
**PARENTS' ATTITUDES TOWARDS ARABIC STUDIES AT UNIVERSITY LEVEL:
CASE STUDY OF DEPARTMENT OF ARABIC, YOBE STATE UNIVERSITY,
DAMATURU**

Dr. Muhammad Alhaji Maidugu

Department of Arabic, Faculty of Arts and Education, Yobe State University, Damaturu

ABSTRACT: *The study investigated Parents' attitudes towards Arabic Studies at University Level Case Study of Department of Arabic, Yobe State University, Damaturu. The Study became necessary due to the fact that despite the significance of Arabic Studies at the University level still the number of candidates applying to read B.A Arabic Programme is very low compared to other Fields. Most of those candidates were not given the desired encouragement by some Parents and Guardians to study the course at the University level because they consider the course as "UNPROFESSIONAL". According to some Parents and Guardians if their children specialized in the field they may not get white collar jobs after graduation. In the procedure of investigation, thirty (30) items were presented in the sets of questionnaire to Parents and Guardians. Stratified random sampling was used as tool for data collection. This sample is from Parents and Guardians residing in the three selected Local Government Councils of the three senatorial zones of Yobe State. One thousand (1000) questionnaire were distributed. Three hundred and fifty questionnaire were received out of which one hundred (100) responses were randomly selected. The percentage technique of data analysis was used to analyse the data and the final results were presented in tables. The findings revealed that most Parents and Guardians have negative attitude towards allowing their children study B.A Arabic at University level due to fear of inability to secure white collar jobs after University graduation.*

KEYWORDS: parents, attitudes, Arabic, education, department of Arabic, Yobe, State, university.

INTRODUCTION

Background of Research Area:

Arabic is a central Semitic language that first emerged in Iron Age northwestern Arabia and is now the lingua franca of the Arab world. Arabic is classified as a macro language comprising 30 modern varieties. Arabic virtue of Islam has established itself in Yobe State as the language of administration, literacy, education, history and legislation before the arrival of colonial masters to Nigeria. The history of Yobe state is incomplete without mentioning the role of Arabic in its historical development being part and parcel of the great kanem- Borno Empire. The city of GAZARGAMU which served as an administrative capital of the empire is located in Yobe state. The significance of Arabic language in Nation building cannot be over-emphasized. Many Arab Nations have recoded tremendous development religiously, educationally, economically; socially e.t.c.

Historically, Arabic had played a vital role in the development of Yobe State in the past. Interestingly, it can offer more to Yobe State and contribute its quota towards its development in the Present and Future. Education, in general terms, is the process of training societal norms, values and desirable attitudes from one generation to another. Arabic as the medium formal and informal education in Yobe State had played the above mentioned roles effectively before the introduction of English. Though Arabic scholars have emphasized the need for improved method of teaching Arabic, it can still be argued that Yobe State would have reached what Arab countries in North Africa have attained in their educational development, if it had been allowed to continue with Arabic medium in her educational pursuit. The average Yobe State Muslims, till today prefer acquisition of Arabic language to English, this is the reason why Arabic schools continue to spring up and compete favorably with the English ones in terms of encouragement from parents.

Arabic language served as language that brought its educational as well as its rich culture to Yobe State. However, it is also a native language in the state because of the existence of Shuwa Arabs. The coming of Islam to Yobe state brought with it literacy and technology of writing. Yobeans use Arabic in writing their native languages. With the help of Arabic alphabets, they were able to express their mother tongues, read and write in Arabic with ease and this has put them in a kind of intellectual tradition.

According to Adeyemi (2016), Islam came to the place known as Nigeria several centuries ago, hence, before English Language, Arabic Language and Islamic Education have dominated many cultures in Nigeria. However, government recognition of this has been very slow. According to Maidugu (2014), Arabic Language receives recognition in Yobe State due to its spread in the region several centuries ago; this is evident in the way and manner Yobe State Government render support to Arabic Language at Schools right from basic up to higher levels of Education. However, the establishment of Arabic and Islamic Education board was a clear indication of government's readiness to support and promote Arabic Education in the State.

Yobe State University was established in the year 2006 during the tenure of His Excellency the Executive Governor Alhaji Dr. Bukar Abba Ibrahim. The University was known as Bukar Abba Ibrahim University, Damaturu. The name of the University was changed to Yobe State University, Damaturu in the year 2012 during the first tenure of His Excellency, the Executive Governor Alhaji Dr. Ibrahim Geidam. Department of Arabic was one of the fully accredited Departments. According to Fafunwa (1995), for centuries, scholars have realized that Arabic as a Language and Islam as a religion have contributed substantially to world civilization, Culture and Education. It was Islam that revived the human pursuit of Science and it was through the Arab, not the Roman that the modern world achieved light and power through science. Timingham (1959), notes that Arabic as a Language contributed to an understanding of early history and civilization of West Africa.

Statement of the Problem

Arabic has a lot to offer in the development of Yobe state in particular and Nigeria in general. However, there are some challenges faced by Arabic Department, Yobe State University particularly in the area of admission for qualified candidates to study B.A Arabic (Hons). Arabic is one of the courses taught at University up to Ph.D level in many Nigerian Universities. In Yobe State University, it is one of the fully accredited Departments; it offers both Undergraduate and Postgraduate Degrees. When the Department was established in 2009/2010 Academic Session, the number of qualified candidates to read B.A Arabic was nothing to write home about compared to other fields, which was quite understandable due to the fact that the Department just came on board. In the following three Academic Sessions the number of admitted candidates have increased, but started to decrease and increase, this will not be unconnected with the attitude of some Parents and Guardians towards Arabic as a field of study. However, it could also be attributed to general social perception of the community towards Arabic as area of specialization.

Arabic Culture and Education is deeply connected with the people, who religiously accord special recognition to the Language, being the official Language of the Religion of Islam. Traditionally, Parents and Guardians enroll their wards at informal Arabic and Islamic Schools in a very tender age to enable them acquire basic knowledge of Arabic Language which will enable them understand the Religion better. When formal Islamic Education was introduced, some Parents and Guardians resisted it, but some enrolled their children en-mass so as to enable them acquire formal basic Arabic and Islamic Studies knowledge, some of these children pursued their studies in the formal Islamic Schools (primary and secondary levels), obtained certificates that qualified them to pursue their studies up to Ph.D levels, they specialized in various fields of Arabic Language.

Some Parents and Guardians doesn't allow their Children to chose Arabic as area of specialization particularly at the University level, because of the perception that when they graduate from the University they cannot secure blue colour Job in the Labour market. They erroneously perceive that the Language is confined to the mosque, not knowing the fact that, it is an International Language that has much potential, and those who specialized in the field could get juicy jobs at the Labour Market after graduation.

Abdulmumin (2019) pointed out that in modern day Nigeria, one could easily realize how candidates, in the University Tertiary Matriculation Examination (UTME) conducted annually for entry into Universities, bear the brunt of the dichotomy between the so-called Arts-based and Science-based disciplines. In 2018/2019 session (actual admission) and 2019/2020 session (projected admissions), for instance, there were very few candidates who applied for Arts-based discipline in the University of Maiduguri as is exemplified by the table of Arts Discipline 2018/19 2019/20 which clearly shows that the projected candidates to read B.A Arabic was 58, and the admitted candidates were 23, same goes to other Humanity based disciplines. It was noticed that there is a great disparity between those candidates that applied to study, textual and languages disciplines and those who are actually admitted in 2018/19 (215) (531)); a figure below 50%. A

similar situation is also expected in 2019/20 session. These figures are only for one session and in University of Maiduguri alone.

The current realities is that many parents in Yobe State and indeed elsewhere encourage their children to choose Science, Law, or Social and Management based courses at the University Level. This would not be unconnected with the fact that they want their children to secure juicy jobs after graduation. The desired encouragement is not being given to children to chose Arabic Studies as field of specialization at the higher level.

Objectives of the study:

The main objective of the study is to examine the reason why the numbers of candidates willing to study B.A Arabic keep decreasing in Yobe State University, Damaturu over the years. The specific objectives are to:

- i. identify Parents attitudes toward Arabic Education at the University Level;
- ii. examine the awareness of Parents and Guardians on the significance of Arabic Studies at the University level;
- iii. identify the role of Government towards uplifting the standard of Arabic in Yobe State;
- iv. identify the role of Yobe State University management towards uplifting the Status of Department of Arabic, Yobe State University, Damaturu ; and identify the role of Arabic in addressing developmental challenges.

Research Questions:

- What are the attitudes of some Parents towards Arabic Studies at University level?
- What are the reasons why some Parents and Guardians doesn't encourage their children to read Arabic at University level?
- What were the number of admitted and registered candidates to read B.A Arabic in Yobe State University, Damaturu within the period under review?
- Does Parents attitude affect the future career of their children?
- What are the attitudes of secondary school leavers towards specializing in Arabic at University level?

LITERATURE REVIEW

According to Ayuba (2012) the meaning of education cannot be definite as its means different things to different people depending on their perception of what it is. There are cases where education is simply taken to mean “knowledge”, “enlightenment” “wisdom”. No wonder one hears such expressions as “you are not enlightened” to refer to the person that behaves differently from some norms of those who been to school and so “the educated,” “enlightened”, or “wise ones”. But is it adequate to describe a person that has not attended a formal school system as uneducated?. Education, in general terms, is the process of training societal norms, values and desirable attitudes from one generation to another.

According to Maidugu (2019) Arabic as the medium formal and informal education in Yobe State had played the above mentioned role effectively before the introduction of English. Though Arabic scholars have emphasized the need for improved method of teaching Arabic, it can still be argued that Yobe State would have reached what Arab countries in North Africa have attained in their educational development, if it had been allowed to continue with Arabic medium in her educational pursuit. The average Yobe State Muslims, till today prefer acquisition of Arabic language to English, this is the reason why Arabic schools continue to spring up and compete favorably with the English ones in terms of encouragement from parents.

According to Taiwo (1999) with the current popularity that Arabic as a Language is gaining in Nigeria, in particular and worldwide in general, it becomes important that the history on the spread of the Language in to Nigeria needs to be known. According to Salisu and others (2014), Arabic language cannot be separated from Islam since the revelation of the Qur'an to the Prophet of Islam adopted Arabiya A-fusha, standard Arabic among the cluster of dialects of the time and thus became language of Islamic civilization. Arabic language outside the shore of Arabian Peninsula therefore is concomitant to the emergence Islam and its civilization in such areas... The realization of the impressive contributions of Arabic as a language of Islamic civilization to the knowledge of world civilization in general and west African history in particular made some Universities in Nigeria to introduce Arabic and Islamic Studies into their respective institutions upon inception. While the University of Ibadan has a full-fledged Department of Arabic and Islamic Studies, Islamic Studies also features in the University's Department of Religious Studies, both in the Faculty of Arts. Bayero University has Faculty of Arts and Islamic Studies as well as "Departments Arabic on the one hand and Islamic Studies on the other. Usmanu Dan Fodio University Sokoto has Faculty of Arts and Islamic, Departments of Arabic and Islamic Studies. While in University of Maiduguri, there is Department of Arabic and Islamic Studies. Same goes to Yobe state University, Damaturu Arabic and Islamic Studies are independent Departments.

Salisu and others (2014), went further to disclose that Arabic education started in the University of Ilorin upon its inception in 1975 to develop a specialization in linguistic studies and Arabic Literature, for the benefit of the Nigerian citizens and Muslim children looking at the cultural, historical and religious significance to Nigerian Muslims. The Arabic language is one of the courses offered in the Department of Arabic and Islamic Studies, Faculty of Arts, when the University began its academic programmes.

According to Sirajuddeen and Adebisi (2012), the roles Arabic expected to play have vital determinant of the approaches used in instructional delivery and extent of its study by various categories of learners. Muslims who required basic literacy in Arabic for the purpose of performing Islamic rituals are contented with the mastery of the rules of reading and writing the Arabic script. At this rudimentary level of Arabic studies, majority of the pupils who learn Arabic do so through the non-formal Qur'anic Schools called "*Makarantar Allo*"...although some students were able to advance their studies through the more organized *madaris*, the totality of instruction at the lower

level discourages many potential Arabist who might possess a strong aptitude for language learning but are advertently forced to terminate their studies at this level.

All the studies conducted on the topic under review concentrated solely of the significance of Arabic and its emergence in Nigeria, as well as the roles Arabic can play towards National development. However, the study conducted on Arabic education at University of Ilorin concentrated on historical background of programme in the University, while this research is field work on the attitudes of Parents and Guardians towards Arabic education at University level at the Department of Arabic Yobe State University, Damaturu. Therefore the difference between the previous studies and the present is the population.

METHODOLOGY

Primary source of data in this research are the opinions from Parents and Guardians in the study area. These opinions were obtained through set of questionnaire designed purposely in order to explore Parents' attitudes towards Arabic Studies at the University level. These opinions have been considered very essential in this study.

Data like admission quota and number of admitted candidates would not – in most cases- portray the actual attitude of Parents and Guardians towards Arabic Studies at the University level. Similarly, figures are always bias and misleading, for example, the admission figures for B.A Arabic may be up to average in the admission quota allocated it, yet some may argue that the number is very meager compared to other disciplines.

In this study sample refer to the sub-aggregate or part of the population which a group of individuals from which the sample is drawn. This sample is from Parents and Guardians – who are mostly have western education background- residing in the three selected Local Government Councils in the three senatorial zones of Yobe State the local Governments concerns are as follows:

.zone “A”: Gujba, Damturu and Geidam.

Zone “B”: Fika, Potiskum and Nangere

Zone “c”: Bade, Machina and Nguru

A sample of one thousand (1000) questionnaires were distributed, out of this number, the number of those who responded was Three hundred and fifty, out of which one hundred responses were randomly selected.

The sample was collected by proportionate stratified random sampling techniques. The parents were drawn from different socio-economic backgrounds, thus, the sample includes the elite, the middle class, the lower class, males, females, educated and uneducated.

The tools for data collection are questionnaire and interview:

Questionnaire: as a tool for data collection, it is very useful for obtaining information from both the educated and uneducated. The questionnaire therefore gives a comprehensive and effective data analysis. However, some shortcomings could not be ruled out particularly with regard to the uneducated respondents. The researcher developed the questionnaires and properly cross examined them in order to justify their suitability. In the first one, the researcher listed the possible factors that might influence the attitudes of parents and Guardians towards Arabic studies at University level in the study area. In the second questionnaire the researcher listed the possible factors that might influence the attitudes of some parents as viewed by some Educationist in the area of study.

These factors were sub-divided, for instance, for parents' questionnaire we have the following with their corresponding statement (items):

Inability to secure white collar jobs after graduation – 15 items

Significance of Arabic Studies in the society- 15 items

A total of forty five (30) items were constructed. Those items were designed in such a way that each statement depicted a specific view on the sub- divisions listed above. Such statements (items) were having five options from which the respondents made choices by either choosing STRONGLY AGREE, AGREE, and STRONGLY DISAGREE, DISAGREE OR UNDECIDED. These have again been reduced to three options by merging STRONGLY AGREE and AGREE, STRONGLY DISAGREE and DISAGREE. UNDECIDED however, remained. Thus, we were left with three alternatives instead of five. That was done so as to facilitate quantification and analysis of the data.

Interview: As a tool for data collection, interview is designed to collect information from educated and uneducated as well as Educationists' respondents, this involves personal meetings with them. The interview questionnaires were adopted from the set of questionnaire. Some statements were translated in the local languages in the area of study when the need arises. The interview was conducted orally and was recorded and treated along with the questionnaire in the analysis section. The data to be analyzed came from the questionnaire and interview conducted, in the analysis of data therefore, the records of the frequencies of AGREE (A), DISAGREE (DA) and UNDECIDED (UD) opinions of the respondents were considered item by item. All the items have three options which were analyzed by adding their various frequencies. For instance, the total AGREE opinions were used to calculate the percentage (%) of the number of subjects that have responded AGREE (A). The same method was applied for DISAGREE (DA) and UNDECIDED (UD).

Since almost all the items in the sets of questionnaires are negative it is necessary to clarify at this juncture that, where we have positive opinions it means negative and visa-verse. However, undecided opinions remain the same. These percentages were compared to determine the trend of attitude, that is whether POSITIVE, NEGATIVE or UNDECIDED.

(1)- The percentage is obtained by:

Scores (positive/Negative/Undecided opinions) obtained
X100

Total maximum score

(2)- Percentage for positive opinions is obtained by:

Score for positive opinions
X100

Total score

(3)- Percentage for Negative opinions is obtained by:

Score for Negative opinions
X100

Total score

(4)- Percentage for Undecided opinions is obtained by:

Score for Undecided opinions
X100

Total score

ANALYSIS OF DATA

The primary aim of data analysis is to analyze the data for the research. In the course of the analysis the quantified opinions gathered from samples would be analyzed. Conclusion of the data analysis would be drawn from the quantified opinions. The data would be analyzed in view of the stated problems, that why parents in the selected Local Governments areas “agree or disagree” to allow their children specialized in the field of Arabic at University level due to some factors among which were fear of inability to secure blue collar jobs after graduation, ignorance about the role of Arabic graduates in different sectors in the society among others.

In the first step, the responses of each item of one hundred parents (100) with their frequencies of Agree, Disagree and Indifferent and percentages were analyzed. This was done under three factors as mentioned earlier.

Table 1:- Total no. of registered students in Department of Arabic, Yobe State University, Damaturu.

S/NO.	ACADEMIC SESSION	NO. OF REGISTERED STUDENTS
1.	2009/2010	17
2.	2010/2011	16
3.	2011/2012	43
4.	2012/2013	34
5.	2013/2014	39
6.	2014/2015	29
7.	2015/2016	58
8.	2016/2017	32
9.	2017/2018	49
10.	2018/2019	19
11.	2019/2020	53

Source: Department of Arabic, Yobe State University, Damaturu, 2021

Table 1 above shows that by the commencement of the programme in 2009/2010 academic session, when the first set of candidates were admitted, seven (17) candidates were registered, while in the following academic session sixteen (16) were registered, less the registered candidates of the previous year. In the third set there was significant increase in the number of registered students, forty three candidates were registered which was greater than the two previous academic sessions combined. From 2013 to 2018 academic sessions the number kept increasing and decreasing until in 2019 academic session when the number of registered candidates dropped drastically from 49 candidates in 2018 to only 19 registered candidates. While in 2019/2020 academic session the number increased significantly from 19 to 53 candidates.

Table 2: Analysis of the Sample on Future of B.A Arabic Graduates as perceived Parents and Guardians:

Item	No. of Responses	Frequencies					
		Agree (Negative)		Disagree (Positive)		Undecided	
		No.	%	No.	%	No.	%
1	100	21	17.5	87	72.5	12	10.0
3	100	63	52.5	57	42.5	0	0.0
6	100	66	55.0	48	40.0	6	5.0
9	100	95	87.5	12	10.0	3	2.5
11	100	96	80.0	15	12.5	9	7.5
13	100	30	25.0	84	70.0	6	5.0
15	100	89	72.5	27	22.5	6	5.0
17	100	75	62.5	42	35.0	3	2.5
18	100	87	72.7	27	22.5	6	5.0
28	100	48	40.0	66	55.0	6	5.0
Total	1000	678	56	465	39	57	5

Table 2 above describes the responses on the future of B.A Arabic Graduates by Parents and Guardians. In the table are frequencies of Agree (Negative), Disagree (Positive), and Undecided (Indifferent) options, each with its percentage shown. The table reveals that of the 1000 total percentage 678 representing 56% responded Negative, 465 representing 38% responded positive, while 57 representing 5% responded undecided. This goes to say that parents and Guardians in the study area – who are mostly educated- perceived the future of Arabic graduates negatively above average with regard to their job opportunities in the labour market.

This view was shared by Mallam Isa Gana – who happen to be a civil servant- when asked to give his views on the future of B.A Arabic Graduates in the labour market. According to him, most of Arabic graduates end up in the classroom, they will not be able to secure Jobs at other Government organizations such as Nigeria National Petroleum Company (NNPC), Banks, Federal Inland Revenue Services (FIRS) e.t.c. He said he will rather allow his children to learn Arabic at the lower levels of education to enable them understand the religion of Islam properly, but at the University level he prefers his children to read other professional courses that will attract job opportunities for his children after University education.

Table 3: Analysis of the Sample on the significance of Arabic in the Yobe State.

Item	No. of Responses	Frequencies					
		Agree (Negative)		Disagree (Positive)		Undecided	
		No.	%	No.	%	No.	%
1	100	6	5.0	98	97	0	0.0
3	100	45	37.5	66	55.0	9	7.0
6	100	6	5.0	94	90	6	5.0
9	100	24	20.0	87	72.5	9	7.5
11	100	48	30.0	69	57.5	3	2.5
13	100	15	12.5	93	77.5	12	10.0
Total	600	144	20	507	75	39	5

Table 3 above describes the responses on the significance of Arabic in the Yobe State of 100 respondents. In the table are frequencies of Agree (Negative), Disagree (Positive) and Undecided opinions, each with its percentage shown. The table reveals that 507 responded positive representing 75%, while 144 representing 20% responded negative. However, 39 representing 5% responded undecided. In terms of significance of Arabic in the Yobe State, parents in the area perceived Arabic Education as compulsory to all and sundry, because its helps in understanding the religion of Islam. These parents and Guardians believe that children should learn Arabic as well religious rituals at tender age. This view was shared by Alhaji Sadik Chiroma who strongly believe that children should be taught Arabic right from primary up to secondary school levels, this is to enable him/her acquire the basic knowledge of Arabic, understand the religion of Islam and instill Islamic moral values. He opined that science and commercial subjects should taught side by side with Arabic subjects. He further explained that, at the University level parents should allow their children choose their areas of specialization.

According to Mal. Musa Gana the significance of learning Arabic towards understanding the religion of Islam cannot be overemphasized, children should be sent to Islamiyya Schools in order to acquire basic knowledge of the Religion of Islam, and that cannot be achieved without understanding Arabic. However, was of the opinion that, children should be allowed to study courses such as Medicine, Engineering, Law, Nursing e.t.c at the University level, because the society need such professionals towards the development of the community.

FINDINGS

As the study revealed, many Parents- that have acquired western education- have negative attitude towards Education at University level in Yobe State. These attitudes have affected the number candidates applying to read B.A Arabic in Yobe State University, Damturu and other Nigerian Universities too. In this regard therefore, it is necessary or the government, individuals and organizations who most have recognized the benefits of Arabic Studies at the University level to enlighten these parents. Thus the findings of the study are as follows:

- Many parents with western education background prepare their children to study science based courses such as Medicine, Nursing, and engineering, e.t.c or social science/management courses such as: Economics, Accountancy, Sociology, Business management e.t.c or Law.
- Majority of Parents and Guardians in Yobe State strongly believe that Arabic and Islamic Studies education is very significant. They are of the opinion that Arabic and Islamic studies are compulsory for children right from tender age because it will assist them in understanding the Religion of Islam.
- Arabic is not confined to the mosque as erroneously perceived by many Parents. Arabic graduates have Job opportunities in the Military and Para-Military, Media and Communication, Foreign affairs as well as many government and non-governmental agencies.
- Many Parents – and children as well- think that it will be difficult for them to secure white collar jobs if they obtained B.A Arabic. They will end up as classroom Teachers.
- Some Parents with formal Arabic Education background also prepare their children to study professional courses at the University level.

CONCLUSION

Considering the topic entitled: Parents attitudes towards Arabic Education at University level in Yobe State, case study of Department of Arabic, Yobe State University, Damaturu it is difficult to draw a conclusion. However, from the available data one can conclude by saying that Parents and Guardians in the study area- mostly who acquired western Education- doesn't encourage their children to specialize in the fields of Arabic at University level due to fear of inability to secure blue collar jobs after graduation, but they strongly believe that, Arabic is very significant in the life of any Muslim, hence the need to encourage children from tender age to acquire basic Arabic and Islamic knowledge that will shape their future and become better citizens of the society. Based

on some of the interview the researcher had with some people, they have shown that parents' negative attitudes was due to main factor mentioned above.

Recommendations:

- Government, Individuals and Organizations in Yobe State and beyond should create awareness among Parents and Guardians - regardless of their educational background- on the significance of Arabic studies at University level. The role of Arabic in the development of the community socially, economically and politically should be explained clearly.
- Government, Individuals and Organizations in Yobe State and beyond should enlighten Parents, Guardians and Children on the job opportunities for Arabic graduates. This could be done through carrier talks by members of Arabic and Islamic Studies associations periodically at schools.
- Department of Arabic, Yobe State University, Damaturu should embark on sensitization visits to Islamiyya Secondary Schools as well as Government Islamic and wester Secondary Schools in Yobe State with sole aim of creating awareness among Parents, Staff and Students on what the Department is offering as far a Arabic Studies at the University level is concerned.

Reference

- Abdulmumin, M.S (2019). *The Role of Humanities in addressing Developmental Challenges*. Keynote' address delivered by Professor Muhammad Sani Abdulmumin,, University of Maiduguri, Nigeria in the Maiden Faculty Seminar Series organized by the Faculty of Arts and Education of Yobe State University, Damaturu, Yobe State on July 10, 2019 @ Ibrahim Geidam Hall and Main Library, Damaturu.
- Adeyemi, Kamil Adeleke. *The Trend of Arabic and Islamic Education in Nigeria: Progrss and Prospects*. OJML Vol. 6 No. 3, June, 2016
- Ayuba, M.A (2012). *The Arabic Language: Its relevance to Nigerian Development*. Department of Religion and African Culture, Adekunle Ajasin University, Akungba-Akoko, Ondo State Nigeria. European Scientific Journal, November edition Vol: 8, No. 26
- Fafunwa, A.B, (1995). *History of Education in Nigeria*, London: George Allen and Unwin Limited.
- Maidugu, M.A, (2019). *Importance of Arabic in Yobe State, Challenges and Way Forward*. A paper presented at a three day workshop for Islamiyya School Teachers Organized by Department of Arabic, Yobe State University, Damaturu.
- Salihu, Alfa Muhammed and others, *Arabic Education in University of Ilorin, Nigeria, a review*. International journal of Education and Research. Vol.2 No. 10, October, 2014
- Sirajuddeen, Adan & Adebisi, Abdulwahid, *Teaching Arabic as a Second Language in Nigeria*. A Paper presented at the 8th International Language for Specific Purposes (LSP) Seminar- Aligning Theoretical Knowledge with Professional Practice. www.sciencedirect.com
- Taiwo, B.M. (1999). *Arabic Education in Nigeria: A Historical Overview*. Paper Presented at the First Annual National Conference Organized by Nigeria Association OF Teachers of Arabic in Colleges of Education and Allied Institutions (NATACEDA).
- Timingham, J.S. (1959). *Islam in West Africa*, London: Oxford University Press.