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EFFECT OF VISUAL MATERIALS ON TEACHING ARABIC LANGUAGE IN KWARA SECONDARY SCHOOLS IN NIGERIA

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Abstract

The study investigated the effect of visual aids on the academic achievement of secondary school pupils on Arabic in Ganmo in Ifelodun Local Government Area of Kwara State. The study specifically examined the differences in performance of male and female students taught with the use of visual aids, the initial performances of the experimental group before the exposure to experimentation and the control group taught using conventional instruction and the comparison of performance of students exposed to visual instructional materials and those taught using conventional methods. The study used non-randomized pre-test and post-test groups in a quasi-experimental approach. The sample of the study was two complete classes of two secondary schools. One was a control group which was given traditional instructions and the other was an experimental group that was given instructions by means of visual aids such as charts, diagrams and photographs. Data were collected through pre- and post-tests over a period of three weeks and analysed through Analysis of Covariance (ANCOVA), mean and standard deviation. The results showed that: 1) the initial performance of the control and experimental groups was poor. 2) students taught using visual materials significantly outperformed their counterparts who received traditional instruction, with a post-test mean score of 15.31 compared to 12.10. The ANCOVA result also indicated a statistically significant difference in the achievement of the two groups [$F(1, 20) = 11.976$, $p = .002$]. 3) However, there was no significant difference in the performance of male and female students taught with visual materials [$F(1, 20) = 0.243$, $p = .627$]. These findings suggest that the use of visual materials in teaching Arabic should be considered by schools as a means to promote students' engagement and understanding. Teachers need to be trained on how to use visual aids effectively, and curriculum developers need to adapt current Arabic language syllabi to include visual-based instruction. Further, equal distribution of visual learning resources to all students,

irrespective of their gender, will promote inclusive education.

Keywords: Effect, Visual Materials, Arabic Language, Teaching, Secondary.

INTRODUCTION

Arabic language is not only a language of communication but also a storehouse of the Islamic knowledge, culture and civilisation. Arabic, the language of the Qur'an, is of spiritual, cultural and educational importance to millions of people worldwide, including Nigerians. In the Nigerian context, Arabic is taught as a religious and academic subject at the primary to tertiary level especially in states with a significant Muslim population such as Kwara, Sokoto, Kano and Borno. The National Policy on Education recognises Arabic as an elective subject in junior and senior secondary schools, hence encouraging its inclusion in the formal curriculum (Federal Republic of Nigeria, 2013).

Several challenges face the teaching and learning of Arabic language in secondary schools in Nigeria, including lack of trained teachers, outdated curriculum and non-use of instructional aids (Azeez & Usman, 2022). Most traditional teaching methods are teacher-centered and do not stimulate the interest and improve the achievement of the learners. The classroom is dominated by rote memorisation and translation-based approaches, which leave learners disengaged and struggling to internalise abstract linguistic structures. These problems are more pronounced in semi-urban and rural areas like Ganmo in Ifelodun Local Government Area where access to instructional resources is limited and teaching innovations are hardly implemented.

The use of visual material is one of the most significant teaching innovations adopted in the world practice of education. Visual aids are any teaching aid that can be seen and used to communicate or reinforce educational concepts. Images. Diagrams. Charts. Maps. Flashcards. Infographics. Videos. Mayer's Cognitive Theory of Multimedia Learning (2021) suggests that learners can acquire and retain knowledge better when it is presented both visually and vocally. Visual aids help to break down complex or abstract ideas into more understandable parts by associating verbal input with images, increasing memory, comprehension, and student engagement. This is particularly relevant when teaching a foreign language like Arabic, where visual cues can help learners associate words with their meanings. The use of visual aids in language teaching has been regarded as an effective pedagogical approach in recent years. Visual materials such as images, videos, infographics, charts and multimedia tools enrich the learning process by offering students concrete and contextualised representations of language concepts. These materials activate multiple senses, encourage active learning, and link abstract notions of language to practical applications. According to (Mayer, 2020) Research has demonstrated that visual resources can considerably boost language learning outcomes. Moreover, pictures, diagrams, and videos can also be used as visual aids to help learners better understand and memorise complex language concepts (Hinkel, 2022). Furthermore, visual materials can aid in vocabulary acquisition, improve pronunciation, and enhance overall language proficiency (Chapelle, 2023).

Arabic is a language with a vast vocabulary, complex syntax and a unique script. So it is interesting and demanding for learners. Visuals can help solve these problems by clarifying complicated concepts, offering cultural context and engaging learners more. In addition, the use of visuals is consistent with 21st century educational practices that promote student-centered learning and the use of technology in the classroom.

Learning Arabic is not just knowing the language, but knowing the culture that comes

with the language. Arabic is the language of religion, culture and business and is spoken by more than 400 million people worldwide. Many learners want to master the four skills of Arabic: listening, speaking, reading and writing. Native speakers need to learn Modern Standard Arabic (MSA), especially in formal situations, such journalism, literature and education. There are different reasons why non-native speakers learn Arabic such as religious purposes, understanding Arab culture or for professional reasons. Arabic is difficult to learn. Especially for non-native speakers

Arabic also consists of different regional dialects thus students must learn to know both the official MSA and the various local spoken variants. This is often especially hard for those who want to learn the language both in written and spoken form.

Arabic phonology is a big problem because it has sounds that many non-native speakers may never have heard before in their own languages. Mansoor, Khalid and Fatima (2021) stress that acquiring these sounds is a lot of work. Yet traditional methods such as grammar-translation and rote learning still have a role to play for novices to get their hands on the building blocks of Arabic. But these days, more modern methods stress interactive learning, such as practicing conversations, role-playing and using the language in real-life situations. In recent years technology has become a key instrument for learning Arabic. Learners can now practise at their own speed thanks to online portals, mobile apps and AI-based solutions. Apps like Duolingo and Rosetta Stone provide interactive courses and real-time feedback. There are lots of tools powered by artificial intelligence that can be very helpful when it comes to practicing speaking.

One of the big advantages of using visuals is that they can make difficult topics easier. Diagrams, charts and films can help to explain abstract or difficult topics in a simple to comprehend way. For example, visual aids are very helpful in clarifying and improving knowledge in disciplines like mathematics and physics where students are sometimes overwhelmed by complicated processes and relationships. Miller (2020) claims that pictures aid pupils in building mental frameworks that facilitate understanding of challenging subjects. Anderson and Cook (2021) also argue that visual tools foster critical thinking because they require learners to analyse and interpret information. This is especially the case when visual elements, such as timelines or maps, are combined with storytelling or real-world cases, as shown by Mahmoud (2023). Visuals also help with understanding and drastically improve memory storage. This is why visual resources burn down in Teaching Arabic Language.

Abdullah (2021) states that teaching of grammar with visual aids improves students' understanding as they can relate better to the many parts of an Arabic phrase. These linguistic elements can also be graphically represented to help prevent the perplexity that usually results from the abstract grammar rules. Visual aids help pupils remember things but they also help to make difficult ideas easier to understand. For instance, learners are more likely to retain vocabulary or sentence patterns when they are taught with appropriate images or visual context. Al-Shami (2022) found that students exposed to visual content showed a significant improvement in their memory of Arabic sentence patterns and grammar norms. Visual aids make the theoretical ideas concrete for children. This helps them to understand and remember.

As Nasser (2021) states, visual aids in teaching Arabic language provide a more inclusive learning environment by making the content accessible to all learners and providing equal opportunities for success. However, the use of visual material in the

teaching of the Arabic language is not without challenges. One of the main issues that teachers have when using visual materials is the technological limits of schools and students. Using multimedia, such as videos, interactive apps and digital presentations can go a long way in enhancing learning. But not all educational institutions have access to required technology resources. Many schools, particularly underfunded ones, may not have the necessary equipment to support digital media or have unreliable access to the Internet, limiting their ability to bring quality visuals into the classroom. The digital gadget in education, however, is often a hindrance to the employment of visual aids on a large scale, especially in distant or economically disadvantaged areas where technology is either not available or not affordable (al-Hamadi, 2021).

Visual aids can help understanding, but must be chosen with care to reflect the diversity and nuances of Arab cultures. Instructors should ensure that the visual aids represent the diversity of Arabic civilisations including various dialects, traditions and customs. The lack of proper training for teachers on the effective use of visual resources is also a significant problem. Many teachers may not have formal training in multimedia instruction or may not know how to use visual materials in lessons to improve learning. Specifically, teachers who are not experienced with digital tools may struggle to include films, infographics or interactive aspects in their classes. One of the principal results of the existing empirical research is the effect of visual representations on students' understanding and memorisation of difficult concepts. For example, Al-Saadi (2021) carried out a study on the effectiveness of multimedia presentations in teaching Arabic grammar for non-native speakers. The study found that students taught with visual aids, such as interactive diagrams and animated examples, had a significantly higher understanding and memory of grammar rules than those taught with traditional text-based methods. This aligns with a few studies that suggested how visuals can be used to represent abstract concepts to facilitate and make learning more memorable (Mayer, 2020). The study shows out that visual aids help students comprehend abstract grammatical principles such as verb conjugation in a more concrete and interactive way, leading to a greater level of understanding.

Statement of the Problem

Despite the importance of Arabic language in Islamic education, the teaching of Arabic language in the secondary schools in Ganmo, Ifelodun Local Government Area of Kwara State has suffered from poor performance and lack of interest among students. The traditional technique of teaching, which depends on verbal instruction, has been critiqued for its inability to improve the understanding and memory retention of students. Research has demonstrated that visual aids can considerably increase the language learning process (Mayer, 2020). However, the visual materials used in teaching Arabic language are limited and traditional teaching methods based on rote memorisation and repetition are still common (Balogun, 2020). Also, studies have shown that students' performance in Arabic language is poor, which has been attributed to the lack of effective teaching strategies and materials (Adeyemi, 2022). The poor learning outcomes in Arabic language have major repercussions for the future academic and career prospects of pupils.

It is on this note that this study finds out the effect of visual materials on the teaching of Arabic in secondary schools in Ganmo, Ifelodun Local Government Area, Kwara State. Specifically, the study looked at the attitudes of teachers and students towards the use of visual materials in teaching Arabic language, and determined the effect of visual

materials on students' learning outcomes in Arabic language.

Purpose of the Study

The general purpose of this study examined the effect of visual materials on the performance of secondary school students in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State. Specifically, this study examined:

a. the initial performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State;

b. the difference in the performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State;

c. the difference in the performance of male and female students taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Research Questions

The following research questions were answered in the course of this study:

1. what are the initial performances of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State?

2. is there any difference in the performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State?

3.is there any difference in the performance of male and female students taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State?

Research Hypotheses

$H_0$1: There is no significant difference in the performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

$H_0$2: There is no significant difference in the performance of male and female students taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Scope of the Study

The study was carried out among the Senior Secondary pupils of Ganmo in Ifelodun Local Government Area of Kwara State. The study population comprised all the students in Senior School level of Secondary Schools in Ganmo, Ifelodun Local Government Area, Kwara State. It also ascertains the effect of variable such as gender on teaching of Arabic Language in secondary schools in Ganmo, Ifelodun Local Government Area of Kwara State. The demographic was limited to the Senior Secondary pupils of two public secondary schools (SSII). The sample of the study was two intact SSII classes in two selected secondary schools in Ganmo, Ifelodun Local Government Area of Kwara State. However, one of the schools is used as the experimental group while the other one is used as the control group.

METHODOLOGY

Research Design

This study is a quasi-experimental design of non-randomized pre-test and post-test. This design uses intact groups instead of randomly assigning participants into control and experimental conditions. The design is structured to find out the impact of visual materials on teaching of Arabic Language in secondary schools in Ganmo, Ifelodun Local Government Area of Kwara State. This quasi-experimental design is appropriate for evaluation of interventions in real-world settings, especially in the classroom where experimental control of variables can be

difficult. Two groups were formed: experimental (taught using visual materials) and control (taught by the standard techniques). The design is depicted as below and hypotheses were tested with 2 × 2 factorial design.

Research Design Structure:

Group(s)	Pre-test	Treatment	Post-test
Experimental Group	**O1**	**X1**	**O2**
Control Group	**O3**	**-**	**O4**

Keys:
O1, O3 ---- Pre-test
O2, O4 ---- Post-test
X1 represents Treatment represents placebo.
Experimental group: (visual materials teaching)
Control group: (traditional teaching method)

Population, Sample and Sampling Techniques

The population for this study is all the students in SS II offering Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State. The target population is two intact SS II classes at selected two secondary schools in Ganmo, Ifelodun Local Government Area, kwara State (one of the schools' serves as the control group and the other one as the experimental group). The experimental group was taught with visual materials (pictures, diagrams, charts, etc.) and the control group was taught traditionally without visual materials.

Instrumentation

- Pre test and post test
- Visual Materials: Custom-designed Arabic teaching aids such as charts, pictures, diagrams that are developed in alignment with the secondary school Arabic curriculum.

Procedure for Data Collection

Data for this experimental study on the effect of visual materials on teaching of Arabic Language in secondary schools in Ganmo, Ifelodun Local Government Area of Kwara State were collected for a period of three weeks.

Week 1: Pre-Experiment Preparation

The first week was dedicated to preparing for the experiment. This involves selection of 2 secondary schools within the area and identification of students in two intact SS II classes to participate in the study. The researcher prepared visual aids such as films, graphics and charts to be utilised in teaching two specific topics in Arabic language (Al-Ahlu - The family and Al-Ismul mawsul - Relative pronoun). Additionally, pre-test and post-test instruments was created to assess students' knowledge before and after the experiment. Where necessary, permission was acquired from school administration, teachers and parents/guardians.

Week 2: Experimental Phase

The second week marked the start of the experimental phase. The pre-test which was applied to the experimental and control groups examined the prior knowledge of the topics of the Arabic language selected. The experimental group was then taught the topics using visual materials, while the control group was taught using the traditional method without visual materials. The researchers observed and recorded teacher-student interactions, student engagement, and the use of visual materials during the lessons.

Week 3: Post-Experiment Phase

In the final week, the post-test was administered to both groups to assess their

knowledge gain after the experiment. The data collected from the pre-tests, post-tests, and lesson observations was recorded and analyzed.

Data Analysis Techniques

The data collected was examined using mean, standard deviation and Analysis of Covariance (ANCOVA) statistics. These were used to test the hypotheses formulated at 0.05 level of significant.

DATA ANALYSIS AND RESULTS

The demographic data of the respondents was presented using frequency and percentage for analysing the data obtained from both the experimental and control groups. The mean and standard deviation were used to answer the first research question. The other research questions were hypothesised and tested using Analysis of Covariance (ANCOVA).

Table 1: Demographic Data of the Respondents

Gender	Frequency	Percentage
Male	17	73.9%
Female	6	26.1%
Total	23	100%
Groups	**Frequency**	**Percentage**
Experimental Group	13	56.5%
Control Group	10	43.5%
Total	23	100.5%

Table 2 shows that out of 23 (100%) sampled students for this study, 17 (73.9%) of the respondents were male students while 6 (26.1%) were female students. Also, 13 (56.5%) of the respondents constituted the experimental group that was taught with visual materials, while 10 (43.5%) constituted the control group that was taught with the standard teaching approach.

Answering of Research Question

Research Question: What is the performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State?

Table 2: Performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Groups		Mean	S.D.	Min	Max	Remark
Visual Materials	Pre-test	7.31	2.32	4.00	11.00	Low
	Post-test	15.31	2.02	13.00	19.00	High
Conventional Teaching	Pre-test	5.80	1.55	3.00	8.00	Low
	Post-test	12.10	1.97	8.00	15.00	Average

As revealed in Table 3, the performance of students that were exposed to visual materials and Conventional Teaching Methods, the Pre-test score was lower than their performance in the post-Test. However, in the post-test, students taught with visual materials performed (15.31) better than students taught with conventional teaching method (12.10).

Hypotheses Testing

Hypothesis One: There is no significant difference in the performance of secondary school students exposed to visual materials and those taught without visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Table 3: Analysis of Covariance Results of the Difference in the Performance of Secondary School Students Exposed to Visual Materials and those taught without in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	58.168[a]	2	29.084	6.953	.005	.410
Intercept	343.063	1	343.063	82.015	.000	.804
Group	50.093	1	130.107	11.976	.002	.375
Pre_test	.011	1	.011	.003	.960	.000
Error	83.658	20	4.183			
Total	4594.000	23				
Corrected Total	141.826	22				

a. R Squared = .555 (Adjusted R Squared = . 351)

Significant at p<0.05

Analysis of covariance (ANCOVA) was used with the pre-test scores as covariate to find out the effect of the visual materials on the performance of the secondary school students in Arabic Language. The findings in Table 3 reveal that there was a significant difference in the performance of students taught with visual materials and students taught without visual materials; $F(1, 20) = 11.976$, $p = .002$. This implies that the method of teaching affected the achievement of the students in Arabic Language irrespective of the initial achievement. The partial eta squared ($\eta^2 = .375$) indicates a substantial practical effect size, accounting for approximately 37.5% of the variance in post-test scores in the teaching approach. Pretest scores, however, were not substantially predictive of posttest scores, $F(1, 20) = 0.003$, $p = .960$, suggesting that groups did not begin at comparable levels. In general, the results validate the efficiency of visual resources in boosting students' learning outcomes in Arabic Language.

Hypothesis Two: There is no significant difference in the performance of male and female students taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Table 4: Analysis of Covariance Results of the Difference in the Performance of Male and Female Students Taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Insignificant at p>0.05

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9.682[a]	2	4.841	.733	.493	.068
Intercept	281.998	1	281.998	42.680	.000	.681
Pre-test	6.886	1	6.886	1.042	.320	.050
Gender	1.608	1	1.608	.243	.627	.012
Error	132.144	20	6.607			
Total	4594.000	23				
Corrected Total	141.826	22				

a. R Squared = .068 (Adjusted R Squared = -.025)

The Analysis of Covariance (ANCOVA) results indicated that there is no significant difference in the performance of male and female students taught using visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State, after controlling for pre-test scores ($F(1, 20) = 0.243$, $p = .627$). Also, the pre-test scores itself did not significantly predict post-test performance ($p = .320$). This means that beginning ability did not have a strong influence on the outcome. The overall model was not significant accounting for 6.8% of variance of students' performance (adjusted $R2 = -0.025$) indicating a poor model fit. Additionally, the partial eta squared for gender was only .012, which is a small effect size. Overall, visual materials were equally effective for male and female students, and neither gender nor prior performance had a significant effect on learning outcomes in this context.

Summary of the Findings

The findings of this study are summarised in the following:

1. The results of the Pre-Test for students who were exposed to visual materials and Conventional Teaching Methods were lower than the post-Test. However, in the post-test, students taught with visual materials performed better (15.31) than students taught with conventional teaching method (12.10).
2. The post-test performance of students taught using visual materials was statistically significantly different from the post-test performance of students taught without visual materials, $F(1, 20) = 11.976$, $p = .002$. Thus, the manner in which Arabic Language is taught has a great effect on the achievement of pupils, regardless of their initial level of performance.
3. There is no significant difference in the performance of male and female students taught with visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State, when pre-test scores are controlled ($F(1, 20) = 0.243$, $p = .627$).

Discussion of Findings

The results of this study indicated that the students who were given visual materials and Conventional Teaching Methods had a poorer performance in the Pre-Test than their performance in the post-Test. However, the students who were taught with visual materials scored higher (15.31) in the post exam than those taught with the standard teaching technique (12.10). The finding that

students taught using visual materials performed better than students taught using conventional teaching methods in the post-test agrees with recent research studies that stress the importance of visual-based teaching strategies in improving learning outcomes. Research has shown that visual materials, such as charts, videos, and pictorial representations, can greatly enhance students' understanding, retention, and engagement, especially in language learning situations. For example, Mohammed and Yusuf (2021) discovered that using visual aids in teaching Arabic was more effective in enhancing students' vocabulary acquisition and reading comprehension compared to standard lecture approaches. Similarly, Ibrahim and Bello (2023) reported that students who studied with multimedia instructional packages in language topics did better and were more motivated than students who studied with conventional methodologies. Often, these results are explained by the dual coding hypothesis, which suggests that the combination of verbal and visual information enhances cognitive processing and memory retention (Paivio, 2020). Visuals can accommodate different learning styles and can help to reduce cognitive load by simplifying abstract concepts. This in turn can make learning more meaningful and accessible. Pictures have also been shown to stimulate interest and active engagement, especially in students with low baseline proficiency. The observed improvement from pre-test to post-test in both groups further supports the positive effect of training. However, the greater performance of the visual materials group indicates the added value of using visual pedagogy.

Additionally, the post-test performance of students taught with visual materials was statistically significant from students taught without visual materials, $F(1, 20) = 11.976$, $p = .002$. This implies that the manner of instruction had an effect on the attainment of students in the Arabic Language independent of their initial level of performance. The result that visual materials had a substantial impact on students' performance in Arabic Language regardless of their pre-test scores is in line with the growing number of research that highlight the role of visual aids in improving learning outcomes. One reason for this may be that visual elements render abstract verbal concepts more concrete, leading to deeper cognitive processing and hence improved comprehension and recall. Pictures, charts and videos are visual resources that can help bridge the gaps in language, especially in second language learning where they provide contextual signals that can help in understanding (Alshammari & Al-Asmari, 2021). Visual learning also involves diverse learning techniques especially for those pupils who find text-heavy education challenging. This may explain the huge impact size ($\eta^2 = .375$) meaning that visual materials had great role in the students' better performance. The lack of significance of pre-test scores implies that the intervention benefited both poor and high performers, reflecting the inclusivity inherent in visual approaches. These findings are also in agreement with earlier investigations. For example, Musa and Ibrahim (2022) discovered that visual storytelling in teaching Arabic had a positive effect on Nigerian secondary school students' vocabulary acquisition and grammatical accuracy. In the same direction, the use of infographics and animation in the Arabic courses led to higher students' achievement and engagement, as found by Adebayo and Lawal (2023).

Finally, the study found that there was no statistically significant difference in the performance of male and female students taught with visual materials in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State after controlling pre-test scores ($F(1, 20) = 0.243$,

p =.627). The absence of statistically significant difference in the performance of male and female students taught using visual materials in Arabic Language may be due to a number of reasons. First, the use of visual resources may have helped to establish an inclusive learning environment and hence reduced gender inequalities in understanding and involvement. Visual aids are known to accommodate different learning styles and this could assist in overcoming the gender gap in academic achievement (Yusuf & Busari, 2021). Second, the minor effect of pre-test scores shows that the visual elements of the intervention may have had a levelling effect, providing all students with an equal opportunity to learn the subject matter, independent of their prior ability. This is in support of the findings of Adekunle and Mohammed (2022) that visual and multimedia technologies had a significant improvement in learning outcomes across gender in language classes in secondary schools. Also, the tiny effect size in this study supports the findings of Okoro and Umeh (2023) who observed non-significant gender differences in academic achievement when effective teaching aids are utilised. This result could also be attributed to the fact that societal gender biases in classroom participation may have been less prominent as visual materials are engaging and tend to promote active learning to all students (Eze & Abdulraheem, 2024).

Conclusions

According to the results of this study, it can be stated that the use of visual materials in teaching Arabic language is very important to improve learners' cognitive skills and to achieve the teaching/learning objectives. Students taught with the use of visual materials performed very well than students taught without the method. The study revealed that there was no significant interaction effect of treatment and gender on the performance of pupils in Arabic Language in Ganmo, Ifelodun Local Government Area, Kwara State.

Recommendations

Based on the findings obtained, the following recommendations are proffered;

1. Given the significant improvement in students' performance when taught with visual materials, schools should adopt and integrate visual aids such as pictures, videos, charts, and infographics into Arabic language instruction to enhance comprehension and retention.
2. Teachers should be provided with regular training and workshops on how to effectively select, design, and utilise visual materials in Arabic language teaching to maximize learning outcomes.
3. Curriculum developers and education stakeholders should revise the Arabic language curriculum at the basic education level to include structured use of visual materials as part of the instructional strategy.
4. Schools should support teachers in exploring innovative instructional techniques beyond conventional methods, encouraging the use of technology and visual-based learning tools that align with 21st-century teaching standards.

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