Infusion of Creative Thinking Skills into Arabic Curriculum in Nigerian higher Institutions to enhance graduates' Employment

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This Paper discussed the inclusion of creative thinking skills into the existing Arabic curriculum in Nigeria's tertiary institutions to provide more job opportunities for Arabic graduates. The study used a total population of 1350 students selected across universities and colleges of education in Yorubaland, Nigeria. Out of this population, 303 samples were finally drawn for the study. The research question of the study is to what extent Arabic curriculum content predicts employability skills of the graduates? The research hypotheses are: Arabic Curriculum content predicts creative thinking skills of the graduates in Nigeria, and b) R_0: Arabic curriculum content does not predict creative thinking skills of the graduates in Nigeria. The Principal component analysis, Simple Regression Analysis, and other statistical tools were used for data analysis. The findings of the study show that there is a significant relationship between creative thinking skills and content of Arabic language. Moreover, Arabic curriculum content predicts creative thinking skills of Arabic graduates. Significantly, the study contributes to the field of Arabic studies by introducing creative thinking skills as an added advantage to Arabic graduates. This study proposed employability package that comprises of creative thinking skills to increase Arabic graduates' chances to get lucrative jobs. The government must also ensure adhering the usage of the creative thinking skills in Arabic curriculum across all universities and colleges of educations offering Arabic language. Lastly, students of Arabic language must face challenges ahead of them and make themselves marketable to prospective employers just like their counterparts in other fields of study.

Key words: Creative Thinking Skills; Arabic Curriculum; graduates; Employment.

Background of the study

Nigeria, a great country in Africa. Is a multi-ethnic, multi-religious and multicultural entity where over 400 languages are spoken with Yoruba, Hausa, and Igbo as major languages (Ahmad, 2011). The country comprises thirty-six states, including Abuja as the Federal Capital territory and the states are subdivided into six geopolitical zones, namely;

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North-West, North-East, North-Central, South-East, South-South, and South-West. The people in the South Western part of Nigeria are predominantly Yoruba speaking people. The area comprises seven states, namely Ekiti, Kwara, Lagos, Ogun, Ondo, Osun and Oyo in the South-Western and some part of North central, Nigeria. Yoruba is the predominant culture, language, and identity of this area. However, there are various dialects of Yoruba language, such as Ijebu, Egba, Ijesa and Igbona.

At the onset of Islam, the Arabic language has played an important role similar to that of the Yoruba language. More profusely, it is vital in the intellectual activity of learning and scholarship (Abubakre, 2004). On this note, Qur'anic Classes, Schools, and *Madrasah* as institutions of learning were established in various parts of Yorubaland as private institutions. Qur'anic Classes were considered elementary while *Madrasah (singular) or Madaris (plural)* were advanced learning centers where Arabic language was included in the curriculum. The terminologies *ile-keu* and *al-majiri* are two terms attached to Madrasah in Southern and Northern parts of the country respectively (Adelani, 2014).

Subsequently, modern *madaris* were established in the area. This is corroborated by Abubakre (2004) who asserted that the first modern *madras* in the Yorubaland was established in 1904 in Lagos by a Syrian scholar, Sheikh Muhammad Mustafa Al-Afandi. However, the initial establishment of Quranic schools or *ile keu* is considered as traditional while the establishment of modern *madrasah* traceable to 1904 is considered as the modern system. The traditional *madrasah (ile keu)* is known as traditional because of its narrowed curriculum and informal instructional strategy. On the other hand, many factors such as a comprehensive curriculum, structured and formalised setting among others are an integral part of the modernised system of *madrasah*.

The set of Arabic schools that are of formal setting under private individuals or private organisations are found around cities, towns and places in Yorubaland Nigeria. These schools are called formal because of its mode of entrance, hence, there is the entry qualification along with screening before a student is admitted. There is a syllabus that guides teaching and learning. It was found that some school's syllabus is different compared to others in this type of Arabic schools. This depends on the Arab countries individual proprietors is affiliated with. There is duration of study, each school also differs in duration of study.

Besides that, most of the Madrasah has a permanent site and building of a modern's structure of being a standard school. Examples are Adabiyyah school of late Shaykh Kamal d-Din al adabi, Ilorin, Kwara State; Markaz at-Ta'lim al 'arabi of late Shaykh Adam Abdul Lahi al alori in Agege, Lagos State; and Dar d-Da'wah wal-irshad for the erudite scholar Shaykh Mustapha Zuglool as-Sanusi in Isolo, Lagos state. These Madaris serve as Department of Arabic or Islamic studies in most Tertiary Institutions in Nigeria for students to further their Arabic or Islamic Studies Education. Thus, their existence gives lives to these departments.

The institutions of higher learning follow the guide-benchmark prepared by the regulatory body; NUC or NCCE. Indeed, at various levels of education in the country, the Arabic language was introduced into the curriculum in conventional schools. Nigeria Educational Research and Development Council (NERDC) prepared nine (9) years Basic Education Curriculum for Arabic Language from primary 1-6 and JSS 1-3. West Africa Examination Council (WAEC) and National Examination Council (NECO) prepared syllabus for three years in SSS and are the major national examinations that students do to prepare for post-secondary education in the country. These two bodies have their own curricula for Arabic language at the secondary level. Similarly, the National Commission

for Colleges of Education (NCCE) also regulates the academic programme of the Nigerian Certificate in Education (NCE) at the colleges of education. Additionally, there is no joint curriculum of the Arabic language for university institutions in Nigeria. This invariably means that each institution has its own independent curriculum. Nonetheless, National Universities Commission (NUC) as a body that oversees the academic programme of the universities set up a standard benchmark for all courses offered in the universities, Arabic inclusive.

With this regard, the aim and objectives of the NUC for Arabic degree programme are to enable the students to acquire spoken or written competence in the Arabic Language, to acquaint students with the socio-cultural, commercial, political and diplomatic aspects of the life of the speakers of the language, with a view to promoting international understanding and to equip students with adequate training for jobs in the fields of teaching, translation and interpretation, administration, journalism and diplomatic service.

On the other hand, the National Commission of Colleges of Education (NCCE) has a common curriculum, contents and activities across all the colleges of education in the country. The Commission oversees the affairs of these colleges. Arabic language is a major programme under the commission. Based on this, NCCE Philosophy on Arabic studies read thus:

Moreover, the aims and objectives of the NCE programme in Arabic are designed to: "Prepare the student-teachers for the task of teaching the language at the Primary and Junior Secondary School levels, enable students to use Arabic as a Medium of Instruction, help student-teachers acquire spoken and written competence in the Arabic language. Acquaint student-teachers with the socio-political and cultural lives of the speakers of the language, with a view to promoting international understanding and prepare them for further studies in Arabic Education and other areas of Arabic Studies".

The position of Arabic language in the National Policy on Education (NPE) is questionable because some essential components of the curriculum such as content selection, method, evaluation among others, are lagging behind which hinder the students in tapping from various job opportunities in different sectors in the country. Thereby, it is reasonable to assert that the Arabic language curriculum needs a total overhaul and repositioning in order to make it relevant to the job opportunities and students' acquisition of employability skills such as creative thinking skills that will make them attractive and resourceful persons and promote nation's building in achieving national aspirations. Hence, there is a need to include creative thinking skills into Arabic curriculum towards its effectiveness in fostering employability skills among the learners in the country. However, an inclusion of creative thinking skills into Arabic curriculum according to the recent studies should be considered as a priority in order to foster the course in tertiary institutions towards the job opportunities.

Statement of the Problem

Generally, there is a negative perception ascribed to the Arabic language as a language of religion only, rather than being one of the foreign languages as well, like French and English in Nigeria. The lackadaisical attitude of the government to consider Arabic language as a foreign language in the country is influenced by the sensitivity of religion as well as religious rivalry between Muslims and Christians. The enrolment list of various Arabic departments revealed that there is inconsistence in yearly enrolment in Arabic language departments. More pathetically, the drastic drop or decrease in the number of

the students enrolled to pursue Arabic language in institutions of higher learning in the Yoruba - Land is a serious problem. This table shows the enrollment list of some institutions of higher learning in Nigeria.

Table 1. Arabic Student Enrolments in Institutions of Higher Learning

Institutions	Academic Year					Total
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	
UNILORIN	-	09	08	01	13	31
UNIBADAN	19	06	07	08	-	40
LASU	07	08	03	02	01	21
MOCPED	08	06	06	04	09	33

Notice: This information is extracted from the enrollment list of: 1. Department of Arabic, University of Ilorin; 2. Department of Arabic and Islamic Studies, University of Ibadan; 3. Arabic Unit, Department of Foreign Languages, LASU and 4. Arabic Studies Department, MOCPED.

The table 1. shows there is a problem in the departments of Arabic across all tertiary institutions in Yorubaland for the low enrollment of students. In the academic year 2014/2015, only 9 students were enrolled for Arabic in MOCPED as compared to the enrollment for English and French in the same school which were 84 and 30 respectively. The recent research by Yusuf and Jamiu (2013) also showed that only 15 percent secondary students were interested in learning the language in tertiary institutions because of future employment. The research also showed that the 15 percent were as a result of their religion background.

In addition, Hamzah (2010) revealed that the teaching of the language in Nigeria tertiary institutions was stagnant. It was neither appreciating nor depreciating. This occurred as a result of the low and falling standard of the curriculum in use. He reiterated that important issues like politics and economics deficit in the status of what can stand global challenges. Moreover, Awwal (2009) argued on the mode of language to be used in teaching Arabic bearing in mind that the graduates would join the employment world of English language.

However, it was believed that with the introduction of Arabic language into the Nigeria tertiary institutions, it should give more opportunities to the graduates of the language in national development. Before its introduction, those institutions/departments that hosted the language had limited understanding of the development of a curriculum, which is a progressive movement in education (Decker & Jonas, 1977). The curriculum of Muslim in general was believed to be focused on religion only (Rosnani, 2007) which resulted on most graduates to have less job opportunities in Nigeria in general and Yorubaland in particular. Habib, 2013 wrote;

> The religion propagation that manifest in the teaching and learning of Arabic and Islamic Studies make it difficult for the graduates of the two disciplines to acculturate with the environment. Hence, they could not partake in national development, because they are not prepared to focus attention on trend and ability that provide skills required by the labour market.

It was also observed that most tertiary institutions in Yorubaland, Nigeria placed Arabic mostly into Islamic Religion. As a result, they handled it with care (Oderinde, 2007; Lawal 2006; Raji, 2002). Ogunbiyi (1987) informed that "Arabic script is perceived as a source of magic and learnt by religious militant" (p.12). Oladosu (1995) informed that restricting Arabic to Islamic tenancy was dangerous to its national value. He stated:

> Islam has held tenacious to Arabic as its medium of transmission. Within the Nigeria context, this religious intimacy has tended to restrict the language to the Muslims and to restrict its linguistic, literacy, diplomatic, economy, and socio-cultural values.

Otunuyi (2006) also found out that most courses were linguistics in nature and demanded for a curriculum that would facilitate graduates' employment. In other words, the curriculum of Arabic language does not cater for the need of the market and curriculum design and implementation do not give importance and priority to the marketability of the graduates as a foreign language in the country. Ajape (2014) in his work, evaluation of Arabic language curriculum in selected Universities in Nigeria, concluded that "Arabic language in Nigeria system of education has become an endangered program of study and it is passing through serious problem". The problems included the standard of the curriculum in the Nigeria context. Folorunsho (2015) added that:

> …these problems affect the standard of the graduates of these institutions, who are expected to train others on graduation and they lead to a drastic fall in the level of the learners' proficiency in the language, amongst is - design of the curriculum.

There is not much promotion of the language from the tertiary institutions. Rather, the Private Proprietors propagate the language in religious' affairs only (Oladosu, 2003; Abubakri, 1984). This is the reason the methodology needs more enhancement and incorporation of modern skills to the teaching and learning of Arabic Language. Among the recommendations of Oladosu (1995) was the curriculum that hosts the language be expanded and methodology of teaching the language be developed to suit the current time. However, no attention is given to the incorporation of employability skills such as creative thinking skills into the curriculum of Arabic language in order to make it more effective in providing job opportunities for the learners. The drastic growth of skills in various disciplines has been neglected greatly in the research relating to the design of the Arabic language curriculum specifically in the tertiary institutions in Yorubaland.

Research Purpose

The main purpose of the paper is to suggest ways of integrating creative thinking skills into the existing Arabic curriculum content in Yorubaland, Nigeria. In doing so, the future of Arabic graduates in Yorubaland can be more secure. Sanni et al. (2012) wrote: "an insight to the future of Arabic Studies in Nigeria Institutions of Higher Learning presently especially those in Yoruba speaking lands would envisage decline in the nearest future". Based on this, the researcher intends to investigate from the students using

Arabic curriculum the importance and extent of existence of creative thinking skills in the content of Arabic curriculum

Theoretical and conceptual framework of the study

An aspect of Career Development Learning of Employment Model (Career Edge) developed by Lorraine Dacre Pool & Peter Swell (2007) was focused as the theory. The theory is a guide for students on how to acquire knowledge, concepts, skills and attitude to make them become manager and have ability to work in the global market. It is an element that required students to devote more time to career development. It related to meta-skill and demand a close link with personal planning, in other words its planning demanded skill with active and interactive session that demanded for evaluation at the end (Watts, 2006).

Recent studies have acknowledged that there were very important things missing in the current Arabic curriculum practices at both *madrasah* and tertiary institutions in the South-Western Nigeria (Folorunsho, 2015; Adelani, 2014; Ajape, 2014; Yusuf & Jamiu, 2013; Awwal, 2009; Rosnani, 2007; Otunuyo, 2006; Habib, 2003; Oladosu, 1996). These studies have asserted that the curriculum has not developed the learners towards having ambition for nation building and national aspirations. Similarly, the deficiency in the Arabic curriculum has not properly developed students towards having job opportunities like their colleagues in various other disciplines. Although, generally, there is the problem of unemployment in the country, nonetheless, this does not affect students of other disciplines in acquiring some necessary skills that will be useful to them after graduation which however, affects the students of Arabic language in the Yoruba part of the country.

Therefore, some employability skills such as creative thinking skills are required of the students of tertiary institutions in the workplace or work environment after graduation are conceptualised in order to properly address the challenges faced by Arabic students in the work environment which may be beyond the scope of their disciplines. In addition, it is interestingly posited that creative thinking skill is important, but, it was not stressed in the curriculum of Arabic language in the country. According to Trevor (2000), one of the fundamental criteria for the meaningful progress in the future by the young students is to be able to think creatively. When learners possess essential knowledge, skills and abilities, then they will be competent to perform necessary tasks assigned in the work environment. Therefore, it can be inferred that the curriculum can be enhanced towards the acquisition of employability skills in the learning environment whereby the competence to apply the acquired skills is beyond the learning environment.

To assess the curriculum of Arabic in tertiary institutions towards the incorporation of the creative thinking skills into the curriculum, is majorly to fill up the existing gap in previous studies on the teaching and learning of Arabic language in Nigerian institutions of higher learning.

Literature Review

The Arabic language has become famous among Muslims and non-Muslims all over the world for being the language used to communicate with Allah in Islam and use in United Nations.(Amuni,1998) In fact, the entire world currently focused on the teaching and learning of Arabic purposely because of religious, political and economic reasons, organisations such as Government Communication Headquarters (GCHQ) in United

Kingdom are able to provide intensive training in languages such as Arabic to graduates in European languages. Walker (2005). Meanwhile, the historians agreed that Arabic had been played a vital role in all spheres of life and in the day-to-day activities in the West Africa ever before the advent of colonial masters. The language has contributed a tangible to the history of literacy in Nigeria. "The high standard of Arabic and Islamic education continued until the coming of the British to Nigeria in the middle of the 19th century" Fafunwa, (1984, p10). The aforementioned showcased the contribution of Arabic to the development of the world and for anyone to communicate in the Language shows that the communicator will be accustomed with various communication techniques beyond Arabic language.

The tenancy of the language in Nigeria institution in Yorubaland is attached to Islamic religion which make it difficult for non-Muslim to learn the language. This was ascertained by (Oladosu, 1995) that restricting Arabic to Islamic tenancy is dangerous to its national value. He says;

> *"Islam has held tenacious to Arabic as its medium of transmission. Within the Nigeria context, this religious intimacy has tended to restrict the language to the Muslims and to restrict its linguistic, literacy, diplomatic, economy, and socio-cultural values"*

He envisaged what some people identified nowadays as Government's lackadaisical attitude towards Arabic language as a result of religion tenancy Muslims attached to the language. As a result, the curriculum designed for Arabic language course did not provide the necessary diversification that can create various employment skills for Arabic language students. Adding more to communication skill will give the language the opportunity to transform effectively, contribute efficiently to the modern teaching and learning and recognize in national development in Yoruba Land, Nigeria.

Creative thinking skills include the ability to identify problems and evaluate alternative solutions, weighing their risks and benefits. Since cognitive skill is so difficult to measure, assessments are often based on the results of standardised tests of traditional academic skills such as Mathematics. The challenges of the 21st century is that "teaching should emphasise more on creative thinking rather than memorisation where team of activities be conducted with the students (Harpaz, 2005; Brand, 2003). Creative thinking should be seen as an essential component of a curriculum. In this while, emphasize should be centered on teaching Arabic student to think creatively using various strategies. Moreover, thinking skills involve formulating and reaching decisions logically in order to separate fact from opinion, as well as to:

- develop a critical stance; be constructive in criticism; be objective in judgment;
- develop problem solving skills and make informed and intelligent decisions;
- develop a scientific mind;
- and be creative, tap multiple intelligences

Methodology

This study used quantitative research procedures and techniques to conduct and analyze the data. The population of the study is 1,350 and 303 students were used as a sample size for the research. The participants were from the selected universities and colleges of

education in Yorubaland, Nigeria. The research instrument was developed and validated by some experts in education. Further, the Principal component analysis (PCA) was conducted to validate the instrument; this was done with the use of Kaiser-Meyer Olkin (KMO) and Bartlett's Test. The PCA out-put indicated a satisfactory result. The value of the Cronbach's Alpha in the reliability statistics table is not less than .87.

Additionally, The Research Question used to run the Simple Regression Analysis (RSA) is: To what extent Arabic curriculum content predicts creative thinking skills of Arabic graduate? To answer this question, simple regression analysis was employed on the research and null hypotheses in this analysis are: R_I: Arabic Curriculum content predicts creative thinking skills of Arabic graduates in Nigeria. R_0: Arabic Curriculum content does not predict creative thinking skills of Arabic graduates in Nigeria. The null hypothesis was analyzed to check whether it could be accepted or rejected. It is notable that both the independent and dependent variables were computed using "Compute Variables" command, creative thinking skills was tested against the curriculum content to determine whether creative thinking skills predict the curriculum content or not. R_1: Creative thinking skills of graduates predict curriculum content in Nigeria.R_0: Creative thinking skills of graduates do not predict curriculum content in Nigeria.

Findings

Test of Normality

There are few ways in which data distribution can be assessed; one of those ways is to calculate skewness and kurtosis. Skewness and kurtosis refer to the shape of the data distribution using interval and ratio level data (Coakes & Steed, 2004). A standard value of $\pm$ 2.58 for skewness and kurtosis indicates rejecting the normality assumption at the 0.01 probability level and $\pm$ 1.96 signifies 0.05 (Hair et al., 2006), however, some authors suggest values of skewness and kurtosis should be within the range of -1 and + 1 (Kline, 2010; Field, 2009) and lower than 3.00 (Hair, Anderson, Tatham, & Black, 2006). By applying the above criteria, the data of the present study was carried out by examining the skewness and kurtosis of the given study variables (McDonald & Ho, 2002). The report below present the skewness, kurtosis, the mean and standard deviation of variables developed for measuring curriculum content and employability skills which are dependent and independent variables in this study.

Normality Test for Items on Creative Thinking Skills

The result of a descriptive analysis of the creative thinking skill shows that the total mean is 12.5407 with standard deviation 4.97909. The skewness and kurtosis for the curriculum content is between -1.96 and +1.96 which shows that the item meets the normality test for skewness and kurtosis (table 2.).

Table 2. Normality Test for Items on Creative Thinking Skills

Items	Mean	St. Deviation	Skewness	Kurtosis
Creatvthnk1 Arabic education improves my creativity	2.51	1.202	.537	-.751
Creatvthnk2 Arabic studies prepare me to read novel	2.44	1.152	.610	-.511
Creatvthnk3 Arabic Education inculcates logical reasoning in me	2.56	1.139	.506	-.585
Creatvthnk4 Arabic ability helps me to be more active in poetry competition	2.50	1.217	.542	-.726
Creatvthnk5 My cognitive ability provides me the impetus to attain proficiency in Arabic grammar	2.53	1.188	.482	-.774
Total	12.5407	4.97909	.548	-486

Demographic Information of Gender

The demographic distribution of gender in this study is indicated as follows, Male are 296 representing (86%) of total respondents, while female are 48 representing the remaining 14% (table 3.).

Table 3. Demographic Information by Gender

Gender	Frequency	Valid Percentage
Male	296	86.0%
Female	48	14.0%
Total	344	100

Demographic Information of Age

The age of the students ranges from 16 to 31 years and above. Out of these, 44 (12.8%) are between ages 16-20 years, 148 (43%) are 22-25 years, 94 (27.3%) fall between 26-30 years while the remaining 58 (16.9%) are 31 years and above (table 4.).

Table 4. Demographic Information by Age

Age	Frequency	Valid Percentage
16-20	44	12.8%
21-25	148	43.0%
26-30	94	27.3%
31 and above	58	16.9%
Total	344	100.0

Demographic Information on State of Origin

From the table 5., 7 (2%) of the respondents came from Ekiti state, 139 (40.4%) came from Kwara state, 42 (12.2%) came from Lagos state, 4 (1.2%) came from Ondo state, 40 (11.6%) hailed from Ogun state, 32 (9.3%) of the respondents came from Osun state while the remaining 80 (23.3%) came from Oyo state. From this table and histogram, it is clear that the majority of the respondents were from Kwara while Ekiti and Ondo had fewer respondents. This is because Ekiti and Ondo states had a limited number of Muslims and are called Muslim minority states in Yorubaland.

Table 5. Demography Information by States of Origin

States	Frequency	Valid Percentage
Ekiti	7	2.0%
Kwara	139	40.4%
Lagos	42	12.2%
Ondo	4	1.2%
Ogun	40	11.6%
Osun	32	9.3%
Oyo	80	23.3%
Total	344	100.0

Demographic Information of Institution

According to table 6., the distribution of respondents by their institutions, the majority of the respondents came from colleges of education, with 195 representing 56.69% while the remaining 149 respondents were from universities representing 43.31%. From this table, it is clear that the majority of the respondents were from colleges of education which shows that entry requirements prohibit students to enroll into the universities in the Yoruba-Land.

Table 6. Demography Information of Institutions

Institutions	Frequency	Valid Percentage
Universities	149	43.91%
College	195	56.69%
Total	344	100.0

Analysis of Correlation Report on Creative Thinking and Curriculum Content

The correlation Table indicates that the relationship between the creative thinking skill and curriculum content as investigated using Pearson product-moment correlation shows that there is a moderate positive significant correlation between the two variables, $r = .260$ $n = 344$ $p < .0005$(table 7.).

Table 7. The Correlation on Creative Thinking Skill and Curriculum Content

		curriculum_content	creative_skil
Pearson Correlation	curriculum_content	1.000	.260
	creative_skil		1.000
Sig. (1-tailed)	curriculum_content	.	.000
	creative_skil		.

Analysis Report of Model Summary on Creative Thinking and Curriculum Content

In the model summary table 8., R has a value of 0.026 which is the correlation coefficient between "curriculum" and "creative thinking skill". This value is a good estimate of the overall fit of the regression model (Field, 2013). Additionally, R^2 is a measure of how much of the variability in "creative thinking skill" is accounted for by "curriculum" in the model (Field, 2013). This value is 0.026 which indicates that "curriculum" can account for 26.00% of the variation in "creative thinking skill" (74.00%) can be explained by other variables. The other value of importance in the table above is the Adjusted R ^{2} which is expected to be the same as or very close to R^2 (Field, 2013). It provides some ideas of how well the model generalizes to the population of the study. Adjusted R^2 in this analysis is 0.065 and the difference between these two values is 0.3% (0.068 - 0.065 = 0.003 or 0.3%). This shrinkage indicates that if the model was derived from the population rather than the sample of the study, it would account for approximately 0.3% less variance in the "creative thinking skill". In addition, this value mirrors that the cross-validity of the model is very good.

Table 8. The Model Summary on Creative Thinking Skill and Curriculum Content

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.260[a]	.068	.065	.39958

Notice: a. Predictors: (Constant), creative thinking skiil. b. Dependent Variable: curriculum content

Analysis of ANOVA Report on Creative Thinking and Curriculum Content

The model is significantly better at predicting creative thinking skill on the basis of the data collected. In other words, the *F* value of the regression indicates that the model is statistically significance, a better significant predictor of "creative thinking skill" than the mean as the baseline model, $F (1, 342) = 24.829$, $p < 0.001$. Generally, the result shows that there is a significant relationship between creative thinking skill and curriculum content. Therefore, we will accept the alternative hypothesis and reject the null hypothesis (table 9.).

Table 9. ANOVA Result on Creative Thinking Skill and Curriculum Content

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.964	1	3.964	24.829	.000[b]
	Residual	54.606	342	.160		
	Total	58.570	343			

Notice: a. Dependent Variable: curriculum_content. b. Predictors: (Constant), creative_skill

Analysis Report of Coefficient Result on Creative Thinking Skill and Curriculum Content

The coefficient table 10. shows the data gradient of the simple linear regression line. It tells or reflects where the line Y-axis crosses with the curriculum content line. The Beta value of the curriculum content is 1.844. The gradient of the line for the creative thinking skill is .108 with a standard error of .022. This shows that for every increase in creative thinking skill, curriculum content increases by .022 of the point. The significant of that gradient is shown by the t-score in the t Colum in the table below (t =31.549, p = .000). This implies that creative thinking skill contributes to curriculum content. In summary, we will accept the Hi and reject the null hypothesis. This means that there is a significant relationship between creative thinking skills and Arabic curriculum content in Nigeria's higher learning institutions.

Table 10. *The Coefficient Result on Creative Thinking Skill and Curriculum Content*

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.844	.058		31.549	.000
	creative_skill	.108	.022	.260	4.983	.000

Notice: a. Dependent Variable: curriculum content

Based on the outcome of this study, tables 11 – 16 suggested some courses that focus on creative thinking skills to be embedded into the current Arabic curriculum in Nigeria. The courses will provide the graduates of the Arabic with the needs and demand of the modern employers.The proposed courses on Creative Thinking Skills are available in the National Universities Commission (NUC) syllabus or directive. Indeed, considering these courses will be an added value for graduates of Arabic language specifically and for the country generally.

Table 11. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
1	Creative thinking skills	100	1st	At the end of the lesson, the student should be able to; translate simultaneously from Arabic to English and English to Arabic languages	Introduction to Mass Communication (2units) Consideration of mass communication as a sub-type of human communication and overview of the progress; models, and elements of communication. Survey of the mass media, including their adjuncts. Examination of the characteristics, functions, contents, operations and impact of the mass media as well as national mass media systems and mass communication between/across nations. See NUC minimum standard, social sciences, page 120.
2	Communication and Creative thinking skills	100	1st	The student should be able to develop/ create meaning to an event, develop in imaginative and transform an event to reality.	Writing for the Mass Media (2 units) Instruction and practice in writing for the mass communication media with the major emphasis on the development of the journalistic style and proficiency in grammar and the use of language. See NUC minimum standard, social sciences, page 120. Not appropriate at all Most appropriate.

Notice: LEV stands for the level while SEM represents semester.

Table 12. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
3	Problem solving, Creating thinking, and Team work skills	100	2nd	The student should be able to use Computer packages in Arabic settings	Brief History of Computers and Computer Generation. Classification of computers. Structure of a general purpose computer. Number systems. The stored program. Technique of problem solving. Flow-charting. Stepwise refinement. Algorithm for searching, sorting and merging of ordering lists Data preparation. 1/0 Devices. Data Types. Data Representation; Data Capture. Problem-oriented languages. BASIC and FORTRAN programming. Arithmetic expression; assignment statement; 1/0 commands; Logical expression; arrays; sequencing, alternation and interaction; sub-programmes and parameters. Elementary Numerical. Fortran dialects. Features of Fortran IV. Further Fortran IV programming – double precision arithmetic: complex number computation; logical. If statements; EXTERNAL statements; calling parameter techniques. String processing. File linear lists, stacks, queues, Linked lists, Three Basic computer architecture. Assembly language, Loaders, Operating systems PASCAL programming. See NUC minimum standard Administration, page 76.

| 4 | Problem solving, Creative thinking, and Teamwork skills | 100 | 2nd | The student should be able to use Computer packages in Arabic settings | Computer Programming I(2units) Introduction to problem solving methods and algorithm development: designing, coding, debugging and documenting programme using techniques of a good programming language style computer organization; programming language and programming algorithm development. A widely used programming language should be used in teaching this course. See NUC minimum standard. Social sciences. page55&56 |

Notice: LEV stands for the level while SEM represents semester.

Table 13. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
5	Team work, Decision making, Problem solving, Creative thinking and entrepreneurship skills	200 Level	1st	The student should be able to; work and interact with a group of people, solve issues and decide on what to do without much depend on people.	Economic Principles I & II (2 units each) An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, elementary principles of micro and macro-economics, current issues of interest and probable future developments. See NUC minimum standard, social sciences, page 69.
6	Team work, Decision making, Problem solving, Creative thinking and entrepreneurship	200	2nd	The student should be able to; work and interact with a group of people, solve issues and decide on what to do.	Economic Principles I & II (2 units each) An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, elementary principles of micro

	skills				and macro-economics, current issues of interest and probable future developments. See NUC minimum standard, social sciences, page 69.

Notice: LEV stands for the level while SEM represents semester.

Table 14. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
7	Creative thinking, Teamwork, problem solving and Decision making skills	300	1st	The student should be able to; work and interact with a group of people, solve issues and decide on what to do.	Introduction to Management(2 Units) Basic concepts in management; management principles; functions of the manager; planning and organization; span of control, departmentalization, line and staff authority; staffing; selection of managers; appraisal of managers; development and training of managers; direction and leading; motivation; leadership, communication, controlling, the system and process of controlling special control techniques; recent development of control process; the Nigeria environment problems; transferability of the management system. See NUC minimum standard, social sciences, page 102.
8	Creative thinking, Decision making, Teamwork and Problem solving skills	300	1st	The student should be able to interact and take decisions when and where necessary.	Structure of International Society(2Units) The major historical, intellectual and sociological developments which have shaped relations between nations, particularly the industrial and technological revolution; the spread of nationalism, the breakup of the European empires and the rise of the superpowers. See NUC minimum standard, social sciences, page 103.

Notice: LEV stands for the level while SEM represents semester.

Table 15. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
9	Creative thinking, Decision making, Teamwork and Problem solving skills	300	2nd	The student should be able to interact and take a decision where and when due necessary	Elements of Contemporary Global Studies (2 (2units) Issues of Contemporary global interest such as Globalisation, terrorism, Weapons of Mass Destruction, Environmental Degradation, HIV/AIDS, Malaria etc. See NUC minimum standard, social sciences, page 104.
10	Creative thinking, Decision making, Teamwork and Problem solving skills	300	2nd	The student should be able to interact and take a decision where and when due necessary	Diplomacy(2Units) The meaning and historical development of diplomacy; the contribution of individuals to the development of diplomacy; tasks of diplomacy and diplomatic protocol and rules of courtesy; diplomacy and intelligence; acceptance of peaceful methods; mediation, conciliation and good offices. See NUC minimum standard, social sciences, page 104. Not appropriate at all Most appropriate

Notice: LEV stands for the level while SEM represents semester.

Table 16. Suggested creative thinking skills

S/N	TYPE OF SKILL	LEV	SEM	OBJECTIVE	ITEM & EVALUATION
11	Creative thinking, Decision making, Teamwork and Problem solving skills	400	1st	The student should be able to interact and take decisions when and where necessary	Foreign policy Analysis (2 units) Nature of foreign policy as an activity; purposes, aims and determinants of foreign policy; internal and external pressures; decision-making in foreign policy; different theories and categories which

					may be employed. Some selected cases, the American decision to go to war in Korea in 1950; the Cuban Missile Crisis of 1962; the British decision to join the EEC 1961-1970; the French decision to withdraw from the integrated NATO Command Structure in 1966; Israel decision to go to war in June 1967.
12	Creative thinking, Decision making, Teamwork and Problem solving skills	400	2nd	The student should be able to interact and take a decision when and where necessary	Nigerian Foreign Policy (2Units) The basic principles underlying Nigeria's foreign policy; Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN; and the Commonwealth, ECOWAS etc. Major factors, internal and external, shaping the foreign policy of Nigeria; the role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process; presidential system and Nigerian foreign policy under the Second Republic; the role of the Executive office of the President etc. Selected cases; decisions to abrogate the 106 Anglo-Nigerian Defence Pact 1962; the decision to break diplomatic relations with Israel in October 1973; the decision to recognize the MPLA government in November 1975; policy towards Southern Africa.

Notice: LEV stands for the level while SEM represents semester.

Conclusion

This research explored the challenges and problems faced by the graduates of Arabic, in terms of very few job opportunities in Yoruba land in particular and in Nigeria in general. This study indicates that the reduced number of the job opportunities was the result of a deficiency in the package of the content learning of Arabic language in Nigerian universities and colleges of education. Hence, there is an urgent need to address the situation by calling on scholars of Arabic language, Arabic educators, curriculum planners, higher education administrators, employers and other stakeholders to take a look into the inclusions of creative thinking skills as opined by this paper so that the Arabic language will not go into cessation in Nigeria's tertiary institutions especially Yorubaland .

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