

**FACTORS THAT HINDER THE SELECTION OF ARABIC LANGUAGE IN
SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF IJARA SUB-
COUNTY IN GARISSA COUNTY**

BY

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ABSTRACT

This project explored factors that hinder the selection of Arabic language in secondary schools in Kenya. The study utilized the phenomenological approach to capture and describe the essence of Arabic language as a social phenomenon and the challenges they face in providing two different types of knowledge with different values.

This study on the factors hindering the selection of Arabic language in secondary schools in Kenya had four objectives: to determine how finance, wide curriculum, inadequate teachers and negligence are factors hindering selection of Arabic language in secondary schools in Kenya. The target population was 215 and a sample size of 64 respondents was selected. The researcher adopted survey research design and stratified random sampling. The researcher used questionnaires as a method of data collection; the questionnaires consisted of both structured and unstructured questions. Data was analyzed by use of Microsoft excel and presented using tables, graphs and charts.

The findings are discussed in relation to concepts of education, wide curriculum, teachers and types of knowledge- religious or secular. Education in Arabic is understood as a lifelong process for each individual. It entails, reform, development, and empowerment. The long history of Arabic language and the fact that the structure and curriculum have remained unchanged in large parts of the Muslim world are assets since the entire Ummah learn the same subjects and content as well as the complications and difficult to apply principle of combining two or even three curricula in Muslim minority countries, where Arabic education is largely the domain of individual parents or Arabic organizations.

The Arabic education teachers were found to be lacking the requisite pedagogical skills. They resort to using traditional methods of teaching like memorization without actually explaining the content they teach. Many times when students cannot memorize, they use corporal punishment, thus alienating the children from their lessons. Teachers sometimes feel frustrations as the students seem to prefer the secular school teachers to them. Students in Arabic Schools face challenges emanating from a wide curriculum, Arabic and secular subjects taught in different languages, teachers who use differing methodologies and lack of time to play. There is need to review the curriculum to reduce the burden on the learners. The National curriculum should have a core curriculum which should be compulsory for all children in Kenya and optional subjects that can be implemented by schools based on their relevance to the local environments. The government through Muslim NGO's and in consultation with the Kenya Institute of Curriculum Development could help to unify the teaching of Arabic language curriculum as taught in Madrasas in Kenya. Many Madrasas implement foreign curricula with students learning the history of a foreign country while they are ignorant of their own country. This will help the institutions to maintain standards in its delivery of the content and make the assessment of learners at the end of the course easy while at the same time improving the quality of the education provided in these institutions.