficult topics. According to the results from 2015 to 2019, student performance in Arabic language examinations fluctuates, suggesting targeted interventions are needed (Kwara State Ministry of Education, 2020). The inconsistency in students' results suggests that many are struggling with key concepts, which could be addressed through a better understanding of their perceptions of difficulty. This study examines at the particular subjects' students perceive challenging and the elements influencing their impressions to improve Arabic education's curriculum as well as instructional approaches.

## II. METHODOLOGY

In this section, MLADM is used to solve nonlinear fractional partial differential equations. The general purpose of this study is to identify topics perceived as difficult in the Senior School Arabic Curriculum in Kwara State. Specifically, the study aims to:

- (a). Determine topics perceived by students as difficult based on their gender.
- (b). Analyze topics perceived as difficult based on school ownership (public vs. private).

### A. RESEARCH QUESTIONS

The study will address the following research questions:

- (a). What topics do students perceive as difficult in the SSS Arabic Curriculum?
- (b). Is there a difference in perceptions of difficult topics between male and female students?
- (c). How do public and private school students differ in their perceptions of difficult topics in the SSS Arabic Curriculum?

### B. RESEARCH HYPOTHESES

The study will address the following research questions:

- (a). What topics do students perceive as difficult in the SSS Arabic Curriculum?
- (b). Is there a difference in perceptions of difficult topics between male and female students?
- (c). How do public and private school students differ in their perceptions of difficult topics in the SSS Arabic Curriculum?

### C. PURPOSE OF THE STUDY RESEARCH METHODOLOGIES

This study was a quantitative research design. The population consists of all senior secondary school students offering Arabic in Kwara State, Nigeria. A purposive sampling technique was used to select schools, ensuring representation from both public and private institutions. Data were collected using two researcher-developed instruments: one to identify difficult topics and another to assess factors contributing to these perceptions. The analysis involved percentage indices for research questions and Chi-square statistics for hypothesis testing at a 0.05 significance level.

## III. RESULTS AND DISCUSSION

Table 1 shows that the sample was made up of 748 respondents, comprising 488 male students (65.2%) and 260 female students (35%). Students from urban schools were 738 (98.7%) while 9 (1.2%) students came from rural schools. Also, 704 (94.1%) students came from public schools while 44 (5.9%) were from private schools. Students of Arts Subjects were 450 in number (60.2%), 286 (38.2%) were students of Commercial subjects and 12 out of 748 (1.6%) were students of science.

**Table 1:** Distribution of the Respondents on the Bases of Gender and School Type

Variable	Frequency	%	Valid %	Cumulative %
Male	488	62.2	65.2	65.2
Female	260	34.8	34.8	34.8
Public	704	94.1	94.1	94.1
Private	44	5.9	5.9	5.9
Total	748	100.0	100.0	100.0

**Research Questions One:** What are the topics perceived by students as difficult in the SSS Arabic Curriculum?

**Table 2:** SSS Arabic Curriculum Topics Perceived to be Very Difficult, Difficult, or Not Difficult by the Students

TOPIC	NOT DIFFICULT		DIFFICULT		VERY DIFFICULT	
	Freq.	%	Freq.	%	Freq.	%
<b>Reading and Comprehension</b>						
My School	471	63.0	193	25.8	84	11.2
A Commendable Family	573	76.6	83	11.1	92	12.3
Market	478	64.0	194	25.9	76	10.1
Festivals	471	63.0	193	25.8	84	11.2
A Song	471	63.0	193	25.8	84	11.2
An Hospital	398	53.2	229	30.6	121	16.2
An Excursion to a Factory	473	63.2	183	24.5	92	12.3
Virtues of Truthfulness	450	60.2	204	27.3	94	12.6
Co-operation	437	58.4	217	29.0	94	12.6
A School Library	456	61.0	194	25.9	98	13.1
A Trustworthy friend	450	60.2	204	27.3	94	12.6
Behaviour of the Messenger of (Allah) SAW	450	60.2	204	27.3	94	12.6
Sincerity in deeds	437	58.4	217	29.0	94	12.6
Nigerian Armed Forces Remembrance	426	57.0	203	27.1	119	15.9
Education	456	61.0	194	25.9	98	13.1
Agriculture	402	53.7	236	31.6	110	14.7
Village	317	42.4	317	42.4	114	15.2
A City	406	54.3	238	31.8	104	13.9
Body health care	426	57.0	203	27.1	119	15.9
Abuja City	437	58.4	217	29.0	94	12.5
Freedom	437	58.4	217	29.0	94	12.5
Environmental Security Importance	402	53.7	236	31.6	110	14.7
Different professions	402	53.7	236	31.6	110	14.7
West African Countries	406	54.3	238	31.8	104	13.9
Government and its Responsibility towards the Individual	402	53.7	239	31.6	110	14.7
Government and the Individual Responsibility towards it	402	53.7	239	31.6	110	14.7
Importance of Science and Technology	426	57.0	203	27.1	119	15.9
Right of Neighbours and the Relatives	402	53.7	239	31.6	110	14.7
Self-Reliance	402	53.7	236	31.5	110	14.7
Goodness of Male and Female	437	58.4	217	29.0	94	12.6
Education Benefits of Arabic Language Study	450	60.2	204	27.3	94	12.6
African Union	437	58.4	217	29.0	94	12.6
Cleanliness is part of the faith	426	57.0	203	27.1	119	15.9

Marriage	437	58.4	217	29.0	94	12.6
Naming	437	58.4	217	29.0	94	12.6
National Security	402	53.7	239	31.6	110	14.7
International Relations	437	58.4	217	29.0	94	12.6
<b>Syntax</b>						
Word, Speech and good Sentence	448	60.0	220	29.4	80	10.7
Verbal Sentence	428	57.2	233	31.1	87	12.8
Nominal Sentence	428	57.2	233	31.1	87	11.6
Demonstrative Nouns	437	58.4	217	29.0	94	12.6
Relative Nouns	466	62.3	216	28.9	66	8.8
Masculine and Feminine	448	60.0	220	29.4	80	10.6
The Condition of Syntactic Analysis (Nominative, Accusative and Genitive)	437	58.4	217	29.0	94	12.6
Singulars	466	62.3	216	28.9	66	8.8
Dual	466	62.3	212	28.3	70	9.4
Sound Masculine Plural	414	55.3	243	32.5	91	12.2
Sound Feminine Plural	414	55.3	243	32.5	91	12.2
Broken Plural	426	57.0	203	27.1	119	15.9
Possessive	466	62.3	212	28.3	70	9.4
Pronominal Detached	402	35.7	236	31.6	110	14.7
Pronominal Suffix	402	35.7	236	31.6	110	14.7
Adjectives and the Nouns qualified	414	55.3	243	32.5	91	12.2
Genitive Preposition	414	55.3	243	32.5	91	12.2
Past tense (Verb)	437	58.7	237	31.7	94	12.6
Present Tense (Verb)	416	55.6	247	33.0	85	11.4
Particles governing imperfect verbs	466	62.3	316	42.2	66	8.8
Imperative verb	466	62.3	316	42.2	66	8.8
Sound and Unsound verbs	450	60.2	204	27.3	94	12.6
“Kana “And Its Sisters	437	58.7	217	29.0	94	12.6
“Inna” and its Sisters	437	58.7	217	29.0	94	12.6
Superlative Noun	318	42.5	276	36.9	154	20.6
Noun of instrument	318	42.5	276	36.9	154	20.6
Transitive verb	414	55.3	243	32.5	91	12.2
Intransitive verb	414	55.3	243	32.5	91	12.2
Relative Noun	466	62.3	216	29.9	66	8.8
Conditional Sentence	416	55.6	247	33.0	85	11.4
Subject	426	57.0	224	29.9	98	13.1
Passive voice	416	55.6	247	33.0	85	11.4
Object (of sentence)	429	57.4	233	31.1	86	11.5
Adverb of place	308	41.2	319	42.6	121	16.2
Number	429	57.4	233	31.1	86	11.5
The Vocative	416	55.6	247	33.0	85	11.4
The Diminutive Noun	426	57.0	224	29.9	98	13.1
Specification	318	42.5	276	36.9	154	20.6
Adverb of manner	450	60.2	220	29.3	78	10.4
Conjunction	416	55.6	247	33.0	85	11.4
<b>Literature</b>						
Definition of Arabic Literature and its Types	415	55.6	247	33.0	85	11.4
Period of Arabic Literature	301	40.2	301	40.2	146	19.5

Definition of Arabic poetry and its themes	429	57.4	233	31.1	86	11.5
Selected proverbs of Zuharbn Abi Salman	318	42.5	285	38.1	145	19.4
The Conquest of Mecca by Hassan bn thabit	318	42.5	276	36.9	154	20.6
Sokhra's Elegiac Poetry by Khanasau	335	44.8	276	36.9	137	18.3
Frazdaq Eulogy (Praise) of Zaynul Abideen	450	60.2	220	29.4	79	10.4
Jerir Asjahnulawah	437	58.7	217	29.0	94	12.6
Eulogy (Praise) Of SayfiDaolah by Al-Mutana by	318	42.5	276	36.9	154	20.6
From Lamiyat bn Wardy	335	44.8	276	36.9	137	18.3
Pride (poem) by Barudy	437	58.7	217	29.0	94	12.6
The Fox and the Cock by Ahmad bn Shawqy	450	60.2	220	29.4	78	10.4
Definition of Arabic Story	437	58.7	217	29.0	94	12.6
The Story of the Lion and Rabbit in "Kalilat Wa Dimunah"	335	44.8	276	36.9	137	18.3
The Tortoise and the Ducks in "Kalilat wa Dimunha"	318	42.5	276	36.9	154	20.6
The Story of hospitality in "Kitahbul Bukhalahu"	450	60.2	220	29.4	78	10.4
The Story of two friends in ship in "Kitahbul Bukhalahu"	437	58.4	217	29.0	94	12.6
Definition of Oratory, its themes and types	437	58.4	217	29.0	94	12.6
Oratory of QaisbnSahidat Al-Ayahdi	426	57.0	203	27.1	119	15.9
Macca Conquest Oratory by Prophet Muhammad (SAW)	450	60.2	220	29.4	78	10.4
Farewell Oratory by Prophet	318	42.5	276	36.9	154	20.6
Ali's Oratory on Sincerity in "Jihadi"	437	58.4	217	29.0	94	12.6
Religious Oratory (speech) by Hujjajibn Yusuf Ath-thaqhfy	437	58.4	217	29.0	94	12.6
Sheik AbdullahibnFudy's poem (TsziiyinulWarakht)	318	42.5	276	36.9	154	20.6
Khady Umar bn Ibrahim's poem	318	42.5	276	36.9	154	20.6
DrIssaAlabi's poem	450	60.2	220	29.4	78	10.4
Sample from Oratory (speech) of Sheikh Adam Abdullahi El-Ilory	437	58.4	217	29.0	94	12.5
Sample from story by ZakariyauHusayn	450	60.2	217	29.0	94	12.6
"QisasKhattullstiwah						
Story "LinmasahYakirauhnana by Muhammad Thalith	318	42.5	285	38.1	145	19.4
Arabic Drama "Al-Amidu Al-mubajjal"byZakariyyauHusayn	318	42.5	276	36.9	154	20.6
"At-tabaqotulUlyah" by ZakariyyayHusayn	450	60.2	220	29.4	78	10.4
"UstadtRagimaAnfuf" by Masu'udAbdulganiyu	426	57.0	224	43.3	98	13.1
Essay Writing	429	57.4	233	31.1	86	11.5
Translation						
Translation from Arabic to English	496	57.4	84	11.2	168	22.5

Translation from English to Arabic	335	44.8	275	36.8	137	18.3
Dictation	498	66.6	83	11.1	67	8.9

### Hypothesis I

H<sub>01</sub> There is no significant difference between male and female students' perception of the difficult topics in the senior secondary school Arabic Curriculum.

**Table 3:**  $\chi^2$  showing the analysis of male and female students' perception of the difficult topics in the SSS Arabic Curriculum

Topic	Gender	ND	D	VD	d/f	Value	Assymp. Sig	Decision
My School	Male	306	114	68	2	12.403 <sup>a</sup>	.002	Rejected
	Female	165	79	16				
A Commendable Family	Male	316	106	66	2	6.546 <sup>a</sup>	.038	Rejected
	Female	157	77	26				
Market	Male	310	125	53	2	.765 <sup>a</sup>	.682	Accepted
	Female	168	69	23				
Festivals	Male	306	114	68	2	12.403 <sup>a</sup>	.002	Rejected
	Female	165	79	16				
A Song	Male	306	114	68	2	12.403 <sup>a</sup>	.002	Rejected
	Female	165	79	16				
An Hospital	Male	265	139	84	2	3.332 <sup>a</sup>	.189	Accepted
	Female	133	90	37				
An Excursion to a factory	Male	316	106	66	2	6.546 <sup>a</sup>	.038	Rejected
	Female	157	77	26				
Virtues of truthfulness	Male	301	125	62	2	1.975 <sup>a</sup>	.372	Accepted
	Female	149	79	32				
Co-operation	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
A School Library	Male	312	112	64	2	6.857 <sup>a</sup>	.032	Rejected
	Female	144	82	34				
A Trustworthy friend	Male	301	125	62	2	1.975 <sup>a</sup>	.372	Accepted
	Female	149	79	32				
Behaviours of the Messenger of (Allah) SAW	Male	301	125	62	2	1.975 <sup>a</sup>	.372	Accepted
	Female	149	79	32				
Sincerity in deeds	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Nigerian Armed Forces Remembrance	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				
Education	Male	312	112	64	2	6.857 <sup>a</sup>	.032	Rejected
	Female	144	82	34				
Agriculture	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Village	Male	275	139	74	2	.232 <sup>a</sup>	.891	Accepted
	Female	142	78	40				
A City	Male	272	148	68	2	1.532 <sup>a</sup>	.465	Accepted
	Female	134	90	36				
Body health care	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				
Abuja City	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Freedom	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				

Environmental security importance	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Different professions	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
West African Countries	Male	272	148	68	2	1.532 <sup>a</sup>	.465	Accepted
	Female	134	90	36				
Government and its responsibility towards individual	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Government and individual responsibility towards it	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Importance of science and technology	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				
Right of Neighbours and the Relatives	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Self-Reliance	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Goodness of Male and Female Education	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
The Advantages of Arabic Language Studies	Male	301	125	62	2	1.975 <sup>a</sup>	.372	Accepted
	Female	149	79	32				
African Union	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Cleanliness is part of the Faith	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				
Marriage	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Naming	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
National Security	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
International Relations	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Word, Speech and meaningful Sentence	Male	310	133	45	2	8.165 <sup>a</sup>	.017	Rejected
	Female	138	87	35				
Verbal Sentence	Male	299	138	51	2	9.423 <sup>a</sup>	.009	Rejected
	Female	129	95	36				
Nominal Sentence	Male	402	218	84	2	1.089 <sup>a</sup>	.580	Accepted
	Female	26	15	3				
Demonstrative Nouns	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Relative Nouns	Male	322	122	44	2	10.426 <sup>a</sup>	.005	Rejected
	Female	144	94	22				
Masculine and Feminine	Male	310	133	45	2	8.165 <sup>a</sup>	.017	Rejected
	Female	138	87	35				
The Condition of Syntactic analysis (Nominative, Accusative and Genitive)	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Singulars	Male	322	122	44	2	10.426 <sup>a</sup>	.005	Rejected
	Female	144	94	22				
Dual	Male	322	123	43	2	6.624 <sup>a</sup>	.036	Rejected
	Female	144	86	27				
Sound Masculine Plural	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Sound Feminine Plural	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Broken Plural	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				



Possessive	Male	322	123	43	2	6.624 <sup>a</sup>	.036	Rejected
	Female	144	86	27				
Pronominal Detached	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Pronominal Suffix	Male	270	149	69	2	1.423 <sup>a</sup>	.491	Accepted
	Female	132	87	41				
Adjectives and the Nouns qualified	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Genitive Preposition	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Past tense (Verb)	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Present Tense (Verb)	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				
Particle governing imperfect verbs	Male	322	122	44	2	10.426 <sup>a</sup>	.005	Rejected
	Female	144	94	22				
Imperative verb	Male	322	122	44	2	10.426 <sup>a</sup>	.005	Rejected
	Female	144	94	22				
Sound and Unsound verbs	Male	301	125	62	2	1.975 <sup>a</sup>	.372	Accepted
	Female	149	79	32				
“Kana “And Its Sisters	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
“Inna” and its Sisters	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Superlative Noun	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Noun of Instrument	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Transitive Verbs	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Intransitive Verbs	Male	286	149	53	2	6.309 <sup>a</sup>	.043	Rejected
	Female	128	94	38				
Relative Noun	Male	322	122	44	2	10.426 <sup>a</sup>	.005	Rejected
	Female	144	94	22				
Conditional Sentence	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				
Subject	Male	292	136	60	2	4.771 <sup>a</sup>	.092	Accepted
	Female	134	88	38				
Passive Voice	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				
Object (of sentence)	Male	288	145	54	2	3.649 <sup>a</sup>	.161	Accepted
	Female	141	87	32				
Adverb of place	Male	265	139	84	2	3.332 <sup>a</sup>	.189	Accepted
	Female	133	90	37				
Number	Male	288	145	54	2	3.649 <sup>a</sup>	.161	Accepted
	Female	141	87	32				
The Vocative	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				
The Diminutive Noun	Male	292	136	60	2	4.771 <sup>a</sup>	.092	Accepted
	Female	134	88	38				
Specification	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Adverb of manner	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
Conjunction	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				

Definition of Arabic Literature and its Types	Male	276	160	52	2	2.725 <sup>a</sup>	.436	Accepted
	Female	140	86	33				
Period of Arabic Literature	Male	221	177	89	2	15.207 <sup>a</sup>	.000	Rejected
	Female	80	123	57				
Definition of Arabic poetry and its themes	Male	288	145	54	2	3.649 <sup>a</sup>	.161	Accepted
	Female	141	87	32				
Selected of Provebs of ZuharbnAbi Salman	Male	234	171	82	2	17.747 <sup>a</sup>	.000	Rejected
	Female	84	113	63				
The Conquest of Mecca by Hassan bnthabit	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Sokhra's Elegiac poetry by Khanasau's	Male	247	171	69	2	25.137 <sup>a</sup>	.000	Rejected
	Female	88	104	68				
Frazdaq Eulogy (Praise) of ZaynulAbideen	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
JerirAsjhnulawah	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Eulogy (Praise) Of SayfiDaolah by Al-Mutanaby	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
From LamiyatbnWardy	Male	247	171	69	2	25.137 <sup>a</sup>	.000	Rejected
	Female	88	104	68				
Pride (poem) by Barudy	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
The Fox and the Cock by Ahmad bnShawqy	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
Definitioqn of Arabic Story	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
The Story of the Lion and the Rabbit in "KalilatWaDimunah"	Male	247	171	69	2	25.137 <sup>a</sup>	.000	Rejected
	Female	88	104	68				
The Tortoise and the Ducks in "KalilatwaDimunha"	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
The Story of Hosiptality in "KitahbulBukhalahu"	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
The Story of tow friends in ship in "KitahbulBukhalahu"	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Definition of Oratory, its themes and types	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Oratory of QaisbnSahidat Al-Ayahdi	Male	277	134	77	2	.129 <sup>a</sup>	.938	Accepted
	Female	149	68	42				
Macca Conquest Oratory by Prophet Muhammad (SAW)	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
Farewell Oratory by the Prophet (SAW)	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Khalifat Ali's Oratory on Sincerity in "Jihadi"	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Religious Oratory (speech) by Hujjajibn Yusuf Ath-thaqhfy	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Sheik AbdullahibnFudy's poem (TsiyinuWarakaht)	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
Khady Umar bn Ibrahim's poem	Male	236	158	93	2	20.227 <sup>a</sup>	.000	Rejected
	Female	82	117	61				
DrIssaLabi's poem	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
Sample from Oratory (speech) of Sheikh Adam Abdullahi El-Ilory	Male	295	134	59	2	2.408 <sup>a</sup>	.300	Accepted
	Female	142	83	35				
Sample from story by ZakariyauOsani	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
"QisasKhattullIstiwah"								

Story “LinmasahYakirauhnana by Muhammad Thalith	Male	315	278	144	2	2.887 <sup>a</sup>	.577	Accepted
	Female	3	5	1				
Arabic Drama “Al-Amidu Al-mubajjal” by Zakariyyau Husayn	Male	314	270	153	2	2.275 <sup>a</sup>	.685	Accepted
	Female	4	4	1				
“At-tabaqotulUlyah” by Zakariyyau Husayn	Male	307	37	44	2	5.301 <sup>a</sup>	.071	Accepted
	Female	143	83	34				
“UstadhtRagimaAnfuf” by Masu’udAbdulganiyu	Male	423	218	97	2	5.278 <sup>a</sup>	.260	Accepted
	Female	3	5	1				
Essay Writing	Male	425	228	84	2	3.415 <sup>a</sup>	.491	Accepted
	Female	4	3	2				
Translation from Arabic to English	Male	292	279	166	2	1.742 <sup>a</sup>	.783	Accepted
	Female	4	3	2				
Translation from English to Arabic	Male	331	271	135	2	1.822 <sup>a</sup>	.769	Accepted
	Female	4	3	2				
Dictation	Male	492	179	66	2	3.170 <sup>a</sup>	.530	Accepted
	Female	6	2	1				

Table 3 shows that the Assymp significant level for 37 items out of 113 were lower than 0.05 ( $p < .05$ ). These items were rejected, while the others 76 were higher than 0.05 ( $p > .05$ ) with 2 degree of freedom. These items were accepted. Therefore, the numbers of accepted items were more than rejected numbers, which means that hypothesis 1 was accepted. This means that, there is no significant difference between male and female students’ perceived difficult topics in the senior secondary school Arabic curriculum.

## Hypothesis 2

H<sub>02</sub> There is no significant difference between public and private school students’ perception of the difficult topics in the SSS Arabic curriculum.

**Table 4:**  $\chi^2$  the respondents’ perception of the difficult topics in the SSS Arabic Curriculum on the basis of school proprietorship

	Topic	proprietor	ND	D	VD	d/f	Value	Assym p- Sig	Decision
01	My School Life	Public	434	186	84	2	10.336 <sup>a</sup>	.006	Rejected
		Private	37	7	0				
02	A Commendable Family	Public	442	170	92	2	6.628 <sup>a</sup>	.036	Rejected
		Private	31	13	0				
03	Market	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
04	Festivals	Public	442	170	92	2	6.628 <sup>a</sup>	.036	Rejected
		Private	31	13	0				
05	A Song	Public	426	181	97	2	4.819 <sup>a</sup>	.090	Accepted
		Private	30	131	1				
06	An Hospital	Public	434	186	84	2	10.336 <sup>a</sup>	.006	Rejected
		Private	37	7	0				
07	An Excursion to a Factory	Public	370	218	116	2	2.106 <sup>a</sup>	.349	Accepted
		Private	28	11	5				
08	Virtues of Truthfulness	Public	370	218	116	2	2.106 <sup>a</sup>	.349	Accepted
		Private	28	11	5				
09	Co-operation	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
10	A School Library	Public	426	181	97	2	4.819 <sup>a</sup>	.090	Accepted
		Private	30	131	1				
11	A Trust Worthy friend	Public	417	194	93	2	6.008 <sup>a</sup>	.050	Accepted
		Private	33	10	1				
12	Behaviour of the Massager of (Allah) SAW	Public	370	218	116	2	2.106 <sup>a</sup>	.349	Accepted
		Private	28	11	5				

13	Sincerity in deeds	Public	401	211	92	2	10.583 <sup>a</sup>	.005	Rejected
		Private	36	6	2				
14	Nigerian Armed Forces	Public	401	211	92	2	10.583 <sup>a</sup>	.005	Rejected
	Remembrance	Private	36	6	2				
15	Education	Public	370	218	116	2	2.106 <sup>a</sup>	.349	Accepted
		Private	28	11	5				
16	Agriculture	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				
17	Village	Public	391	202	111	2	2.686 <sup>a</sup>	.261	Accepted
		Private	26	15	3				
18	A City	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				
19	Body health care	Public	396	192	116	2	4.237 <sup>a</sup>	.120	Accepted
		Private	31	10	2				
20	Abuja City	Public	378	224	102	2	3.699 <sup>a</sup>	.157	Accepted
		Private	28	14	2				
21	Freedom	Public	401	211	92	2	10.583 <sup>a</sup>	.005	Rejected
		Private	36	6	2				
22	Environmental Security	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
	Importance	Private	25	15	4				
23	Different professions	Public	378	224	102	2	3.699 <sup>a</sup>	.157	Accepted
		Private	28	14	2				
24	West African Countries	Public	378	224	102	2	3.699 <sup>a</sup>	.157	Accepted
		Private	28	14	2				
25	Government and its responsibility towards individual	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				
26	Government and individual responsibility towards it	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				
27	Importance of Science and Technology	Public	396	192	116	2	4.237 <sup>a</sup>	.120	Accepted
		Private	31	10	2				
28	Right of Neighbours and the Relatives	Public	401	211	92	2	10.583 <sup>a</sup>	.005	Rejected
		Private	36	6	2				
29	Self Reliance	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				
30	Goodness of Male and Female Education	Public	401	211	92	2	10.583 <sup>a</sup>	.005	Rejected
		Private	36	6	2				
31	The Advantages of Arabic studies	Public	396	192	116	2	4.237 <sup>a</sup>	.120	Accepted
		Private	31	10	2				
32	African Union	Public	396	192	116	2	4.237 <sup>a</sup>	.120	Accepted
		Private	31	10	2				
33	Cleanliness is part of the faith	Public	391	202	111	2	2.686 <sup>a</sup>	.261	Accepted
		Private	26	15	3				
34	Marriage	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
25	Naming	Urban	473	189	76	2	5.105 <sup>a</sup>	.277	Accepted
		Rural	5	4	0				
36	National Security	Public	378	224	102	2	3.699 <sup>a</sup>	.157	Accepted
		Private	28	14	2				
37	International Relations	Public	377	221	106	2	1.180 <sup>a</sup>	.554	Accepted
		Private	25	15	4				

38	Word, Speech and meaningful Sentence	Public Private	419 29	206 14	79 1	2	3.475 <sup>a</sup>	.176	Accepted
39	Verbal Sentence	Public Private	402 26	218 15	84 3	2	1.089 <sup>a</sup>	.580	Accepted
40	Nominal Sentence	Public Private	299 129	138 95	51 36	2	9.423 <sup>a</sup>	.009	Rejected
41	Demonstrative Nouns	Public Private	449 29	181 13	74 2	2	1.715 <sup>a</sup>	.424	Accepted
42	Relative Nouns	Public Private	440 29	197 12	67 3	2	.407 <sup>a</sup>	.816	Accepted
43	Masculine and Feminines	Public Private	398 27	223 15	83 2	2	2.158 <sup>a</sup>	.340	Accepted
44	The Condition of Syntactic analysis (Nominative, Accusative and Genitive)	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
45	Singulars	Public Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
46	Dual	Public Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
47	Sound Masculine Plural	Public Private	440 29	197 12	67 3	2	.407 <sup>a</sup>	.816	Accepted
48	Sound Feminine Plural	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
49	Broken Plural	Public Private	398 27	223 15	83 2	2	2.158 <sup>a</sup>	.340	Accepted
50	Possessive	Public Private	398 27	223 15	83 2	2	2.158 <sup>a</sup>	.340	Accepted
51	Pronominal Detached	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
52	Pronominal Suffix	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
53	Adjectives and the Nouns qualified	Public Private	387 27	229 14	88 3	2	1.411 <sup>a</sup>	.494	Accepted
54	Genitive Preposition	Public Private	440 29	197 12	67 3	2	.407 <sup>a</sup>	.816	Accepted
55	Past tense (Verb)	Public Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
56	Present Tense (Verb)	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
57	Particles governing imperfect verbs	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
58	Imperative Verb	Public Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
59	Sound and Unsound verbs	Public Private	398 27	223 15	83 2	2	2.158 <sup>a</sup>	.340	Accepted
60	“Kana “And Its Sisters	Public Private	397 29	214 10	93 5	2	1.580 <sup>a</sup>	.454	Accepted
61	“Inna” and its Sisters	Public Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted

62	Superlative Noun	Public	419	206	79	2	3.475 <sup>a</sup>	.176	Accepted
		Private	29	14	1				
63	Noun of Instrument	Public	419	206	79	2	3.475 <sup>a</sup>	.176	Accepted
		Private	29	14	1				
64	Transitive Verb	Public	440	197	67	2	.407 <sup>a</sup>	.816	Accepted
		Private	29	12	3				
65	Intransitive Verb	Public	440	197	67	2	.407 <sup>a</sup>	.816	Accepted
		Private	29	12	3				
66	Relative Noun	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
67	Conditional Sentence	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
		Private	29	13	2				
68	Subject	Public	397	214	93	2	1.580 <sup>a</sup>	.454	Accepted
		Private	29	10	5				
69	Passive Voice	Public	419	206	79	2	3.475 <sup>a</sup>	.176	Accepted
		Private	29	14	1				
70	Object (of sentence)	Public	436	204	64	2	1.271 <sup>a</sup>	.530	Accepted
		Private	30	12	2				
71	Adverb of place	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
		Private	29	13	2				
72	Number	Public	440	197	67	2	.407 <sup>a</sup>	.816	Accepted
		Private	29	12	3				
73	The Vocative	Public	397	214	93	2	1.580 <sup>a</sup>	.454	Accepted
		Private	29	10	5				
74	The Diminutive Noun	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
		Private	29	13	2				
75	Specification	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
76	Adverb of manner	Public	440	197	67	2	.407 <sup>a</sup>	.816	Accepted
		Private	29	12	3				
77	Conjunction	Public	390	233	80	2	.323 <sup>a</sup>	.956	Accepted
		Private	25	13	5				
78	Definition of Arabic Literature and its Types	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
		Private	29	13	2				
79	Period of Arabic Literature	Public	397	214	93	2	1.580 <sup>a</sup>	.454	Accepted
		Private	29	10	5				
80	Definition of Arabic poetry and its themes	Public	436	204	64	2	1.271 <sup>a</sup>	.530	Accepted
		Private	30	12	2				
81	Selected Proverb of ZuharbnAbi Salman	Public	419	206	79	2	3.475 <sup>a</sup>	.176	Accepted
		Private	29	14	1				
82	The Conquest of Mecca by Hassan bnthabit	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
		Private	29	13	2				
83	Sokhra'sElegiacPoetry by Khanasau's	Public	449	181	74	2	1.715 <sup>a</sup>	.424	Accepted
		Private	29	13	2				
84	Frazdaq Eulogy (Praise) of ZaynulAbideen	Public	397	214	93	2	1.580 <sup>a</sup>	.454	Accepted
		Private	29	10	5				
85	JerirAsjahnulawah	Public	298	266	139	2	.997 <sup>a</sup>	.607	Accepted
		Private	20	18	6				

86	Eulogy (Praise) Of Public SayfiDaolah by Al-Private Mutanaby	297 21	259 16	147 7	2	.797 <sup>a</sup>	.671	Accepted
87	From LamiyatbnWardy Public Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
88	Pride (poem) by Barudy Public Private	419 29	206 14	79 1	2	3.475 <sup>a</sup>	.176	Accepted
89	The Fox and the Cock by Public Ahmad bnShawqy Private	397 29	214 10	93 5	2	1.580 <sup>a</sup>	.454	Accepted
90	Definitioign of Arabic Story Public Private	280 21	284 16	139 7	2	1.125 <sup>a</sup>	.570	Accepted
	The Story of the Lion and Public Rabbit in Private “KalilatWaDimunat”	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
	The Tortoise and the Ducks Public in “KalilatwaDimunha” Private	449 29	181 13	74 2	2	1.715 <sup>a</sup>	.424	Accepted
	The Story of Hospitality in Public “KitahbulBukhalahu” Private	419 29	206 14	79 1	2	3.475 <sup>a</sup>	.176	Accepted
	The Story of tow friends in Public ship in Private “KitahbulBukhalahu	397 29	214 10	93 5	2	1.580 <sup>a</sup>	.454	Accepted
	Definition of Oratory, its Public themes and types Private	421 29	207 13	76 2	2	1.808 <sup>a</sup>	.405	Accepted
	Oratory of QaisbnSahidat Public Al-Ayahdi Private	280 21	284 16	139 7	2	1.125 <sup>a</sup>	.570	Accepted
	Prophet Muhammad Public (SAW) Macca Conquest Private Oratory by Prophet Muhammad (SAW)	298 20	266 18	139 6	2	.997 <sup>a</sup>	.607	Accepted
	Farewell Oratory by the Public Prophet (SAW) Private	449 29	181 13	74 2	2	1.715 <sup>a</sup>	.424	Accepted
	Ali’s Oratory on Sincerity Public in “Jihadi” Private	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
	Religious Oratory (speech) Public by Hujjajibn Yusuf Ath- Private thaqhfy	436 30	204 12	64 2	2	1.271 <sup>a</sup>	.530	Accepted
	Sheik AbdullahibnFudy’s Public poem (TsiyinuWarakah) Private	419 29	206 14	79 1	2	3.475 <sup>a</sup>	.176	Accepted
	Kady Umar bn Ibrahim’s Public poem Private	280 21	284 16	139 7	2	1.125 <sup>a</sup>	.570	Accepted
	DrIssaLabi’s poem Public Private	397 29	214 10	93 5	2	1.580 <sup>a</sup>	.454	Accepted
	Sample from Oratory Public (speech) of Sheikh Adam Private Abdullahi El-Ilory	298 20	266 18	139 6	2	.997 <sup>a</sup>	.607	Accepted
	Sample from story by Public ZakariyauOsani Private “QisasKhattullstiwah	449 29	181 13	74 2	2	1.715 <sup>a</sup>	.424	Accepted
	Story Public “LinmasahYakirauhnana Private by Muhammad Thalith	280 21	284 16	139 7	2	1.125 <sup>a</sup>	.570	Accepted
	Arabic Damma “Al- Public Amidu Al- Private	419 29	206 14	79 1	2	3.475 <sup>a</sup>	.176	Accepted

mubajjal”byZakariyyauHusayn									
“At-tabaqotulUlyah”	by	Public	397	214	93	2	1.580 <sup>a</sup>	.454	Accepted
ZakariyyayHusayn		Private	29	10	5				
“UstadtRagimaAnfuf”	by	Public	421	207	76	2	1.808 <sup>a</sup>	.405	Accepted
Masu’udAbdulganiyu		Private	29	13	2				
Essay Writing		Public	404	218	81	2	.013 <sup>a</sup>	.994	Accepted
		Private	25	14	5				
Translation from Arabic to English		Public	278	264	161	2	1.266 <sup>a</sup>	.531	Accepted
		Private	18	19	7				
Translation from English to Arabic		Public	313	259	131	2	.844 <sup>a</sup>	.656	Accepted
		Private	22	16	6				
Dictation		Public	466	175	62	2	1.928 <sup>a</sup>	.381	Accepted
		Private	32	7	5				

Table 4 indicates that the Asymp significant level for 10 items are lower than 0.05 i.e.  $P < .05$  with 2 degree of freedom, while the remaining 103 others Assymp significant levels are greater than 0.05 i.e.  $P > .05$  with 2 degree of freedom. Hence,  $H_{02}$  is accepted indicating there is no significant difference between public and private school students perceived difficult topics in the SSS Arabic Curriculum.

### SUMMARY OF MAJOR FINDINGS

Based on the research questions answered and hypotheses tested, the following are the major findings of this study:

- Most of the topics in the SSS Arabic curriculum perceived to be difficult by the SSS students were those dealing with translation and literature.
- Factors such as poor teaching method employed by teachers of Arabic, unavailability of the relevant Arabic textbooks and lack of language laboratory were noted by the students to be responsible for the difficulty of the students’ perceived difficult topics in the SSS Arabic curriculum.
- There was no significant difference between male and female students’ perception of the difficult topics in the senior secondary school Arabic curriculum.
- There was no significant difference between the perception of public and private school students in respect of topics perceived as difficult in the SSS Arabic curriculum.

The findings from the first hypothesis reveal that study habits have a significant impact on students’ academic performance. This aligns with the research by Adedoyin and Bello (2017), which highlights that ineffective study habits can lead to academic failure, while students who develop effective reading strategies are more likely to achieve better results than their peers with poor study practices. The second hypothesis reveals that family background has a significant impact on students’ academic performance, either positively or negatively. This finding aligns with Bukoye (2019), who emphasizes that the family, as the primary social institution, influences students’ learning environments and study habits at home, ultimately influencing their academic success. The third hypothesis reveals that the methods students use during private study sessions have a significant effect on their academic performance. This finding correlates with the work of Crede & Kuncel, (2018), who argue that a structured approach to studying fosters self-monitoring, self-reinforcement, and increased motivation, all of which contribute to improved academic achievement. Reiterating the results of (Bhan and Gupta 2020; Arietal 2018), the fourth hypothesis emphasizes the major influence of the school environment on students’ biology performance, so influencing their study habits and general academic success by means of peer group pressure.

### IV. CONCLUSION

The study revealed that certain subject within the Senior Secondary School Arabic Curriculum in Kwara State are regarded as challenging by students. It highlighted significant differences in perception based on gender, while urban and rural distinctions, as well as school ownership, did not show notable differences. The findings emphasize the need for curriculum adjustments and improved teaching methodologies to enhance student understanding and performance in Arabic. The following recommendations are suggested:



- (a). The Senior Secondary School Arabic Curriculum should be revised to address the identified difficult topics, ensuring it is more accessible and engaging for students.
- (b). Arabic teachers should adopt diverse and innovative teaching strategies to make lessons more attractive and effective.
- (c). The government should invest in modern teaching facilities, including laboratories and instructional media, and ensure the availability of relevant textbooks.

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