

**EMPIRICAL ANALYSIS OF ARABIC CURRICULUM,
GRADUATE EMPLOYABILITY AND CAREER
ADVANCEMENT IN NIGERIAN UNIVERSITIES**

BY

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ABSTRACT

The challenges facing Arabic education in Nigeria today will be reduced if the graduates are trained with effective communication and employability skills, and clear career paths. This study investigates the effect of the National Undergraduate Arabic Curriculum on graduate employability and career advancement in Nigerian universities through a quantitative approach with a total population of 2021 Arabic graduates. The instrument used was adapted from Kumar and Shukla (2011), Yorke and Knight (2007), and Cole et al.'s (2022) scale of measurements and was self-administered on a sample of 347 Arabic graduates at selected Nigerian universities using a stratified random sampling of the proportionate method. The sample were categorized into two stratum each stratum represented by the region. Descriptive and inferential analysis was used to analyse the research questions using (SPSS) and AMOS 24.0 for Structural Equation Modelling to check if the minimum requirement Goodness-of-Fit for the model construct was met and to further test the study hypotheses. The findings showed that 55.0% (n= 191) of the respondents were self-employed. The study confirmed that 84.4%, (n= 293) of the respondents were male, while the remaining 15.6%, (n= 54) were female. In addition, the findings of the study indicated that the graduates of Arabic at the selected Nigerian universities are unhappy with the National Undergraduate Arabic Curriculum since the curriculum does not inculcate the required employability skills requested by the employees and does not benefit their career path. The study confirmed that the curriculum, employability, and career advancement construct meet the SEM's model-fit indices. Moreover, the findings indicate that the National Undergraduate Arabic Curriculum positively and significantly affect graduate employability and career advancement. At the same time, the study also affirmed that there is a relationship between all the study variables. Additionally, all study hypotheses were supported. Therefore, the study recommends the implementation of this research model in Nigerian universities, especially for the graduates of the Arabic language.

Keywords: *National Curriculum, Graduate Employability, Career Advancement, Arabic, Nigeria*

ملخص البحث

يمكن القضاء على من التحديات التي تواجه تعليم اللغة العربية في نيجيريا اليوم إذا تم تدريب الخريجين على مهارات الاتصال الفعالة ومهارات التوظيف والمسارات المهنية. وعليه تسعى هذه الدراسة في دراسة تأثير المنهج الوطني للغة العربية للطلاب الجامعيين على مهارات التوظيف والمسارات المهنية في بعض الجامعات النيجيرية من خلال استخدام المنهج الكمي ويبلغ عدد مجتمع الدراسة ٢٠٢١ خريجاً من اللغة العربية. تم تعديل أداة مقياس القياسات من (Kumar & Shukla (2011), Yorke & Knight (2007), and Cole et al. (2022) ثم تطبيقه على عينة مكونة من ٣٤٧ خريجاً بقسم اللغة العربية في الجامعات النيجيرية المختارة باستخدام العينة العشوائية الطبقية بالطريقة التناسبية. تم استخدام التحليل الوصفي والاستنتاجي لتحليل أسئلة البحث باستخدام (SPSS و AMOS 24.0) لنمذجة المعادلات الهيكلية للتحقق من استيفاء الحد الأدنى من متطلبات جودة الملاءمة لبناء النموذج ولمواصلة اختبار فرضيات الدراسة. أظهرت النتائج أن (٥٥,٠٪، العدد = ١٩١) من أفراد العينة كانوا يعملون لحسابهم الخاص. وأكدت الدراسة أن (٨٤,٤٪، ن = ٢٩٣) من المبحوثين كانوا من الذكور، في حين أن الباقيين (١٥,٦٪، ن = ٥٤) كانوا من الإناث. بالإضافة إلى ذلك، أشارت نتائج الدراسة إلى أن خريجي اللغة العربية في الجامعات النيجيرية المختارة غير راضين عن المنهج العربي الوطني للمرحلة الجامعية لأن المنهج لا يمنح مهارات التوظيف المطلوبة التي يطلبها الموظفون ولا يؤمن مساهمهم الوظيفي. وأكدت الدراسة أن بناء المناهج الدراسية وقابلية التوظيف والتقدم الوظيفي تلبي مؤشرات SEM الملائمة للنموذج. علاوة على ذلك، تشير النتائج إلى أن المنهج الوطني للغة العربية في المرحلة الجامعية له تأثير إيجابي كبير على توظيف الخريجين والتقدم الوظيفي. وفي الوقت نفسه أكدت الدراسة أيضاً أن هناك علاقة بين جميع متغيرات الدراسة. بالإضافة إلى ذلك تم دعم جميع فرضيات الدراسة. ومن ثمّ توصي الدراسة بتطبيق نموذج البحث الحالي في الجامعات النيجيرية وخاصة لخريجي قسم اللغة العربية.

الكلمات المفتاحية: المنهج، ومهارات التوظيف والمسارات المهنية، اللغة العربية، ونيجيريا

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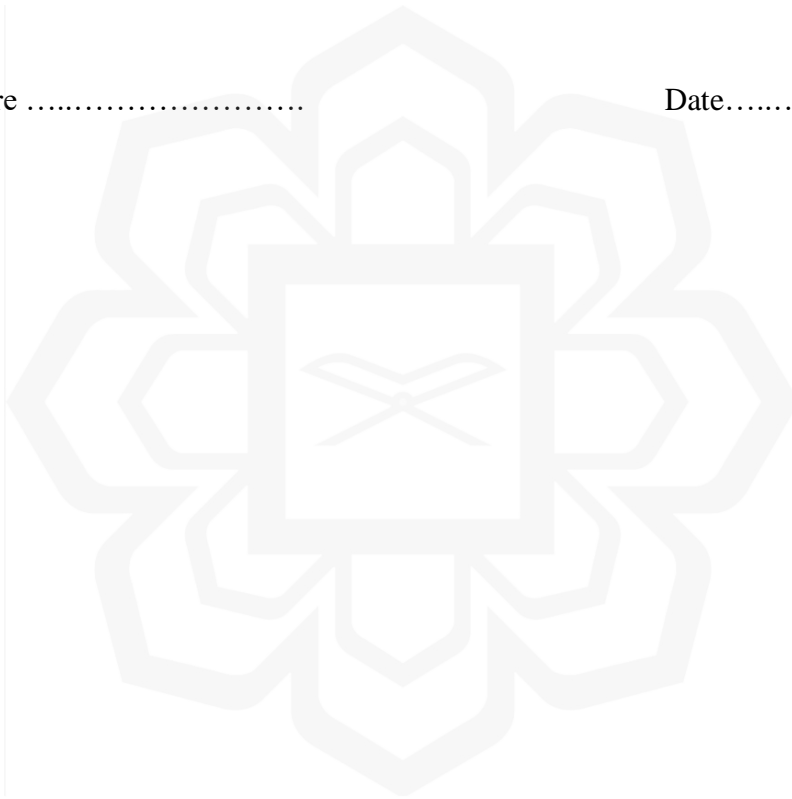
DECLARATION

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LIST OF ABBREVIATIONS

NAUC	National Undergraduate Arabic Curriculum
NBAIS	National Board for Arabic and Islamic Studies
NATAIS	Nigeria Association of Teachers of Arabic and Islamic Studies
NUC	Nigeria Universities Commission
IPO	Input, Process Output
USEM	Understanding, Skills, Efficacy-beliefs, and Metacognition.
SOAR	Self-Awareness, Opportunity, Aspiration, and Results
TMS	Traditional Madrasah System
PL	Primary Level
JSS	Junior Secondary School
SSS	Senior Secondary School
TALCC	Traditional Arabic Learning Centre Curriculum
SSACN	Secondary School Arabic Curriculum in Nigeria
CCA	Cultural and Creative Arts
CRS	Christian Religious Studies
IRS	Islamic Religious Studies
CFA	Confirmatory Factor Analysis
PCA	Principal Component Analysis
RASEA	Root Mean Square Error of Approximation
GFI	Good of Fit Index
NFI	Normed Fit Index
AGFI	Adjusted Goodness of Fit Index
PNFI	Parsimonious Normed Fit Index
AVE	Average Variance Explained
DF	Degree of Freedom
P-Value	Probability Value
CMIN (X^2)	Chi-Square
X^2/DF	Chi-square/Degree of Freedom
SE	Standardized Estimates
CR	Critical Ratio

CHAPTER ONE

INTRODUCTION

The Arabic language has a plethora of information that archaeologists are still searching for today. Its significance dates back to the sixth century. Approximately twenty countries recognise Arabic as their official language, with 400 million speakers worldwide. Arabic is also recognised among the United Nation's six official languages alongside Chinese, French, English, Spanish, and Russian (Fatoni, 2019). Muslims regard Arabic as a sacred language and a gift from God. It held a position of international prominence during the Middle Ages, similar to that of English at the present moment when it was the dominant language on the globe. It has greatly influenced the languages of Europe and India (Mushait et al., 2021).

Additionally, it is the sacred language of Islam, and as such it is taught in every country on earth as the language of a great civilisation and religion. The most robust language in the world is Arabic, ranking fifth. The Key Performance Indicator (The Power Language Index) set of 20 measures, rather than focusing solely on the speaking population, determines the strength or relevance of each language in the world (Nurbayan & Nurzaman, 2018). The index's vital components are the language-speaking population, GDP, international diplomacy, tourism, education, culture, literature, and heritage. In general, Arabic is one of the most robust languages in the world in terms of all factors (Ornstein & Hunkins, 2018).

Moreso, Arabic is gradually regaining status. The world is “rapidly shifting to a completely new social, economic and political order,” a new world order is emerging in which Spanish, Arabic, and Mandarin will be the most probable dominant languages, with Arabic demographically being the fastest-growing language in the world (Abdulhamid, 2017).

Research shows that there has recently been an unprecedented interest in and awareness regarding the importance of developing and adopting new methodologies in the teaching of the Arabic language, not confined only to the realm of schools in the

Arab World but has transcended those borders to places such as the United Kingdom and the United States where increases in the number of students taking Arabic language courses at American universities have reached 126% according to the Modern Language Association MLA in 2007 (Nira & Fauziyah, 2021).

However, Arabic is an ancient language spoken by 400 million people inside and outside Arab countries. It has an immense culture and civilization as well as a living and contemporary language. Arabic is a global language with an international presence. The reason for learning this language by non-native speakers is due to several motives, including political, economic, religious, cultural, educational, tourism, and communicative reasons (Nurbayan & Nurzaman, 2018). All of these reasons are motivated by the self-factor that drives non-Arab intellectuals to learn the language and learn about the diverse culture, thought, and heritage of the Arab world (Fatoni, 2019).

The National Undergraduate Arabic Curriculum in Nigeria should involve teaching and learning techniques that strongly emphasise application or practicality based on information technology. Meanwhile, this approach will enhance the student's understanding of their career skills while learning Arabic. With the motive to study Arabic globally, job security has been a challenge for specialists in Arabic (Ilhaamie et al., 2018). The current study investigates the effect of the National Undergraduate Arabic Curriculum on graduate employability and career advancement.

Graduates of the Arabic language are usually defined in terms of three things: aptitude as teachers, 21st-century abilities, and employability skills. It is anticipated that education providers in higher education will be better informed and have broader academic horizons when creating an Arabic curriculum that meets international standards, making Arabic graduates available for their future careers (Abdul Ghani et al., 2019). Furthermore, creating a global and standard curriculum for Arabic entails steps such as planning, analysis and data gathering, preliminary product development, operational product revision, field-testing, field functional testing, final product revision, deployment, and execution (Abdelhadi et al., 2020).

To sum up, it has been highlighted that curriculum study is illusive, incomplete, and perplexing. Indeed, Although the curriculum can occasionally be all of those things, we must acknowledge that curriculum as a topic of study is essential to the strength of schools, higher education institutions, and society. However, there is no disagreement that everyone is impacted by the curriculum, along with those in the field, educators, and curricula of all stripes and public institutions, whether the curriculum is viewed narrowly as a list of the subjects that will be taught in schools, or more generally as the experience people need for complete and authentic social participation (Ornstein & Hunkins, 2018).

Employability can be defined as the possibility of surviving the internal or external labour market (Alenazi, 2014). In general, Graduate employability is the culmination of various abilities and skills that a graduate can develop to land a suitable job and advance in their career (Hosain et al., 2021). The modern Arabic curriculum must include the skills required for substantial growth for individuals specialising in the field. Employability skills are widely needed in the Arabic curriculum corpus (Tuzlukova & Heckadon, 2020).

To further improve the Arabic graduates' employability skills, there is a proper need to discuss the graduates' relevancy in society. Meanwhile, the graduates' relevance can be defined as their participation in the quantity and quality of the physical and spiritual energy they devote to extracurricular activities during their university experience (Ramly et al., 2009). In addition, graduates who acquire proper courses of relevancy are better assured of securing jobs across various industries. Therefore, universities must know their graduates' goals and guide them on how to achieve them.

Currently, Employers are looking for graduates with specialised knowledge, abilities, training, qualifications, experience, good interpersonal skills, politeness, responsibility, diligence, honesty, independence, and the capacity to acquire speedily. For any graduates to be qualified for any job opportunity, the curriculum used in the varsities must be well equipped with enough skills. In 2016, a report from Malaysia stated that 30,000 graduates are working in industries that are irrelevant to their

qualifications (Sahrir et al., 2016). Therefore, universities should include career advancement in their academic curriculum. Career advancement is the acquisition of abilities that are beneficial for managing and advancing one's work during a lifetime and is based on an ongoing, actual learning process that increases knowledge about the workplace and one's identity. This approach improves the learner's capacity to synthesise and interpret this knowledge and helps as the foundation for wise career decisions, career-building, and professional advancement activities (Iniodu, 2020)

Career advancement is how individuals assess their professional accomplishments at a particular time. It displays the cumulatively satisfying professional and psychological results from job experiences (Olenik-Shemesh et al., 2018). It mainly changes the graduates' satisfaction with their progress by highlighting personal career goals set in the past. In addition, career advancement was emphasised by Pham et al. (2019) as a means of expressing what one must do to develop and learn, whether in a current position or a new one. Thus, career advancement is defined in this study as the essential resource that would help graduates affect their prospects of finding employment.

Arabic language scholars have concluded that when learning Arabic, the knowledge dichotomy limits the acquisition of language elements and language abilities because the learning processes for the two are divided (Malik, 2018). Knowledge that complements one another is required for a language to be helpful as a communication tool (Basir et al., 2022). The assumption that education and language acquisition result in functional language abilities must be merged into a new paradigm of knowledge and curriculum development to address this problem, which can then be used to improve living quality and advance science and civilisation.

1.1 BACKGROUND OF THE STUDY

Maintaining undergraduate students at universities with the necessary abilities for a specific job will be advantageous for their future career and employment in any business they may come across, which can result in complete organisational achievement. For instance, university of education in Nigeria was plagued by

concerns connected with government instructors' support, brain drain, problems with administrative structures, and a rapid increase in the number of courses for undergraduates (Nwajiuba et al., 2020). Studies have revealed a decline in information exchange in Nigeria and other African countries (Asongu & Tchamyu, 2016; Fayomi et al., 2019; Nwajiuba et al., 2020).

The main issue in Nigeria is the high unemployment rate, with a percentage of 67% of recent graduates, which was not just due to lack of employment opportunities but rather by undergraduate students' lack of employability skills (Okunuga & Ajeyalemi, 2018).

However, the higher education system is responsible for advancing the knowledge and skills that the society and economy require. More so, partners in various human resources specialisation of education in many developing countries consequently struggle to revolutionise to meet the present labour requirements, even though it was once seen as a priority in certain advanced countries (Adefunke et al., 2020; Okolie et al., 2019)

In regards to this, in Nigeria, Arabic significantly impacts other languages in the Northern and Southern parts of Nigeria (Ibraheem & Jami'u, 2019). Historically, the history of the Arabic language symbolises the key to education success during Islamic civilisation (Damopolii et al., 2022). People worldwide have started studying the Arabic Language and intend to continue learning it at a higher level. However, proficiency in the Arabic Language and exposure to the culture may equip students for professional opportunities, which can be found in education, international business, law, nursing, social work, government, and armed forces. Thus, Arabic Language significantly influences teaching other languages worldwide (Ajape et al., 2015).

The position of Arabic in the National Policy on Education in Nigeria (NPE) is in doubt since some crucial curriculum elements, including subject selection, technique, and evaluation, are lagging and prevent students from taking advantage of numerous employment prospects nationwide. In this view, it is reasonable to highlight

that the Arabic language curriculum needs an urgent review and repositioning to match the employment opportunities and career paths (Salami, 2019).

These measures could assist students' acquisition of employability skills, such as the capacity for creative thought and nation-building in pursuing national aspirations while making them valuable and resourceful individuals. Therefore, to effectively cultivate employable skills among the country's students, it is necessary to incorporate creative thinking skills into the Arabic curriculum (Zaher & Kassem, 2022). Moreover, according to current studies, critical-thinking abilities in the Arabic curriculum should be prioritised to advance the tertiary institutions' course toward employment potential (Muhammad, 2021).

Bennett (2018) mentioned in his study that the challenges in the global world of employability in this decade have been quite significant to higher learning institutions and their graduates. Furthermore, even if the varsity students are exposed to various courses, the content covered during their undergraduate studies is insufficient as employers are more demanding now in the types of quality employees and the skills these graduates require before being employed in the respective industries (Asmaak Shafie & Nayan, 2010).

In Nigeria today, employability has become a critical issue for Arabic graduates across geopolitical zones, especially in the North-Central and South-West parts of Nigeria (Ibraheem & Jami'u, 2019). It is said that the employability of graduates requires various elements, from relevant academic qualifications, skills, and specific attributes as needed in the industry (Muhammed Salisu & Saleh, 2019). In 2017, employability was defined as the ability to operate successfully in character and move between occupations, thus remaining employable in the future (Ahmad et al., 2017).

To further improve the graduates' employability skills, there is a proper need to discuss the graduates' careers as well. Meanwhile, graduates' careers can be defined as the process through which they gather relevant knowledge about their values, abilities, talents, and weaknesses to set their goals and maximise their chances of achieving those objectives (Ramly et al., 2009). In addition, graduates who acquire

proper careers are better assured of securing jobs across various industries. Therefore, universities must know their graduates' goals and guide them in achieving these goals (Molyn, 2020).

Currently, employers are searching for graduates with qualified knowledge, skills, qualifications, experience, high interpersonal competencies, manners, responsibility, hard work, independence, honesty, and the ability to learn quickly. For any graduate to be qualified for any job opportunity, the curriculum used in the various courses must be well-equipped with enough skills (Azmi & Che Hashim, 2020).

On July 12, 2022, a statement was issued where President Ferdinand Marcos Jr. agreed to a request to review the country's education curriculum to address job mismatch curriculum. It was elaborated that this is the only way to address the issue of employability and career advancement of any university graduate in the world (*Marcos Wants Review of Education Curriculum to Address Jobs Mismatch | GMA News Online*).

However, this study investigated the effect of the National Undergraduate Arabic Curriculum on graduate employability and career advancement at selected Nigerian universities. The National Undergraduate Arabic Curriculum has become a responsive educational proposal to develop employability skills and manage career advancement skills.

Undoubtedly, Arabic Language graduates in Nigerian universities face a critical issue of unemployment due to the poor curriculum used in teaching Arabic in various universities (Okunuga & Ajeyalemi, 2018). Therefore, the current study will look into the effect of the Arabic Curriculum on graduate employability and career advancement in Nigerian Universities.

1.2 STATEMENT OF THE PROBLEM

In higher education, employability refers to how the institution equips students to navigate postgraduate life and the workforce (Bennett, 2018). Thus, authorities in several countries have set up university KPIs for graduate employability, emphasising full-time work following degree completion for graduates (Jackson & Wilton, 2017). Globally, higher institutions have been focusing more on educational opportunities that have been more closely aligned with global economic demands, and universities' roles have come under closer examination (Webster & Andre, 2022). In 2020, the European Government recorded 3,722,000 unemployed graduates (Ornellas et al., 2019). That is why the issue of graduate employability has always been at the forefront of European discussion.

Since graduate employability has become a general challenge facing most countries in the world, in 2020, a survey was carried out among graduates in Bangladesh where it was indicated that the rate of graduate unemployment has risen from 47% to 58% among the graduates in the country with a loss of \$53 million (Shahriar et al., 2021). The study further suggested that the high increase in graduate unemployment is due to the lack of adequate skills for the labour market, and the universities failed to prepare the graduates with professional skills. The Malaysia Economic Outlook report mentioned that between 2001 and 2019, the graduate unemployment rate ranged from 3.1% to 4.0% and remained steady. On the other hand, throughout the same time frame, the mismatch rate rose from less than 15% to over 25%, while in February 2020, Malaysia's unemployment rate was 3.3%, a slight rise from 3.2% (Basir et al., 2022). However, 8.4% of graduates in China were unemployed (Teng et al., 2019).

In addition, since 2020, sub-Saharan Africa has experienced a significant loss in the labour market, and the unemployment rate is becoming more alarming. According to the World Bank Indicator, 2020 reported the speed of unemployment as listed in Kenya (2.6%), Nigeria (8.0%), South Africa (28.1%), Gambia 9.0%, Ghana (4.3%), and Togo (2.0%) (Akinyele et al., 2023). Findings from the literature indicated that for an extended period, unemployment of graduates has proven to be the most

complicated phenomenon most countries are facing because the unemployed graduates have graduated from their various universities with no employability skills and a specific direction of their career advancement (Akinyele et al., 2023; Basir et al., 2022; Bennett, 2018; Teng et al., 2019; Xin et al., 2023).

However, employability and career advancement are the main targets of any higher institution globally (Jackson & Wilton, 2017). Graduates are expected to be equipped with employability skills and career advancement to be employed in the labour market. Indeed, students need to be prepared with adequate skills such as creative thinking, teamwork, soft skills, attitude, necessary knowledge, and relevant knowledge that will be useful in the workplace (Sahrir et al., 2016). In addition, most universities in Nigeria have failed to prepare their graduates with adequate skills and guide them with their career advancement, where most students can not even highlight their career after graduation (Mainga et al., 2022).

Similarly, Nurbayan et al. (2021) asserted in a study conducted in the Indonesian context that there is a need to develop a standardised curriculum for learning the Arabic Language to strengthen the curriculum with skills that are needed by the graduates and to guide their career advancement. This is because the curriculum lacks modern skills such as employability skills that will make them relevant in the labour market.

Comparatively, the Arabic language graduates in Nigeria lack relevant skills that lead to employability and help them secure their future career paths (Ayuba, 2021). It is noted that in this modern era, Arabic students do not learn any skills such as information, communication skills, and ICT skills that will make them relevant to society (Hashimi, 2018). The study viewed that the National Undergraduate Arabic Curriculum in Nigeria needs to be integrated with employability skills that will enhance the graduates to be employed and to be aware of their career advancement.

Graduates of Arabic in Nigeria are now known for teaching at their privately owned Arabic local schools, inciting violence in society with their sermons, assaulting one another, condemning themselves, and using Islam for political benefit (Oniyide, 2018). Moreover, they set up local Arabic schools without clear goals or objectives

because they are not critical, creative, or original in their thinking. Specifically, the curriculum used in the universities in Nigeria is only designed to produce local Arabic school teachers and religious teachers who cannot articulate and adapt to the 21st-century educational system as seen in various parts of the country presently (Ibraheem et al., 2019)

The only way to address this critical issue is by assisting the students in developing subjects related to their disciplines that can tackle their career advancement and employability skills in line with the 21st-century learning demands, with adequate soft skills such as communication skills, technical skills, problem-solving, critical thinking, personal development skills, and team-working skills. However, due to a lack of soft skills, it seems that the current Arabic graduates do not match the needs of employers in terms of knowledge, communication skills, literacy, educational skills, attitudes, and values (Tang, 2019).

The studies on employability skills, career advancement, and undergraduate curriculum are anecdotal in the literature. For instance, the study of Adeniyi and Yusuf (2016) focused on the infusion of creative thinking skills into the Arabic Curriculum in Nigerian higher institutions to enhance graduates' employment. The relevance has not been placed in the Arabic language curriculum, as highlighted in Ajape et al. (2015). Many students are not motivated to learn the Arabic Language, they often perceive it as a waste of time, as it does not advance their career. Those who study Arabic in their first degree do not want to pursue it at the postgraduate level.

Pursuing a career in the Arabic Language field in Nigeria is like chasing a dead elephant; this illustrates that most graduates are not satisfied with the nature of their future careers. Fatoni (2019) revealed that teaching the Language in Nigerian tertiary institutions was stagnant. It was neither appreciating nor depreciating. This occurred due to the low and falling standards of the curriculum. The author reiterated that important issues like politics and economics are deficient in the status of what can stand global challenges.

Finally, the literature mentioned above shows that employability skills should be taught as one of the topics in entrepreneurship studies or as a general course because the National Undergraduate Arabic curricula did not incorporate approaches that would enhance graduate productivity at work. Therefore, Arabic graduates are expected to be well-equipped to meet the employability skills required in Nigeria to ensure Arabic graduates' career advancement and to remain relevant in society. However, these goals can only be achieved by infusing employability and career advancement into Nigerian universities' National Undergraduate Arabic Curriculum.

Therefore, as reflected in the above discussion, the current study investigated the effect of the Arabic Curriculum on graduate employability and career advancement in Nigerian Universities. The specific objectives were as follows.

1.3 RESEARCH OBJECTIVES

The objectives of this research were as follows:

1. To explore the role of Arabic Curriculum on Arabic language graduates' career advancement and employability.
2. To investigate the employability skills and career advancement needed for Arabic language graduates in Nigerian Universities.
3. To determine whether the constructs of employability and career advancement are valid and reliable and meet SEM's model-fit indices minimum requirements for the Arabic Curriculum in Nigerian Universities.
4. To examine whether the Arabic Curriculum significantly affects the Career Advancement of Arabic graduates in Nigeria.
5. To determine whether the Arabic Curriculum significantly affects Arabic graduates' employability in Nigerian Universities.

6. To determine whether employability significantly affects the Career Advancement of Arabic graduates in Nigerian Universities.
7. To investigate the relationships between the Arabic Curriculum, employability, and career advancement of Arabic graduates in Nigerian universities.

1.4 RESEARCH QUESTIONS

This study also answered the following questions:

1. What role does the Arabic Curriculum play in Arabic language graduates' career advancement and employability?
2. What employability skills and career advancement are needed for Arabic language graduates in Nigerian Universities?
3. Are employability and career advancement construct valid and reliable, and do they meet SEM's model-fit indices minimum requirements for the Arabic Curriculum in Nigerian Universities?
4. Does the Arabic Curriculum significantly affect the Career Advancement of Arabic graduates in Nigeria?
5. Does the Arabic Curriculum significantly affect the Employability of Arabic graduates in Nigerian Universities?
6. Does graduate employability significantly affect Arabic graduates' Career Advancement in Nigerian Universities?
7. What is the relationship between the National Undergraduate Arabic Curriculum, employability, and career advancement of Arabic graduates in Nigerian universities?

1.5 HYPOTHESES DEVELOPMENT

In research, a hypothesis is a declaration of the researcher's prediction or expectancy about the relationship between the studied variables. The hypothesis is where the research procedure starts and ends. It is crucial since it is the foundation of the entire process. The heart of the investigation in research is the hypothesis. Without a hypothesis, the study cannot be adequately served. The heart of the research is what constitutes a hypothesis. Without a hypothesis, research cannot serve its purpose well (Kruschke & Liddell, 2018).

The hypothesis is the anticipated response to the researcher's query, which specifies the study concepts and inquires how they might be connected. The differences we are attempting to determine, the interactions, and the connection are three fundamental factors crucial to the hypothesis. We are trying to comprehend statistically significant relationships in relationships, which suggests that the results were not coincidental but caused by statistical factors (Janine, 2020).

However, the hypothesis denotes that the outcomes are statistically significant. Results are not statistically significant if the difference is the result of chance. There are typically independent and dependent variables when we are stating a hypothesis. The cause is the independent variable, while the effect is the dependent variable. A research hypothesis guarantees that the entire study process is reliable and scientific. Though crucial to the research process, research hypotheses can present challenges regarding likelihood, relevance, and errors. A hypothesis is an instructive or educational presumption or prediction constructed on observations. Due to this, the researcher's focus in the current work is mainly on the hypothesis' significance and role in the research technique (Dayanand, 2020).

Therefore, an affluence of instruments is available that links the elements influencing the undergraduate Arabic curriculum, graduate employability, and career advancement. Theories suggested that several traits were responsible for a graduate's employability and professional advancement.

The following is the hypothesis regarding the factors under investigation that will direct the study:

H1a = *The constructs of the undergraduate Arabic curriculum, employability, and career advancement are sound in terms of reliability and validity.*

H2a = *Undergraduate Arabic Curriculum has a significant direct effect on career advancement.*

H3a = *Undergraduate Arabic Curriculum has a significant direct effect on employability.*

H4a = *Employability has a significant direct effect on career advancement.*

H5a = *There is a significant relationship between the undergraduate Arabic curriculum and the construct of career advancement.*

H5b = *There is a significant relationship between the undergraduate Arabic curriculum and the construct of employability.*

H5c = *There is a significant relationship between employability and the construct of career advancement.*

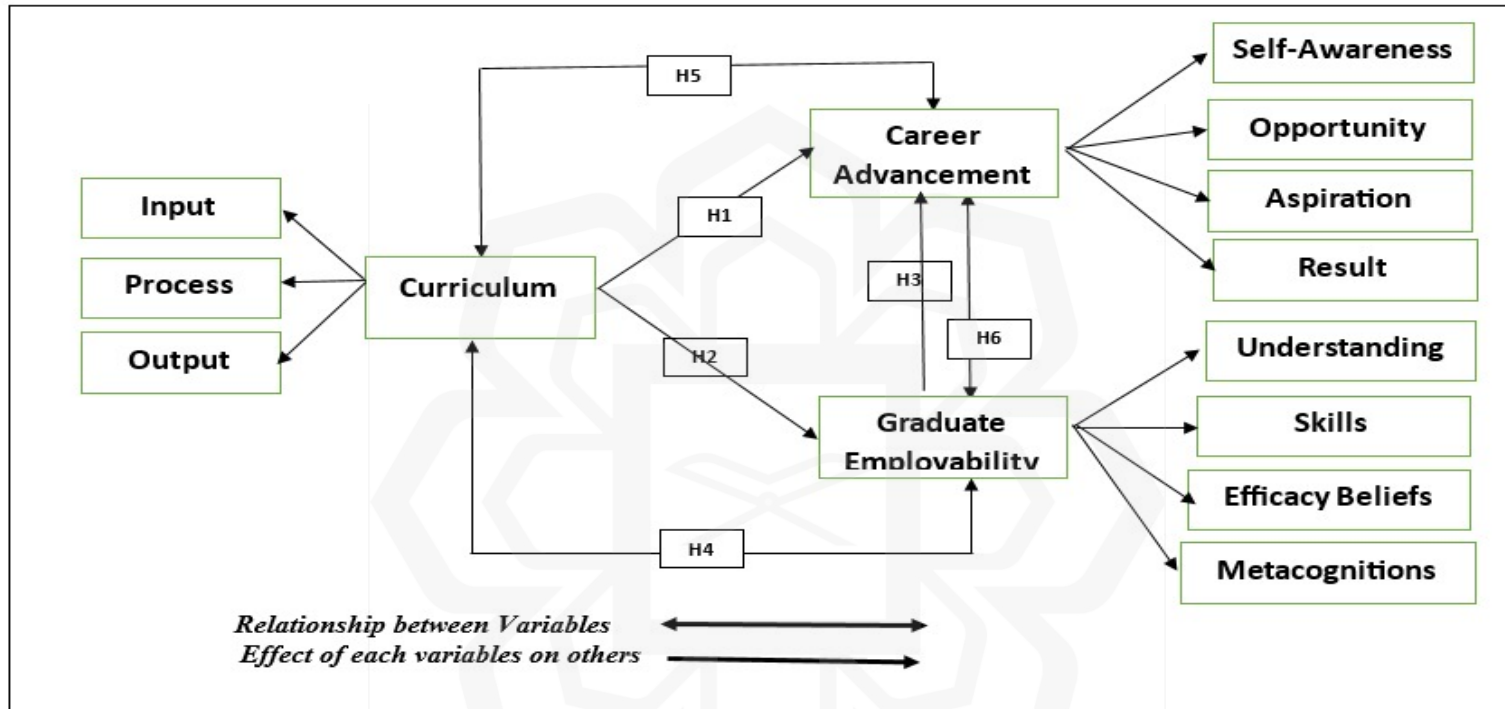


Figure 1.1 Hypothetical Framework of the National Undergraduate Arabic Curriculum, Graduate Employability, and Career Advancement

1.6 THEORETICAL FRAMEWORK

This study explored the relationship between employability skills, career advancement, and the effect of the National Undergraduate Arabic Curriculum on Arabic graduates in Nigerian universities since each variable has become a critical issue for students of Arabic Language in Nigeria. However, literature has shown that thousands of Arabic graduates in Nigeria are seeking jobs. Still, fortunately, they did not meet the employer's needs in terms of academic qualifications, employability skills, and communication skills. However, according to the literature, there are various connections and areas of agreement between scholars and subject-matter specialists on employability skills, particularly concerning the definitions and influences of each variable.

1.6.1 Employability Skills Theory

1.6.1.1 USEM Model

In general, employability has become one of the critical issues affecting the human resources development perspective. Employability is conceptualised as having a set of skills, knowledge, and personal attributes that make a person choose certain occupations that allow them to be satisfied and successful (Pool & Sewell, 2007). Higher institutions in every country aim to produce qualified entrepreneurs and employable graduates to serve their societies and nations.

The USEM model for graduate employability in higher education is the most accepted model for Employability (HE) (Bennett & Ananthram, 2022).

Mainga et al. (2022), cited in (Yorke & Knight, 2007), defined graduate employability as a set of achievements –skills, understanding, and personal attributes– that makes a graduate more likely to gain employment and be successful in their chosen occupation.

The USEM model, developed by (Yorke and Knight (2007)), is an acronym for four connected graduate employability skills factors.

The factors comprise:

- **U**nderstanding
- **S**kills (Subject-specific and generic)
- **E**fficacy beliefs (and self-theories generally)
- **M**etacognition (including reflection).

In Figure 1.2, Knight and Yorke link the dimension of the USEM model as a determinant of graduate employability.

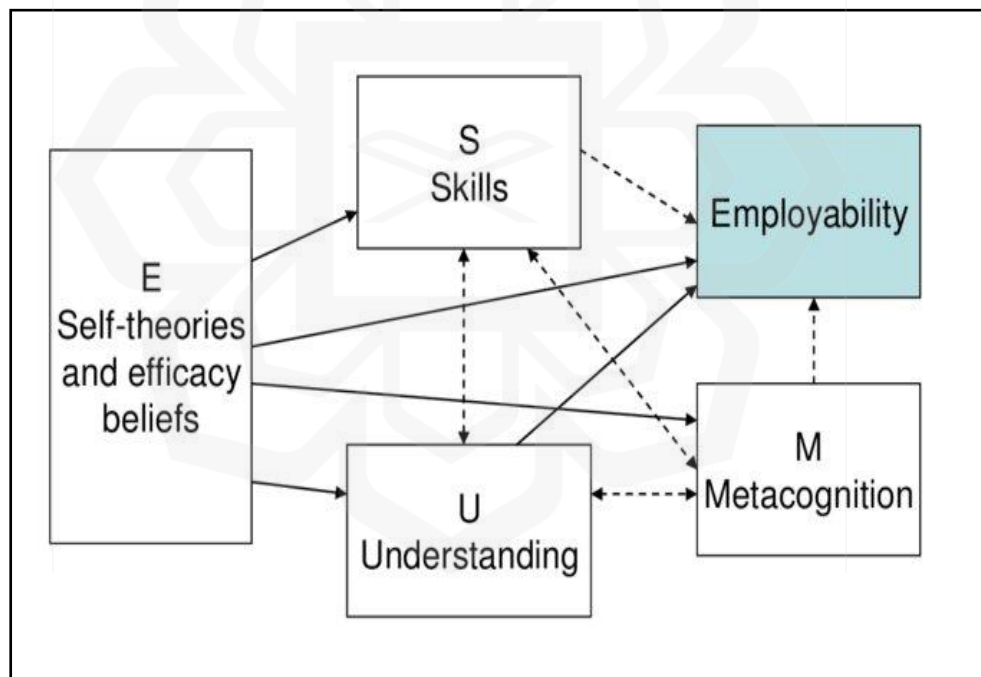


Figure 1.2 USEM Model for Graduate Employability (Yorke & Knight, 2007, as cited in Bennett & Ananthram, 2022)

Yorke and Knight (2007) suggested that the USEM model is an attempt to identify graduate employability skills and shed light on a specific basis, primarily

because of the need to appeal to academic staff on their terms by referring to research evidence and theory (Mainga et al., 2022)

The theoretical background of Knight & Yorke's model is as follows:

- i. **Skills:** considering the graduate employability skills, “individual skills are considered a common feature of employability models” (Pool & Sewell, 2007). The literature on graduate employability skills has no specific definition of skill, while Moon (2004) said skills could be defined as the ability to carry out something perfectly (Tomlinson, 2012).
- ii. **Understanding:** Yorke and Knight (2007) defined experience as understanding the appropriate subject knowledge, apprehension, and applicability (Mainga et al., 2022). The University must know the relevant subjects the student must study during his years in the institution. In addition, the university curriculum is expected to include classes or programs that will enhance employability skills for graduates (Abdus Salam & Bin Mohammad, 2022)
- iii. **Efficacy beliefs:** efficacy beliefs are referred to as a “self-theory” and the ability of a student “to make a difference,” which indicates how capable a student is of tackling tasks (Alzabide, 2019). The literature on employability also considered efficacy beliefs as “self-efficacy,” “self-confidence, and “self-esteem,” which are popularly known as three closely linked ‘Ss’ (Pool & Sewell, 2007).
- iv. **Metacognition:** Metacognitive fluency or knowledge describes one's actions, learning, and skill-building processes (Linckens et al., 2023). Meanwhile, universities can increase their employability skills by emphasizing the growth of students' metacognitive skills. In that case, by assisting them in learning how to learn and fostering their confidence. Flavell (1999) defined metacognition as knowledge about the nature of various cognitive tasks and the nature of humans as thinkers (Fuentes et al., 2018).

Regarding models for employability skills, Yorke and Knight's (2007) model in the UK has been one of the most well-known and well-acclaimed models.

1.6.2 Career Advancement Theory

1.6.2.1 SOAR Model

Career advancement can be described as helping students acquire knowledge, concepts, skills, and attitudes that will equip them to manage their careers (Bridgstock et al., 2019). Although the term "career" was first used in the UK in the 1970s, it suggests the graduate has acquired skills and attitudes that will enable them to secure their life after graduating from the University (Bridgstock et al., 2019). Conversely, advancement is interpreted as ensuring promotion or professional growth (Fotheringham & Saunders, 2014). Therefore, career advancement will assist the graduate in evaluating his work-related experiences at one point in his career.

The literature has identified SOARs (Cole et al., 2022) of career advancement. SOAR is an acronym for four inter-related components of career advancement:

- **S**elf-awareness
- **O**pportunities awareness
- **A**spirations
- **R**esults

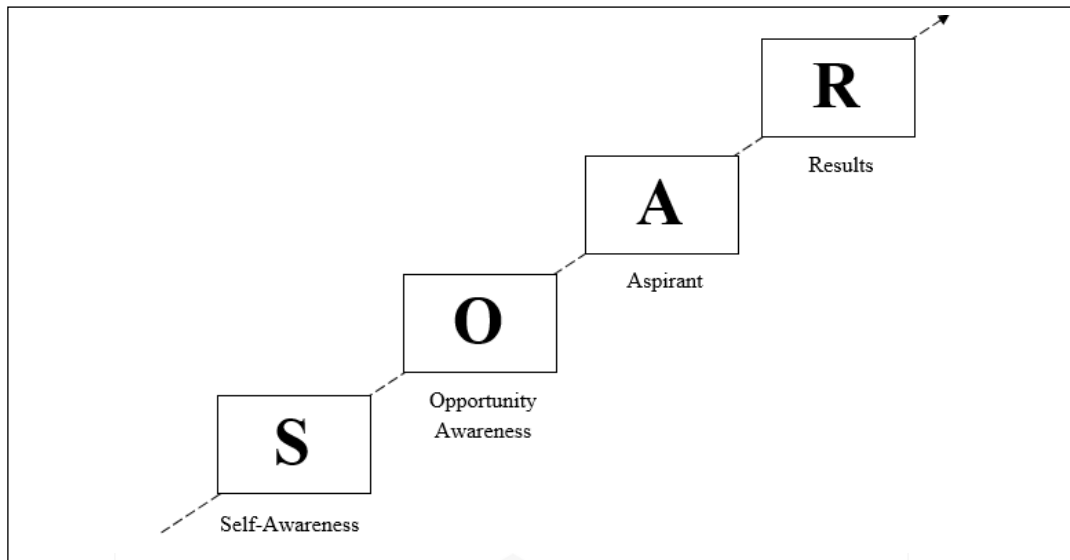


Figure 1.3 SOAR Model for Career Advancement (Cole et al., 2022)

The theoretical background of SOAR's model is as follows:

- i. **Self-awareness:** Self-awareness is one of the components of the SOAR model that enables graduates to discover and build their unique careers positively and proactively through effective participation in learning. Usually, graduates identify their opportunities within and outside the formal curriculum. (Kumar, 2007). Graduates with self-awareness always present themselves with self-assurance and presence (Morin, 2011).
- ii. **Opportunity awareness:** According to SOAR's model, opportunity awareness is defined by previous research as an individual's assessment of the availability of employment openings and career opportunities that meet their professional aspirations in the future (Muhammed & Saleh, 2019).
- iii. **Aspirations:** According to Soar's model, aspiration is another component that guarantees a graduate career. Career advancement is said to guide graduates in everyday activities, organisation, direction, meaning, and purpose (Bossu et al., 2018). Therefore, the internal dynamics of a profession that determine a graduate career's success include its aspirations. Essentially, a graduate's career goal develops from within

them, affecting their values, social conventions, and beliefs. As a result, the social environment impacts it and is closely tied to what drives graduates to pursue or continue in a particular vocation, job, or way of life (Donald et al., 2019). Therefore, a graduate's mental self-selection can be seen in his job objectives. People evaluate the requirements for success in each field, their abilities and shortcomings, and choose careers with the best chances of success (Bossu et al., 2018)

- iv. **Results:** The SOAR model has been successfully utilised in career advancement and development to determine the students' performance, motivation, and engagement. While analysing the SOAR Model Analysis, Khavarian-Garmsir et al. (2017) highlighted that the result determines the visible and measurable detail indicating if the graduate has achieved his aspirations (Cole et al., 2022).

Additionally, the SOAR model helps employers evaluate whether graduates have acquired enough employability skills in formal or out-of-work curricula, co-curricular activities, and life experiences. Finally, the SOAR model shows if the graduate is fully prepared for the current and future labour market.

1.6.3 IPO Model Curriculum

1.6.3.1 IPO Model

The curriculum targets a goal or set of values that can be achieved through a developed process, concluding experience for the student (Baş & Şentürk, 2020). Fox and Morehead (1993) elaborated that a "curriculum is expected to prepare students to achieve their targeted goals in society (*Marcos Wants Review of Education Curriculum to Address Jobs Mismatch / GMA News Online*).

Consequently, every society requires a quality curriculum from higher education institutions. For the Arabic graduate to meet society's needs, the curriculum must be matched with 21st-century learning strategies. When a curriculum is

mismatched, it refers to a situation where a graduate's knowledge and abilities are insufficient for the current occupation because they are either more significant, lower, or merely different from what is required (Akkoc & Tall, 2005). Therefore, curriculum mismatch is when the curriculum is too broad, and there is a mismatch between the skills acquired and the skills demanded by the labour market.

The IPO's model, which is the acronym for Input, Process, and Output, will be used to evaluate the curriculum teaching Arabic in Nigerian universities. The IPO model is the best-known model for assessing any curriculum program. It includes the preparation of the program as the input, the plan of the program (process), and the program's feedback (output).

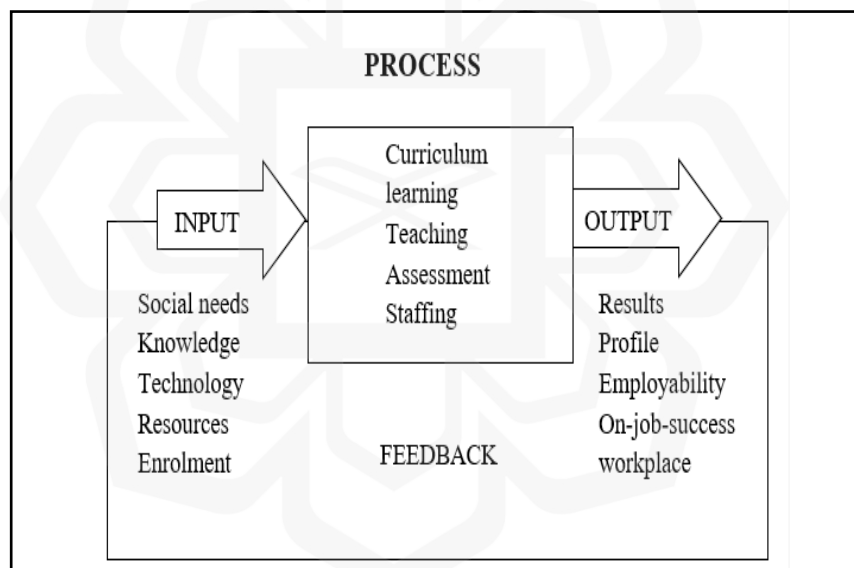


Figure 1.4 IPO Model for Undergraduate Curriculum (Kumar & Shukla, 2011) as cited in (Alshaye et al., 2019)

Input: Input is a statement that includes the objectives and objectified contents in the curriculum. Meanwhile, an undergraduate curriculum's goals can be defined as specific assertions and quantifiable expectations of what students should understand and be able to do at the end of an educational programme (Salam, 2015). Curriculum input is divided into curricular input and non-curricular input. Input, or the curriculum

contents, should be associated with the objectives and objectified contents. Relatively, the content of the current Arabic curriculum in Nigeria does not match the labour market in the society (Pellizzari & Fichen, 2017).

Process: Process is another component of the IPO model. It is an approach to the curriculum to specify the learning outcomes in the cognitive, affective, and psychomotor domains (Tuju et al., 2022). Therefore, the process determines the teaching methods/process for delivering the inputs. The teaching methods may be used in large or small groups (Salam, 2015). Knight (2001) identifies the advantages of a process model of curriculum planning similar to the product. He highlighted that planning a curriculum in this sensitive way is essential. This statement indicates that when investigating the process of learning outcomes, it is necessary first to consider what the input is trying to achieve in your teaching/learning activities.

Output: Output is the third component of the IPO model. It can be referred to as the knowledge, skills, and abilities students have acquired and could display after completing a learning experience or series of learning experiences (Oza, 2021). Output It gauges the effectiveness of the student-centred instruction model, which measures Graduate progress through results. Knowledge, skills, and attitudes are examples of graduate outcomes.

This study intended to investigate the effect of the National Undergraduate Arabic Curriculum on graduate employability and career advancement. Thus, three theories emerged as theoretical underpinning the study, which is the USEM theory with four dimensions (understanding-skills- efficacy beliefs- metacognition), the IPO model with three dimensions (input-process-output), SOAR model with four dimensions (self-awareness- opportunity- Aspiration- Results). The justification for using the mentioned theories resulted from the previous studies that showed the connection between career advancement, graduate employability, and curriculum. The USEM model was established by Knight and Yorke (2004). This model aims to develop an advanced term of employability that explains more than the narrow skills agenda and shows the degree of employability that could be achieved (Hinchliffe and Jolly, 2011). It focuses on deeper learning and the broader experience of students

correlating with HE providers. The USEM model forms part of a large body of research-based, scholarly work on employability. However, this strength could also be perceived as a weakness in that it does not assist in explaining to non-experts in the field, particularly the students themselves and their parents, exactly what is meant by employability.

1.7 CONCEPTUAL FRAMEWORK

This study focused on the relationship between employability skills, career advancement, and curriculum mismatch among Arabic graduates in selected Nigerian Universities. However, it is essential due to the employability and relevancy of Arabic graduates in Nigeria. The study of Omoniwa (2017) highlights that statistically Nigeria has a high unemployment rate because graduates lack employability skills. Undoubtedly, the shortage of highly skilled Arabic graduates to meet employers is the primary cause of unemployment in the country (Omoniwa, 2017).

Additionally, the theory on the relationship between employability skills, career advancement, and curriculum mismatch and their influence on each other is explained in Figure 1.5.

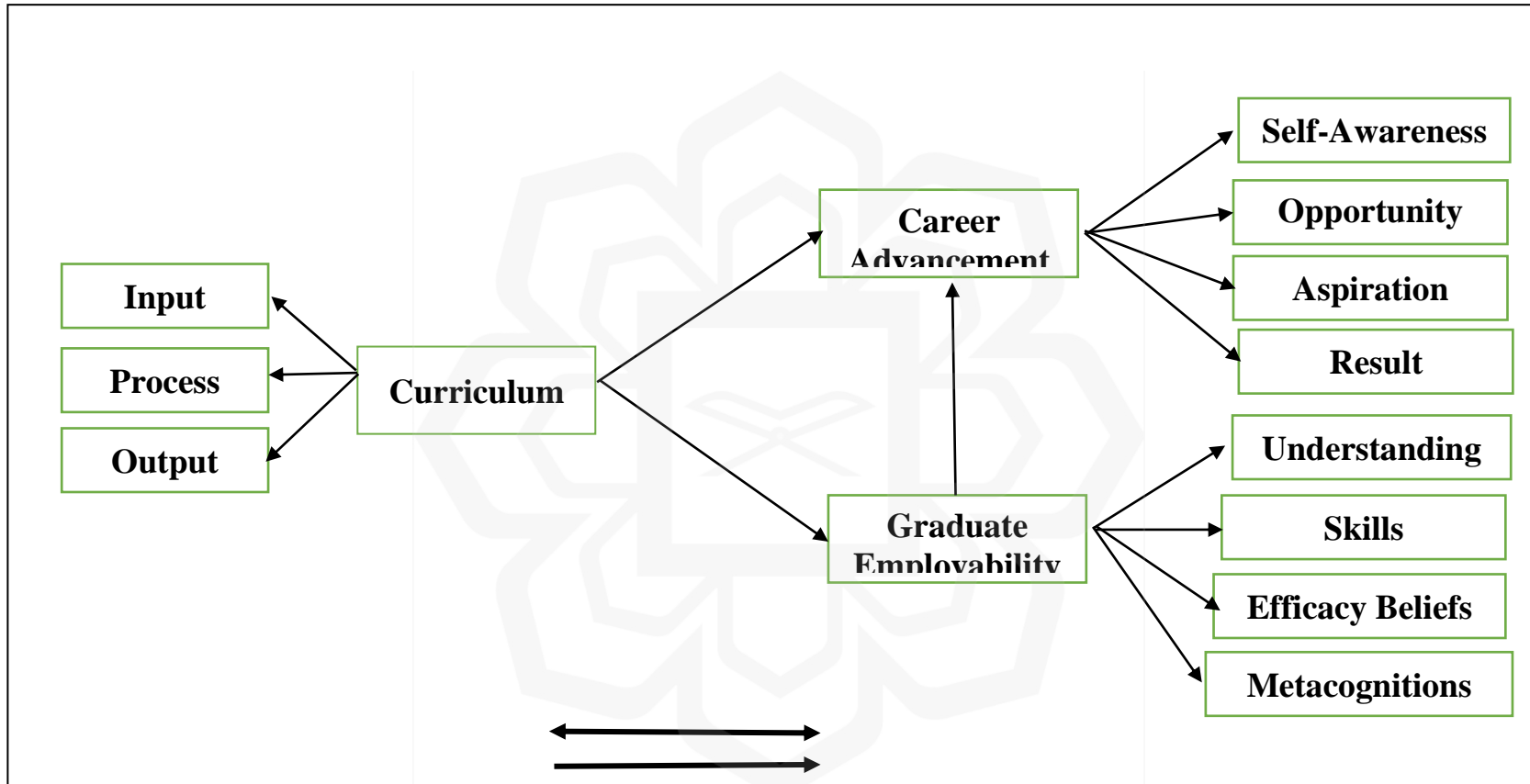


Figure 1.5 Conceptual Framework of the Research

Figure 1.5 above is the component of the general conceptual framework. The researcher concluded that the relationship between employability skills, career advancement, and the undergraduate Arabic curriculum of higher education graduates is an unceasing process. It also indicated that employability skills directly affect the graduate career advancement and the undergraduate Arabic curriculum.

Figure 1.5 above summarises the conceptual framework and its components. The first variable shows the career advancement of the graduates. The variable will also discuss the Arabic graduates' self-awareness, operational awareness, aspiration, and results. This variable will assist the employee in evaluating the graduate-acquired skills and knowledge. Meanwhile, the second variable is the undergraduate Arabic curriculum, which consists of the curriculum input, process, and output. The variable will evaluate the undergraduate curriculum content, strategy, methodology, and product of the Arabic language curriculum and the demanded skills in the industries. The last variable in the study addressed the graduates' employability skills, which entails the graduates' understanding that every institution focuses on ensuring that the graduates acquire enough skills to be practised. Efficacy beliefs are referred to as the graduate's intelligence, and metacognition gives the graduate the ability to sustain meaningful work across his career lifespan.

1.8 SIGNIFICANCE OF THE STUDY

This research focused on the relationship between employability, career advancement, and the undergraduate Arabic curriculum among Arabic graduates in the North-Central and South-West parts of Nigeria. This study could help reduce the high unemployment rate among Arabic graduates in Nigeria. It could also assist universities in designing a curriculum that matches job requirements and graduates' employability skills. The study would help determine the relationship between the undergraduate Arabic curriculum content and practical employability skills for the graduate.

In addition, this study can assist the researchers and Arabic policymakers in understanding issues related to Arabic graduates' employability and career advancement. The result of this study can guide the graduates, mainly Arabic graduates whose career advancement and employability primarily rely on knowledge, skills, and attitudes. All these attributes must be acquired in their proper ways. Omoniwa (2017) listed various factors that lead to unemployment in Nigeria: irrelevant curriculum, unqualified lecturers, inadequate study facilities, employer discrimination, and preference. The study emphasised that irrelevant curricula have been blamed for this anomaly.

1.8.1 Literature

The researcher benefitted from the literature review of the undergraduate Arabic curriculum, graduate employability, and career advancement, including their theories of study. Therefore, the undergraduate Arabic curriculum theory consists of input, process, and output (IPO Model). However, the graduate employability theory consists of understanding, skills, efficacy beliefs, and metacognition (USEM Model).

The last is for Career advancement, which consists of self-awareness, operational awareness, aspiration, and results (SOAR Model). It addresses the concept and dimensions of all the variables and their relationship.

1.8.2 Methodology Contribution

This study is notable for considering the effect of the undergraduate curriculum on graduate employability and career advancement among the graduates of Arabic in Nigeria. In addition to providing measures for each component, this study offers several appropriate elements to evaluate the variables in the context region. Additionally, four items commonly utilised in another context, primarily in wealthy countries, are adopted and integrated into this study. Most of the instruments were created and tested outside of Nigeria and had not yet been validated for the country's

needs; as a result, this study validated the instruments before administering them to Nigerian Arabic graduates. Since the analysis is quantitative research, with the integration of several theories and models using Structural Equation Modelling (SEM), which has been recognised as a valid and more consistent method, was able to examine the effect and relationship between the undergraduate Arabic curriculum and graduates' employability and career advancement among Arabic graduates in Nigeria.

1.8.3 Policy and Best Practices

Adeyemi (2017) elaborated that there are various curricula in Nigeria, including those in schools and universities. Furthermore, there is no proper coordination for Arabic in Nigerian universities, especially in the southern part of Nigeria. The National Board of Arabic and Islamic Studies (NBAIS) was founded by Alhaji Sir Ahmadu Bello Sardauna of Sokoto in 1960 to unite and regulate interested colleges and universities across the country. However, despite the emergence and intervention of NBAIS to control the policy of Arabic language examination and its curriculum, the graduates of Arabic Language in the southern part of Nigeria remain irrelevant and unemployable. Thus, this research will be a benchmark for the NBAIS and other regulatory bodies and decision-makers in designing the Arabic language curriculum.

In addition, the Ministry of Education should ensure that Arabic language instructors have basic training on the required skills to enhance the future of the graduates of the Arabic Language. For instance, there is an inspectorate division from the Ministry of Education for the effective teaching and curriculum delivery for all subjects except the Arabic Language. It shows the government's lack of indifference towards the Arabic language. The practical teaching and the required skills will be improved when the Arabic language policymakers adequately supervise the subject. Besides, this study's results would help make decisions and modifications to achieve the National Board of Arabic and Islamic Studies (NBAIS) aims and objectives. This study could also assist Nigeria's National Policy of Education (NPE). It will also draw the attention of the policymakers to Arabic

graduates in various parts of the country, especially the southern parts of Nigeria, where this study will be carried out.

In general, the findings of this study could assist policymakers in identifying the challenges facing Arabic graduates' employability skills, career advancement, and how to match the curriculum with the labour market in society. In addition, this study will help frame a framework to enhance Arabic graduates and career advancement in the undergraduate Arabic curriculum.

1.9 DELIMITATION OF THE STUDY

This research scope revolved around its methodological approach, characterised as quantitative research. Therefore, the researcher administered the questionnaire to collect the data. In addition, this study applied statistical data analysis procedures involving inferential and advanced statistical approaches.

This study focuses on the relationship between employability skills, career advancement, and the undergraduate Arabic curriculum among Arabic graduates in southwest Nigeria. First, however, the study will analyse the influence of career advancement in the undergraduate Arabic curriculum on the Graduate of Arabic language employability skills in southwest Nigeria.

This study was limited to all Arabic language graduates from the selected Nigerian universities. Although several Arabic Language graduates from international universities, such as graduates of Saudi Arabia, Egypt, and others, are excluded, this study focuses on the relationship between employability skills, career advancement, and curriculum mismatch among Arabic graduates from Nigerian institutions.

1.10 DEFINITION OF KEY TERMS

1.10.1 Operational Definition

Employability Skills: In this study, the term employability skills mean the set of skills, knowledge, academic achievement, and personal attributes that make Arabic graduates employable in society. It can also be defined in this study as the skills and expertise the employers need to benefit their workplace (e.g., ICT skills, problem-solving, and communication skills).

Career Advancement: in this study, career advancement can be defined as the graduate's self-achievement, operational awareness, aspiration, and educational outcomes during his academic year of study.

Arabic Curriculum: in this study, the Arabic Curriculum refers to the National Undergraduate Arabic Curriculum used in teaching and learning Arabic at all the universities in Nigeria. This curriculum is usually designed by the National Universities Commission (NUC).

Arabic graduates: In this study, Arabic graduates refer to the holders of bachelor's degrees, master's degrees, and doctorate degrees in Arabic from Nigerian universities.

1.11 SUMMARY

In this chapter, the researcher introduced the research in a general overview, and the study background and problem statement were illustrated. The study explored the relationship between employability skills, career advancement, and the undergraduate Arabic curriculum among Arabic graduates in Nigerian universities. The researcher highlighted the significance of the study to Arabic graduates, the National Universities Commission (NUC), universities where Arabic is studied as a specialisation, and how the study will enhance the language policy in Nigeria. Objectives of the study were highlighted to solve the research problem with the questions, and hypotheses were

predicted. The theoretical, conceptualisation, literature, and methodological contributions were discussed. Operational definitions of the terms used in the research were adequately defined. Furthermore, the following chapter will review the literature related to the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examines previous related theories and studies on curriculum, employability, and career advancement among Arabic graduates. These reviews were based on this study's research strategy.

Pahlevan Sharif et al. (2019) argue that literature reviews are an essential exercise that enables a researcher to evaluate the type of knowledge generated in a field of study, its gaps, and potential future advancements. Furthermore, literature reviews are essential to plot and assess the academic field and suggest a study area to add to the body of evidence already known.

Therefore, the researcher focused on the five main goals of a quality literature review in this literature review. Firstly, it will show acquaintance with the body of knowledge. Secondly, it creates a theoretical framework to serve as a guide for the research. Thirdly, it examines earlier research to demonstrate the significance of the study; fourthly, it highlights the significant problems with the survey; and lastly, it critically points out gaps in the existing body of knowledge. The primary goal of this study's literature evaluation is to improve comprehension of ideas pertinent to this research work.

This study reviewed the studies on curriculum, employability, and career advancement among Arabic graduates in Nigeria by investigating various measures of constructs, their measurement, and their relationship to overall effectiveness. Therefore, the curriculum theory consists of input, process, and output (IPO Model). However, the graduate employability theory consists of understanding, skills, efficacy beliefs, and metacognition (USEM Model). The last is for career advancement, which consists of self-awareness, operational awareness, aspiration, and results (SOAR Model). It addresses the concept and dimensions of all the variables and their relationship.

2.2 CONCEPTUALISATION OF THE RESEARCH VARIABLES

Theory in academic research can be referred to as a collection of interconnected variables, definitions, and propositions to explain natural occurrences and give a systematic perspective of the world by specifying relationships between variables (Preeti Oza, 2021). On the other hand, according to this definition, a theory is a group of related concepts (or variables) that have been distilled into hypotheses and propositions that detail the connection between various variables (usually expressed as direction or extent) (Kovaleva, 2015).

A conceptual framework contains an overview of pertinent literature, a synopsis of relevant theory, a justification for why this theory might be helpful in this situation, a particular research query that most likely includes a hypothesis, a rationale for the research approach used and a list of the desired results or variables. Nevertheless, a conceptual framework is decided upon and rarely changes after data collection starts (Kivunja, 2018).

The explanation for why a particular study should be done is provided in the conceptual framework. However, a conceptual framework reflects the status of scientific understanding. Usually, by conducting a literature review, holes in a phenomenon are revealed and highlight the theoretical underpinnings of the research undertaking. It is made to respond to two questions: “What makes this research significant?” and “What fresh understandings might these findings add to the body of knowledge?” (Santana et al., 2018).

2.2.1 Defining the Term “Curriculum”

The idea behind a curriculum has apprehended a prominent position in education, which is evident from the substantial body of literature that has been produced on the topic. However, the concept has become an essential topic of discourse and brainstorming among scholars and researchers alike in education. The nature of the existing literature that has been generated reflects a large-scale interest in the subject. However, the curriculum has been designed to create a well-educated man who will be able to write and think clearly; possess a critical gratitude for how one learns and

comprehends the cosmos, society, and oneself; know several cultures and other things, some comprehension of ethical and moral issues, some experience with these issues, and some complexity in a subject of study (Tanner, 1982).

However, reading from the literature on the definition of the curriculum revealed that the Latin word “currere” is where the term “curriculum” comes from, which stands for a ‘race course’ or a course to be offered, which eventually culminated into a course of study. Thus, many attempts were made to define the word curriculum from different perspectives. A curriculum is a broad term with no accepted definition, according to the American Educators’ Encyclopaedia (1991). Researchers in education have described the curriculum as a way of including every pre-strategic activity due to the teacher’s actions. On the other hand, some academics broaden the concept of curriculum to have every learning experience a student experience in a classroom, whether intentional or not, fulfil the institution’s aims and purposes. A pattern course, direction, detailed teaching, exercise, opportunities, evaluation, testing, or contact modalities might make up such an experience. In addition, the curriculum ought to be prudent and broad, have clear aims and objectives, consider the arrangement, connect to learning and instruction theories, take the learner into account, have evaluation standards, be able to withstand review at all times and have a solid educational ethos (Snaza, 2019). Nevertheless, a well-designed curriculum encompasses more than merely a lesson for a student’s schedule or programme of studies.

According to the definitions mentioned above, it is easy to define curriculum as a planned series of experiences that show what the teacher does and the knowledge a learner undergoes to achieve the school’s general aims and objectives. It may be planned or unplanned or in the form of a document that shows courses and their patterns as well as the methods of instruction. The curriculum must be continuously evaluated and scrutinised to achieve sound educational objectives.

The International Encyclopaedia of Curriculum emphasised that the definition of the term “curriculum” will largely depend on how an author used the term in their work and came to the conclusion that a curriculum primarily treats the following four areas (Mehmood Bhuttah et al., 2019):

- i. Curriculum making, referred to as curriculum development, is commonly used beyond its usual meaning and is also an extension of “reading.” Generally, reading is the process of deriving meaning from interesting written material. Academics describe reading as a dynamic and productive process that involves interaction between the reader and the text while taking place in a specific context (Remillard, 2015).
- ii. Curriculum management is mainly seen as an administrative and implementation issue. Curriculum management also includes the capacity to assume that the readability of curriculum policy texts is always due to several specific characteristics that frequently result in the suggestions not being faithfully implemented in practice despite attempts to the contrary (Lopes & De Macedo, 2015).
- iii. Curriculum study is essentially the rules and methods for curriculum research.
- iv. The nature of the curriculum, views of the subject matter, content, and disciplines are presented. This part of the curriculum covers the whole process of the curriculum: educational goals, contents, process, and assessment (Oza, 2021).

However, researchers have highlighted that the term curriculum is a highly hectic task to find an acceptable definition. Lopes and De Macedo (2015) have mentioned that four purposes have gained acceptance among educators viz:

- i. The curriculum is made up of logically organised subject-matter courses.
- ii. The curriculum comprises deliberate learning to alter students ingrained behavioural habits.
- iii. A social group designs a curriculum for the academic experiences of their kids in school.

- iv. The curriculum consists of all the experiences students have while being guided by their school.

On the other hand, the curriculum was conservatively defined according to (Bhuttah et al., 2019), a group of potential understandings established in the schools for pupils and youth can shape how that group thinks and behaves. The curriculum comprises all the information that learners experience, feel, and respond to while being guided by the school. Furthermore, the curriculum includes all the information learners share, feel, and react to while directed by the school. Moreover, a curriculum is described as a strategy for action or printed document incorporating tactics for accomplishing specified goals and split ends” by Ornstein and Hunkins (2018). Mohanty (2021) asserted that any outline of a learning programme should offer far more than just a statement regarding the informational material or only the topics that education If it is to be implemented successfully and profitably, it must be “taught,” “transmitted,” or “delivered.” Additionally, it must go beyond this description to explain and justify the motivation behind the transmission and examine the consequences that exposure to such information and subjects is likely to have or is intended to have on its recipients.”

In line with the above definitions, Baş and Şentürk (2020) added that a curriculum is made up of a body of knowledge, material, or topic matter, along with several designed learning activities to help students acquire new abilities, attitudes, and behaviours while following the directions or instructions of the school, in any circumstance (Dougherty et al., 2019).

Curriculum from the viewpoints of the teachers, according to McNeil et al. (2019), is what the instructor hopes students will learn or what they can become as people, together with the short and long-term plans connecting the activities and resources that can be employed to help them achieve these goals.

Determining the curriculum is not a simple undertaking. Curriculum theorists and educational practitioners (Singh & Shahid, 2010) emphasised that since there is no agreement on what curriculum genuinely entails, the curriculum is not easily determined. Acquah (2017) added that “the complete set of influences and encounters

that a student has while attending school, including those that are intentional and unintentional, conscious and subconscious, planned and unplanned, and those that occur in the classroom, laboratory, library, playground, and workshop, as well as informal interactions between students and teachers.” Conversely, Wahyuningsih and Afandi (2020) defined curriculum as anything that refers to not only material but also relevant to the teaching and learning of the institution’s study programmes; outcomes, techniques, and assessment procedures are all crucial components of the curriculum. In this respect, the curriculum establishes instructional protocols for achieving educational goals and directs student activities. Meanwhile, the curriculum is an essential component of any education or training programme since it lists the courses or modules available and details about the program’s aim, approach, timing, instructors, and setting. Furthermore, it also entails the effective distribution of personnel training and education, which requires implementing a programme or course, among other factors (Majinge & Msonge, 2020)

However, the curriculum includes all the activities intended or fortified outside the school’s organisational design to support its students’ intelligence and individual, societal, and physical expansion. The curriculum comprises both the formally scheduled curriculum and the more casual curriculum. The implementation of the curriculum is heavily influenced by teaching and learning methods. They are inextricably linked to it. These activities must continuously support the school’s aim since children learn from them (Cocking et al., 2021).

The definition above shows that everything the school does, whether intentional or not, overt or covert, influences students’ learning processes and patterns and is considered part of the curriculum (Cocking et al., 2021). This assertion conveys both the teacher’s activities and their prediction or expectation of the pupil. The learning outcomes and the facilities employed in schools are considered integral components of the curriculum.

To define a working curriculum, Wingate (2016) mentioned the following definition could be referred to as a working definition for curriculum these definitions include:

- i. The curriculum specifies what skills, attitudes, and knowledge are determined to be achieved.
- ii. It is the aptitude to choose the topics or content to be included in the learning experience.
- iii. A plan or framework that aims to produce particular results for different categories of learners.
- iv. It gives the techniques used to acquire knowledge.
- v. It explains the natural learning resources that will be used.
- vi. It guides in carrying out evaluation strategies to determine if a specific skill, attitude, behaviour as a result of the learning procedure, and knowledge modification and
- vii. It shows feedback that enables and supports changes to the plan to enhance learning.

This definition will allow the curriculum to recognise and identify some essential components that make up its structure and serve as the foundation for its description. Some features take the form of questions, and a typical curriculum should provide the following answers (Türkarslan & Akdemir, 2019):

- i. What are its goals?
- ii. What does it comprise?
- iii. How is the curriculum delivered?
- iv. Is the curriculum appropriately arranged?
- v. Is it unbiased?

- vi. Who controls it?

- vii. Does it work?

- viii. What are its settings?

- ix. What is its future?

The above suggests that a curriculum should respond to the questions above on its intents or goals. The curriculum must be able to articulate the value of education in relationships of both its components and its delivery methods. In addition, when responding to the questions, careful consideration should be given to the future of the curriculum.

In educational programmes, the curriculum is supposed to serve a variety of reasons, one of which is to affect behavioural change. In other words, it ensures that people absorb the knowledge they get in the classroom to improve their communities. According to this perspective, a curriculum is a continuous plan for learning. Thus, how the learners are being developed, and their knowledge progress affects how a curriculum is designed (Mohanty, 2021).

According to Ari (2020), a curriculum is a collection of educational, cultural, social, athletic, and artistic experiences the school offers to pupils within and outside the building to support the development of behaviours consistent with educational objectives. This mentioned definition highlights the view of Wheelers (1967), who asserted that “The planned experiences provided to students under the direction of the school are referred to as the curriculum” (Mehmood Bhuttah et al., 2019). Meanwhile, Sivesind and Westbury (2016) viewed curriculum “as a written document,” the primary goal of curriculum theory is to provide context for various components of curriculum activity in light of prior knowledge. A curriculum system comprises personnel and procedure organisations that create a curriculum for implementation, evaluation, and adjustment (Rahman & Manaf, 2017).

Mehmood Bhuttah et al. (2019) state that a curriculum is a set of objectives that offers possibilities for exposing students to various knowledge and teaching

methods. Furthermore, according to Oza (2021), “The curriculum is often referred to as a body of information, learning experiences in diverse learning contexts with a variety of cognitive content, an instructional strategy, and technological resources.”

Undoubtedly, the curriculum seeks to produce knowledgeable individuals who can actively think and write, who have a critical understanding of how one learns about the world, community, and ourselves, who are aware of supplementary principles, and, occasionally, who have some knowledge of and experience with ethical issues and, moral values and who have accomplished some complexity in the arena of study (Majinge & Msonge, 2020).

Similarly, the curriculum creates the required changes in a student. The ultimate goal of any curriculum is to organise and carry out a set of experiences systematically. Planning can cover a variety of subjects, from admission through graduation. The quality of the curriculum includes a variety of experiences that a student has in the classroom, in practical/tutorial sessions, exposure visits, attending and participating in various college programmes, and numerous exams (Wang et al., 2022).

It is essential to emphasise that any educational programme must be able to affect behavioural change. Put another way, it ensures students retain the information taught in class to improve their communities. Krishnapatria (2021) added that curricula aim to accomplish specific goals, and how they are achieved depends on a variety of variables, including:

- i. **Political:** The political ideologies of those in power are frequently supported and advanced in schools, as evidenced by how curriculum changes have often coincided with political shifts in many nations.
- ii. **National Identity and Unity:** In most countries with diverse populations, the curriculum is frequently utilised to foster a sense of national pride and identity.

- iii. **Economic:** The effort to meet particular financial goals may also impact the curriculum. A service-oriented economy, industrialisation, or the expansion of agriculture all place various demands on school curricula.
- iv. **Religious:** Religion can significantly impact the curriculum in nations with substantial religious influences. Schools in some countries are required to teach students about and instil a belief in the main religion, such as Islam in Indonesia.

Ornstein and Hunkins (2018) asserted that many countries have curricula that prepare students to be better citizens and secure their future careers. They claimed that for the curriculum to prepare prospective students adequately, they must have broader perspectives (Bennett, 2017).

The survey on curriculum clearly shows that many groups are implicated in the problem with the curriculum. Mehmood Bhuttah et al. (2019) noted several stakeholders in the curriculum, typically including students, parents, instructors, governments, and community organisations. According to them, as mentioned earlier, each group demands a particular attitude from the students. A curriculum is consequently expected to accommodate a variety of interests (Bennett, 2017).

A curriculum could also come from different sources. Its origins could include the society where the school is situated, the faculty members, the teachers, the individuals, and their interests. Nainggolan (2018) mentioned that there are fundamental referents when creating a curriculum. The referents are society, its institutions, social processes, and the person to be educated about his nature, needs, and developmental patterns. Man's categorised and conserved knowledge subject fields are one of the referents.

From the discussion that has come before and from different accounts of the concepts and context of the curriculum, it is interesting to note that educators have no one definition for the term curriculum. In other words, it can imply various things to various authors. The term is appropriate for a specific job or circumstance, which will determine how it is used.

To sum up, in the context of this research, a curriculum is understood to be a collection of courses, programmes of study, and guidelines made available in universities all over Nigeria to instruct students in the Arabic department. It could be a printed list of the courses and subjects taught at various levels so trainees can receive multiple qualifications. This definition is consistent with the literature, which asserts that “curriculum” refers to all university courses or departmental classes in a particular field. A curriculum is a single course (syllabus), a course/program of study is a written list of school subjects and curricula and a catalogue for diploma and degree programmes at higher education institutions.

Conclusively, a curriculum is defined as a single course (syllabus), a course or programme of study, and a list of subjects created for degree and diploma programmes offered in higher educational institutions’ departments. These three definitions of the curriculum are of particular relevance.

2.2.1.1 Input-Process-Output (IPO) Model

The curriculum aims to attain a purpose or set of principles through a structured procedure, culminating in an understanding for the student (Baş & Şentürk, 2020). Fox and Morehead (1993) elaborated that a “curriculum is expected to prepare students to achieve their targeted goals in society” (Snaza, 2019).

Consequently, a quality curriculum is expected to analyse what society requires from a graduate. For the Arabic graduate to meet society’s needs, the curriculum must be matched with 21st-century learning strategies. Meanwhile, the target of a curriculum is to check the ability of any graduate’s knowledge and to provide the insufficient for the current occupation because they are either more significant, lower, or merely different from what is required (Akkoc & Tall, 2005). Therefore, a curriculum must be free from being too broad and mismatched between the skills acquired and the skills demanded by the labour market.

Scholars have evaluated higher institutions’ curricula and quality using the input-process-output (IPO) model. Carnerud (2018) and Weckenmann et al. (2015)

have highlighted in their studies that developing a model to measure quality is complicated. Furthermore, the quality of education in universities and colleges differs from any quality line. Meanwhile, the main goals of universities and colleges are to improve the quality of human life by creating, transferring, augmenting, revising, expanding, and exchanging academic knowledge and skills. The IPO model is adopted in this study to evaluate the curriculum used in teaching Arabic in Nigerian universities. Since the IPO model is the best-known model to assess any curriculum program, it includes the preparation of the program as the input, the plan of the program (process), and the program's feedback (output) (Dwaikat, 2020).

Furthermore, the IPO model, created by Scheerens in 1990, was viewed as a condition from the larger school environment. Higher administrative levels' achievement stimulants, which refer to whether the institution and other administration levels set academic success standards, are incorporated into the model (Türkarslan & Akdemir, 2019).

A literature review reveals that many sectors in education have used the Input Process Output model to evaluate their work on various levels. According to Mehmood Bhuttah et al. (2019), the study examined the training content, training procedure, and outcomes at Taiwanese hotels catering to foreign tourists. Türkarslan & Akdemir (2019), "input" refers to the system performance indicators (SPI), which can potentially contribute to the overall success of a training initiative. These SPI include the qualifications of the trainees, the instructor's skills, the accessibility of already-approved educational resources, the types of equipment and training facilities offered, and the training budget. Therefore, an action that might increase an organisation's value and improvement is referred to as a "process," examples include the development, planning, and design of physical and educational activities. The outcome differs from the programme's result. The output describes immediate outcomes. The term "outcome" refers to the outcome. Employees may benefit immediately from the educational training regarding trainee reactions, knowledge, and increased job performance (Al-Shanawani, 2019).

Content (derived from external standards and local aims) is transformed into a curriculum by a strategy for efficient teaching and learning. So, it is more than just a

list of subjects and essential knowledge and abilities (the “input”). It is a road map for achieving the targeted student “outputs.” performance, in which proper instructional strategies and evaluations are proposed to increase the likelihood that students will attain the intended outcomes (Wiggins & McTighe, 2006: 6).

Huang et al. (2021) added that according to the IPO model, subjects are chosen so that students can learn theories, techniques, and abilities and task-oriented practical learning. Meanwhile, abstract goals and particular objectives are initially created in creating the tertiary professional curriculum according to industry expectations, subjects, and contents. However, individual subjects are unrelated and independent in this approach.

In addition, the IPO approach aims to maximise the overall quality of any training programme by allowing decision-makers and evaluators to choose from various IPO model possibilities. The IPO model can identify the adjustments that the evaluators should make to enhance course design, content, and delivery (Tantri, 2017). As a result, the performance of most trainees after being assessed using this model shows, for example, if they have attained the necessary knowledge and abilities.

2.2.1.1.1 Input

Input prescribes the strategic plans on how a programme needs to be achieved. It helps to provide necessary information about the proposed use of the programme’s available resources to achieve the targeted goals. Halinen (2018) added that the input model refers to the factors that impact the program’s overall performance, such as student credentials, instructor experience, the availability of existing tried-and-true teaching aids, equipment kinds, and learning facilities. Nevertheless, the input can be considered the resources offered. However, studies in this field emphasised that the curriculum input concentrates on the assets, infrastructure, admission of students, academic staff, curricula, and other assets of a particular educational programme (Dwaikat, 2020).

Muji et al. (2021) assessed the input evaluation as the capacity to supply information and decided the best use of the resources present in the institution. Most evaluators attempt to determine whether an institution can carry out the duty of evaluation; the strategies proposed for accomplishing programme goals are considered, and the methods by which a chosen process will be executed are recognised.

The input variables in the input-process-output (IPO) model from Kumar and Shukla (2017) were adapted to evaluate the quality of Arabic language curriculum in Nigeria are societal needs, knowledge, technology, resources, and enrolment, defined below:

- i. **Societal needs:** the collaboration between curriculum development, teacher development, and school organisation is the foundation for sustainable curriculum innovation in schools' development (Esere, 2020). A quality curriculum can refer to an intellectual, social, and self-improving declaration that should consider local needs and conditions (Grant, 2018). On the other hand, the ability to recognise society's needs or demands under social processes, social functions, daily activities, and social institutions can also be addressed in a curriculum as a societal need (Gordon et al., 2019).
- ii. **Knowledge** refers to teaching subjects comprising traditional and contemporary disciplines significant to many jurisdictions and cultures. The primary subject areas can be highlighted in various ways by educators, students, and curriculum designers (Remillard, 2015). Additionally, it is regarded as a combination of digital literacy, moral behaviour, design thinking, shared responsibility, empathy, socio-environmental literacy, and information literacy (González-Pérez & Ramírez-Montoya, 2022). As a result, knowledge incorporates environmental culture, systems thinking, global literacy, and digital culture (Ocholla et al., 2021). Consequently, the literature review has pointed out that the programme's subject matter necessitates applying knowledge and abilities from various areas. (Janet, 2018)

- iii. **Technology:** The term “technology” in a curriculum is referred to as the process of any curriculum development strategy that highlights the need to outline terminal goals early on and then list the stages necessary to achieve those goals (Ornstein & Hunkins, 2018). However, it is an enabling force behind knowledge work and entrepreneurship (Malik, 2018). Technology makes it possible to examine how education affects people, groups, and society and ethical, legal, security, and international policy challenges (Lawson et al., 2005). Although technology makes many aspects of our work more straightforward to comprehend and analyse, maintaining proficiency requires a significant effort and a steep learning curve. Technology is vital to the curriculum since it facilitates drill and practice, simulations, and educational settings. Lawson et al. (2005) emphasised that teachers have developed WebQuest and other web inquiry projects for students and that, to a significant extent, the internet has become a way for teachers to connect students with resources outside the classroom. Additionally, teachers use the internet to make use of software that is already available and incorporate the teaching of digital skills into student projects.
- iv. **Resources:** The term "curriculum resources" is ambiguous because it can refer to various things, from specific assignments and exercises to sporadic worksheets or tests to a whole curriculum programme (Pepin et al., 2019). However, it is crucial to ensure that the curriculum approach is founded on curricular goals and readily available resources, such as materials and the capacity to offer staff development and training to enhance the quality of the curriculum (Glatthorn, 2012). As a result, a curriculum should be built around the objectives, available materials, and degree to which staff development will be integrated into the curriculum. The curriculum evaluation requires a proper planning process and a set goal for teachers and students to meet the targeted objectives.
- v. **Enrolment** is the enrolment in courses relevant to the student's field of study (Froehlich, 2016). Furthermore, it refers to the process of enrolling in that particular school's classes, extracurricular activities, or both. The

enrolment process is over after a student is admitted to a specific school. Then, through their school's online student information service, students can choose which courses to enrol in (Snaza, 2019). As a result, involving students in curriculum evaluation goes beyond letting them run a parent meeting. Participating in assessments and curriculum evaluations encourages student enrolment.

2.2.1.1.2 Process

The decision-making process for implementing the curriculum that governs and manages the programme is covered in the process stage of the curriculum (Ghezzi et al., 2018). It is used to ascertain whether the planned and carried-out operations were coherent. However, programme activity, a process that involves designing, developing, and having teachers or instructors provide the information, can boost the program's value (Adefunke et al., 2020). In this manner, the process stage in the curriculum evaluation will help identify the factors affecting the quality of graduates.

As cited in Malecka et al. (2022), process evaluation (Smith et al., 2019) emphasises the use of experimental data to evaluate the execution of programmes. It confirms the program's existence and determines whether or not it is administered to the intended receivers and at the prescribed level. This statement shows that programme designers can use the process evaluation results to comprehend how their creations can be successfully implemented in communities and organisations made up of people, which are by their very nature complicated.

Hamim et al. (2019) explained that the process evaluation focuses specifically on the operation and application of the curriculum and the interaction between theory and practice. However, the university curriculum needs proper administration. Although academics/course convenors' ability to manage pedagogical requirements is responsible mainly for the success of any educational curricula, administrative activities that prepare students for the job ahead should also receive proper attention.

Variables included in the process evaluation for achieving a quality curriculum are curriculum, learning, teaching, assessment, and staffing. The variables are defined below:

- i. **Curriculum:** This is related to evaluating a quality curriculum for the student's learning. This variable's definition of curriculum includes the terms "course" and "track." The most obvious interpretation of the word is that a curriculum is a setting where learning is the main activity (Mahat et al., 2022). It highlights the need for improved student preparation. Hence, the curriculum guides students' practice for the placement course, allocation methods, and course documentation.
- ii. **Learning:** learning is a component of a process, a complex of interpersonal and individual processes that are affected by both intentional and unforeseen events (Rizal & Hikmah, 2022). There are a variety of learning theories to consider, and many worthwhile learning traditions influence how university instruction is organised and delivered. Thus, learning occurs amongst embedded learners and is intersubjective, such as learning is a social process (Malecka et al., 2022). In this context, learning is the procedure for gaining new information, abilities, or competencies relevant to upcoming life obstacles. Wang et al. (2022) stated the three elements of the method of education (1) Reaction and feedback, (2) Habitus-reflection, and (3) Work-enthusiasm. It is clear from these definitions that we (re)think about the content and process of the learning environment through knowledge of each student's unique learning process.
- iii. **Teaching:** teaching is the ability to allow the teachers to use a sophisticated set of judgments about the subject matter, students, learning, and teaching to construct and direct the curriculum (Aslan & Sağlam, 2017). That will assist the teaching the teachers in creating qualified students for society. Methodologically, it helps the evaluators know if the teachers use standard teaching strategies to deliver the curriculum contents. Xiao (2022) added that it had been discovered in the teaching platforms that teachers and learners have a forum for cooperation,

promotion, and exchange where teachers may know Students. Students could have access to more comprehensive instructional resources and learning dynamics. As seen above, learning aims to provide students with specific capabilities, including related skills and knowledge.

- iv. **Assessment:** based on the process evaluation, a quality curriculum assessment standard acknowledges the need to equip teachers to use various valuation instruments and practices to develop and assess suitable writing and reading guidelines (Torralba et al., 2020). Before planning, the initial step in the curriculum development process is assessment. It is very clear from the definition of the curriculum assessment that it ascertains the objective of curriculum design is to create a course that has practical goals, meets those goals, is user-satisfying, and implements it effectively. Moreover, it is crucial to highlight the central part of the design process, which is to assess how well these aims have been achieved (Remillard, 2015). Generally, evaluating the quality of a curriculum involves the use of tests. An essential recurring part of the design process is to assess how well these aims are achieved. However, the fundamental contrast in testing is between accomplishment tests, which determine what a student has learned from a specific course, and proficiency exams, which assess what a learner knows about the language. Before and after a procedure is finished and evaluated, proficiency tests can be used to gauge a learner's level of language proficiency (Rizal & Hikmah, 2022; Salami, 2019). Therefore, the curriculum should be the exact point for reforms since it identifies how it responds to the learners' present and future needs.
- v. **Staffing:** One of the best ways to make sure a new curriculum is implemented is through staffing. Many excellently constructed curriculum projects have failed to be executed because they lack adequate staff (Neill, 2015). Staffing has a significant impact on how students view professionalism. Staff might not be aware of their possible effect (Walmsley, 2017). Moreover, it is necessary to understand a practical way to guarantee that all employees are teaching at the same level and are conversant with the curriculum through structured ongoing staff training

(Galang, 2021). For this reason, staff might not be aware of the possible effects of this.

2.2.1.1.3 Output

The output evaluation procedure, in this sense, refers to the curricular result on the student's capacity to assess whether knowledge and skills have been learned (Duan et al., 2018). As a result, the student's achievement will be rated according to his academic achievement. However, the outcome evaluation of a quality curriculum focuses on how the students develop skills, attitudes, knowledge, learning, and talents that they will use to advance society (Aziz et al., 2018). Meanwhile, the main aim of any higher institution is to produce productive graduates to develop their community (Ma'dan et al., 2020). According to these definitions, the output process will enable a series of recycling decisions to compare each end with its planned stop.

Furthermore, Aziz et al. (2018) argued that output evaluation effects and effectiveness of the educational programme, specific skills, attitudes, values, and results are required. In this same study, findings revealed that using various teaching-learning approaches and tactics together with a compelling atmosphere, sufficient resources, pertinent content, and appropriate and effective teaching significantly impacts student learning talents, attitudes, behaviour, grades, and pupils' results. The output evaluation will let the students understand what they can do and what they can do with the knowledge and skills acquired. Lastly, it will guide them in demonstrating their learning (Solikhah, 2022). The output variable includes the following:

- i. **Result:** results refer to the ability to measure the intended and unintended outcomes of the students (Al-Shanawani, 2019). Meanwhile, it explains to what extent the curriculum objectives are met, and the program's result will decide if it meets the main goals (Aziz et al., 2018). The result investigates the gathering and evaluation of data regarding the effectiveness of the curriculum, as well as its intended and unforeseen consequences and positive effects with unfavourable output (Imansari & Sutadji, 2017). On

the other hand, measuring and interpreting the outcome of a curriculum will always connect with the input and process of the curriculum.

- ii. **Profile:** Every student has a unique character and set of skills cultivated daily through the educational environment and extracurricular activities (Damopolii et al., 2022). As such, student profiles can assist decision-making in the academic sector at various levels, including learning, orientation, and recommendation (Hamim et al., 2019). In every outcome of the student, the student's profile is a framework that includes both direct and indirect information about them, such as their hobbies, preferences, personal information, and talents (Hamim et al., 2019). It represents the character traits, learning environments, information, and abilities acquired throughout the student's growth process.
- iii. **Employability on-job-success workplace:** According to (Sahrir et al., 2016), employability has its roots in education and focuses on graduates' associated accomplishments and their capacity to carry out job functions. For a graduate to be employed, he has to have a mix of academic skills. Every curriculum outcome must prepare the graduate for any available labour market in society since this is the target of any higher institution.

The literature review shows that the input-process-output model has been used to evaluate the quality of a standard curriculum. However, there are different models to measure an effective curriculum for higher education in any country. Malecka et al. (2022) have used this model to measure the curriculum input-process-output. Meanwhile, the result has been discussed in the study above. Because of this fact, the curriculum offered in Nigerian universities, including private Universities, is too broad and outdated due to its poor content, poor teaching skills strategy, and poor job skills; hence, it needs reform to match the labour market demands in the country (Fatoni, 2019). Therefore, literature has highlighted that the curriculum has a role in preparing graduates with enough employability skills and career advancement.

2.2.2 Employability of the Graduates

Historically, "employability" has been in the academic field for a while. Over the past ten years, interest has increased, notably in the employability of university graduates (Tentama & Abdillah, 2019). The concept of employability is unclear and frequently challenging to define (Chetty, 2012). On the other hand, employability can relate to graduates' professional and academic abilities and their particular employment outcomes (Nurbayan & Nurzaman, 2018). Occasionally, "employability" refers to "work readiness," which possesses the skills, information, values, and business understanding that enable graduates to make a meaningful contribution to an organisation shortly after starting a job (Mason et al., 2009). The above definitions of employability have been widely defined from different perspectives. Significantly, the essential employability goals allow graduates to find jobs and influence their careers. Moreover, an employable graduate has the expertise and personality traits necessary to contribute to a company (Vázquez-Ingelmo et al., 2019).

Vázquez-Ingelmo et al. (2019) explained in their study that there is still a long way to go before the term "employability" is clearly defined. Instead of having traditional academic and theoretical knowledge and abilities, Azmi and Che Hashim (2020) describe "behavioural competence" and the student's capacity to exhibit a range of interpersonal, performance, and organisational skills as components of employability. Here, we examine the definition of employability by Lim et al. (2016). According to the author, employability is determined by a graduate's performance on the job market and by how many days they are employed or are likely to be unemployed. According to the author, graduates typically anticipate 138 days of employment or 4.6 months. That clarifies that employability refers to graduates' ability to land a job within six months. Therefore, employability is the capacity of university students to get employment through possessing qualities like attitude and personality.

In summary, the literature has highlighted that the complexity of a range of skills and talents that a graduate can develop to secure a good job and advance their career can be summed up as graduate employability (Tentama & Abdillah, 2019).

However, such skills and capabilities will assist the graduate in acquiring his preferred job.

According to the literature, organisational policies, the labour market, and individual variables all affect how employable graduates are (Hosain et al., 2021). Ilhaamie et al. (2018) said that graduate employability is their capacity to find and keep employment in the labour market. Employers look for graduates with valuable personalities in addition to their knowledge and abilities. This study will present the USEM model as a well-known variable to investigate Arabic graduates in Nigeria to see if the graduates possess the skills that will make them employable.

2.2.2.1 USEM Model

Several models describe employability, including the National Career Development Frameworks, the USEM model, the Career EDGE model, and the U.K. Commission for Employability and Skills **UKCES**, the model was proposed in 2009, the model was used to work with universities to improve employability using a reliable and comprehensive strategy (Hou et al., 2021). Meanwhile, the national career development frameworks are more extensive and are not limited to the context of higher education. According to Gedifew (2023), the researcher looked at the instructional leadership framework, the curriculum, the document, and the procedures for hiring, selecting, and keeping instructional leaders using the National Career Development framework.

In this study, the USEM model of employability (Knight & Yorke, 2007) was used to measure graduate employability, and the model was adapted from the analysis of Bennett and Ananthram (2022). The model's factors include Understanding, Skills, Efficacy Beliefs, and Metacognition. Researchers who study graduate employment and employability among recent graduates are familiar with the model, and many students, professionals, and policymakers also do. This model emphasises the essential elements of employability that undergraduate students must understand to prepare for the workforce, particularly after graduation. The literature has shown that the USEM model (2007) confirmed that the curriculum significantly impacts

graduates' employability and career paths. So therefore, this present study used this model to investigate the National Undergraduate Arabic Curriculum on graduates' employability and career advancement in the selected N Nigerian universities. The factors of the model will be defined below:

2.2.2.1.1 Understanding

According to the USEM of employability, understanding is the ability to understand and beyond the discipline identification with more significant commitment (Bennett & Ananthram, 2022). Understanding is a comprehensive method that involves all students from the first year of study, and it is necessary to comprehend students' perceived employability and developmental needs. Understanding the student's needs is a significant factor that allows for emphasis on the skills related to employability in teaching and learning (Blaquière et al., 2019). However, understanding will support students in their decision-making processes, learning the knowledge necessary to make wise choices and considering any dangers that may be involved (Small et al., 2018). It is clear from the definitions that understanding is the ability to understand the skills (subject matter-specific and generic) and discipline.

2.2.2.1.2 Skills

In this study, skills can be referred to as the qualities that enable a graduate to be successful in a job, as implied (Sousa, 2018). Graduates are expected to have specific abilities and traits, or their "graduateness," that will "make them employable" (such as teamwork and problem-solving) (Hinai et al., 2020). In the recent era, employers are continuously looking for graduates with a variety of generic skills (G.S.) or non-academic skills, in addition to strong academic credentials and theoretical understanding (Aliu & Aigbavboa, 2021). Several scholars have also emphasised a variety of skill categories that are necessary for success in the sector, such as soft and hard skills, which include competencies that aren't academic, like critical thinking, creativity, communication, teamwork, leadership, organisational skills, and several other employability competencies (Mainga et al., 2022). Researchers have highlighted

that communication, language proficiency, and technical skills are primary employability factors (Hiew et al., 2021; Thomas et al., 2016). Scotland (2019) affirmed in his findings that there are three significant skills for any graduate to possess: physical, practical, and cognitive. In higher education, four categories of skills are used to determine the "employability" or "professional" knowledge and understanding, intellectual skills, practical skills, and transferable skills (Shahriar et al., 2021).

2.2.2.1.3 Efficacy Belief

Efficacy beliefs are motivated by one's theories and other personal qualities (Day & Allen, 2004). Researchers gauge people's self-efficacy by asking them to rate their confidence to complete a task or succeed in a particular circumstance (Tentama & Abdillah, 2019). According to the USEM model, efficacy beliefs and other personal qualities and attributes are routinely assessed and benchmarked concerning oneself, others, the community, and a more comprehensive global environment (Roman & Gurnot Roman, 2016). Capa-Aydin et al. (2018), in their study, cited Bandura's (1986, 1997) definition of social cognitive theory, perceived self-efficacy— as self-assurance in one's capacity to complete tasks—is a vital element of human agency. Furthermore, Chow et al. (2019) indicated that self-efficacy is the belief that one can carry out specific actions and achieve particular objectives. However, studies show that most universities call to assist through their academic pursuits, and students can significantly increase their self-belief, self-efficacy, and confidence (Ramly et al., 2009; Reddan, 2015). Since it involves a graduate's opinion of their intelligence, learning style, confidence in their abilities (self-efficacy), and motivation, efficacy beliefs are crucial to their employability attributes.

2.2.2.1.4 Metacognition

Metacognition represents the student's awareness of their background, current learning, and openness to further understanding, and it contains introspection (Fuentes et al., 2018). Personal qualities affect a person's capability to grow knowledge and

abilities, resulting in metacognition, efficacy beliefs, and the ability to control prospective risks (Hosain et al., 2021). However, students must cultivate metacognitive awareness, basically, a grasp of who they are, how they learn, and how they engage with the working world. Blaquièrè et al., (2019) suggested that metacognition has a consistently high impact level. Furthermore, the higher education sector must use this metacognitive concept of "employability" significantly because metacognition contributes to the ongoing learning that professionals must engage in to advance and stay up with personal and societal development (Bennett, 2017).

Based on the literature mentioned, there is evidence that the development of metacognitive abilities can occur both in the classroom and at work (Reddan, 2015). This suggests that the influence of students in explaining their knowledge and skills and how they believe their skills have transferred are both positively impacted by work experience. Graduates' employability is commonly based on skills, understanding, efficacy beliefs, and metacognition, which will enhance the graduates' attributes and help them secure their career jobs. Undoubtedly, graduates with global self-respect and a feeling of worthiness are realistic in evaluating themselves (Freedman et al., 2018).

To sum up, the literature findings have demonstrated that Arabic graduates have no idea that efficacy beliefs are associated with everything they do during their academic process. At the same time, students should be aware that efficacy belief remains a significant factor among the factors to be considered for graduate employability, most especially in the context of Arabic students. Skills in line with the 21st-century learning demands with adequate soft skills such as communication, technical, problem-solving, critical thinking, personal development, and teamwork are not available in the National Undergraduate Arabic language curriculum in Nigeria was elaborated in the study (Hashimi, 2018). Furthermore, the gap in the literature has authenticated the need to investigate the National Undergraduate Arabic Curriculum on the employability and career advancement of Arabic graduates in Nigeria.

2.2.3 Career Advancement

Career has never been commonly used and was primarily understood as a synonym for initial job choice (Du & Wong, 2019). Presently, it is widely acknowledged as a critical component of employment. Historically, the term "career development," which appears in the name of the National Career Development Association, had progressively come to denote both the total psychological, constellation, educational, sociological, economic, chance and physical aspects that collectively influence each person's career behaviour throughout a person's lifetime (Olenik-Shemesh et al., 2018). An accepted definition of a career is the progression of a person's cumulative qualified experiences (Barron & Ali-Knight, 2017). This definition concentrates on the timeliness of work arrangements rather than having a static perspective.

Career advancement is how individuals assess their professional accomplishments at a particular time. It displays the cumulatively satisfying professional and psychological results from job experiences (Boxford, 2021). It mainly changes the graduates' satisfaction with their progress by highlighting personal career goals set in the past. In addition, career advancement was emphasised by Khagendra and Agrawal (2019) as a means of expressing what one must do to develop and learn, whether in a current position or a new one. Thus, career advancement is defined in this study as the essential resource that would help graduates affect their prospects of finding employment. The literature indicated that most graduate students are unaware of their careers while pursuing their undergraduate programs (Boxford, 2021). Career decision-making, career navigation, and career problem-solving are the main topics of career advancement study.

Niati et al. (2021) suggested a curriculum approach for career development that spans the entire programme. It was stated very clearly that students start building their career identities iteratively in their first year, reflecting on their core career interests, skills, and values and applying this emerging career identity in the context of knowledge and experience in the industry, ideally in real-world industry settings and with the assistance of industry professionals. Nevertheless, students are assisted in creating adaptive career path identities based on sound knowledge of the working

world and self-awareness while being adaptable enough to change over time (Bridgstock et al., 2019).

Based on the literature review on career advancement, it can be summarized that career advancement results from aligning the graduate's aspirations with organisational objectives. Employees and the company share responsibility for career advancement (Shaito, 2019). Meanwhile, most graduates are unaware of their careers while at university. Hence, the curriculum needs to assist the students in being aware of their jobs after they graduate from the University since that is one of the aims of higher education. The SOAR model has indicated that graduates must ensure their self-awareness, opportunities, aspirations, and career results.

2.2.3.1 SOAR Model

Numerous theories, models, and methodologies have been utilised to evaluate student careers in this context. One such model is the Career EDGE model from 2007 by Sewell and Pool (2010), which many academics have used to examine students from various faculties. The traditional four-stage career progression model includes the following stages: exploration, growth, maintenance, and decline (Adewoye et al., 2017).

Nevertheless, this study has adapted the SOAR model from the study (Reddan & Rauchle, 2017b). Self-awareness, Opportunity awareness, Aspirations, and Results are the four guiding factors of the SOAR model in this study. Reddan (2015) According to Kumar (2007), the SOAR model was created to address student career development. It is currently being implemented as part of the University of Bedfordshire's updated curriculum as a process of academic, social, personal, and professional growth.

Similarly, this study adopted the SOAR scale instrument to measure the graduates' career advancement. The factors of this model include Self-awareness, Opportunity Awareness, Aspirants, and Results. In other words, to assist students, establish sensible objectives based on reliable knowledge to help them achieve their

goals as they enter the job. As a result, career advancement is usually discussed in terms of concrete metrics like pay and promotion. The determinant of the model will be discussed.

The dimension of this model has significantly highlighted the issues affecting the career advancement of Arabic graduates in Nigeria at the moment.

2.2.3.2 Self-awareness

Self-awareness is the capacity to assist students in realizing their identity, distinctiveness, and personal characteristics in line with their current and projected physical competence, practical skills, certifications, abilities, and aptitudes (Hamid et al., 2022). Additionally, it helps guide students toward understanding what they should accomplish with their lives to make them relevant in society (Reddan, 2015). At this point, the graduates must possess the following personal qualities: Self-awareness, self-assurance, emotional intelligence, independence, adaptability and flexibility, beleaguered, initiative and, creativity, sincerity to learning, self-reflection, lifelong learning, and proper conduct (Suarta et al., 2017). The researcher concluded that students must be confident in their self-awareness to increase their understanding, assist them in preparing for their future careers, and comprehend the skills required for employment.

2.2.3.3 Opportunity Awareness

According to the SOAR model, opportunity awareness is another element that supports career advancement. Students with this kind of awareness can better comprehend the general framework of the workplace they want to enter, the different choices it offers, the demands it could impose on them, and the advantages and satisfactions it brings (Jackson & Wilton, 2017). However, opportunity awareness helps the students know what chances are available and the selection criteria that apply to them, and transfer to understanding job search strategies and self-presentation abilities (Bossu et al., 2018). To highlight the importance of opportunity awareness

further, it will help people to reflect on themselves, identify their particular possessions and career welfare, locate appropriate programmes for the graduate in their selected area, execute efficient job opportunities, and perform commendably in the interview status quo.

2.2.3.4 Aspiration

Aspiration is a person's ability to choose a particular vocation, one of the critical elements that may impact young adults' well-being (Olenik-Shemesh et al., 2018). According to Baggio et al. (2017), a crucial aspect of emerging adulthood is the degree of professional aspiration and potential processes involved in the beginning and growth of a person's career and occupational world. Meanwhile, students can clarify their career goals through their career aspirations, which can make relevant job or learning experiences more meaningful (Du & Wong, 2019). Among the studies that examined student career aspiration is Barron and Ali-Knight (2017), It has been asserted that professional decisions are generally referred to as a complex and diverse phenomenon, which makes comprehension and prediction more difficult. However, when discussing graduates' career choices, most studies concentrate on additional professional fields such as teaching, nursing, dentistry, or entrepreneurship. These fields have shown a prodigious indication that the relationship between a student's high-quality of a university course and their succeeding career.” In the context of a student’s career, aspiration is defined as abilities or ambitions to attain personal, group, and organisational goals and objectives to secure a practical future (Barron & Ali-Knight, 2017). As a result, students need support to grow in their career aspiration, especially when identifying the priorities that will allow them to comprehend, participate in, and manage their career development progress and create a practical career development plan.

2.2.3.5 Results

Results are the fourth factor of the SOAR model. According to the online etymology dictionary, the noun results, which denotes repercussions, effects, and outcomes, dates to the 17th century. Rudolph et al. (2017) indicated that results could be the degree to

which a person and their surroundings are well matched, which can be seen through indications like growth, fulfilment, dedication, and professional success. Additionally, it includes career identity, school satisfaction, affective organisational commitment, job stress, and employability (Barron & Ali-Knight, 2017). Thus, it indicates that results play a central connection in matching the individual needs of employees through the potentials and challenges presented by the environment. Generally, career development aims to help students develop their most vital abilities so they can be inspired to make and implement better professional options (Adewoye et al., 2017). Di Palma and Reid (2021) highlighted that learning for job growth encompasses not just the surroundings but the dynamics of the career process, and the competencies that students acquire throughout learning are known abilities of a transferable character, which they can utilise while making decisions and making transitions at work (Du & Wong, 2019). Career skills are subsets of employability skills produced by ongoing learning and growth. Workplace skills are progressive; thus, they eventually develop into knowledge and other talents (Salape & Cuevas, 2020).

In summary, the literature has highlighted that career advancement is significant for every higher institution to be aware of since it is part of the main goals for establishing the schools. Career advancement helps develop graduates' most essential skills that motivate them to choose and carry out better job possibilities. It allows the graduates to be aware of their self-awareness, opportunities in their fields of study, and aspirations, which are critical elements that may impact any graduate career and the results that make them available for any job opportunities in their society.

The theoretical theory in this study has intensely highlighted the title since it is significantly related to the problem of this study in the context of Arabic graduates in Nigeria. Nevertheless, the National Universities Commission (NUC) must incorporate creative thinking, project-based learning, problem-solving, and ICT skills into the Arabic Curriculum in Nigerian higher institutions to enhance graduates' employment since it has been concluded that it is an issue affecting the graduates' employability and their career advancement in the labour market (Adeniyi & Yusuf, 2016).

2.3 HISTORICAL BACKGROUND OF ARABIC EDUCATION IN NIGERIA

Arabic remains the most prevalent Semitic language legacy. According to historians, the Arabic language can be divided into two subtypes. The first is Northern Arabic, also known as Adnaniyyah (عدنانية) Arabic, while the second is Southern Arabic, also known as Qahtaniyyah Arabic (قحطانية). Both types of Arabic had their text and law; the Arabs in the South were more civilised than those in the North. The Qur'anic language, which the inhabitants of the North speak, is regarded as being of a higher grade and has its grammar. The Arabian Peninsula's traders relocated to the North following the collapse of the Ma'rib Empire in the southern states. Then, when various cities of Mecca in the North started to grow and became the centre of Islam, the use of the Southern tongue started to decline. However, with the introduction of Islam and the revelation of the Qur'an, Northern Arabic gained more and more popularity (Haimi & Adnan, 2015).

Historically, Western philologists claim there are five stages in forming the Arabic language. The first stage, Old or Proto-Arabic, lasted from the 7th century B.C. to the 3rd century A.D. Meanwhile, there is little documentation from this time. The early Arab era came after that. The second phase began after the third century A.D. During this period, the Arabic language underwent some changes due to the cultures around it. During this phase, Arabic started to change and more closely resemble Standard Arabic. The third stage of Standard Arabic, which took place in the sixth century A.D., is regarded as the most crucial time in developing the Arabic language. Poetry recitals were quite popular at this period and were practised by all tribes. This period, the seventh century A.D., saw the rise of Islam. Because the Holy Text was revealed to His Messenger in Arabic, as stated in Surat Yusuf of the Qur'an, Arabic was regarded as the liturgical language of Islam. Middle Arabia was the fourth era. During the 13th century, numerous outside invasions occurred when the Arab Islamic Empire's supremacy declined. Modern Arabic is the final stage. The Arabic language was experiencing a renaissance during this time. Contrary to the Classical Arabic era, it began at the assumption of the 18th century, and it had a different literary legacy (Ashwaq Mohammad Salleh Kenali et al., 2021; Haimi & Adnan, 2015).

Nigeria is a non-Arab country, similar to other non-Arab countries, which values Arabic as an important language because most Nigerians are Muslims. Since understanding Islamic doctrine necessitates familiarity with the Holy Qur'an, Arabic and Islam are intimately intertwined (revealed in Arabic) (Ajape, 2014). The history of the Arabic language in Nigeria dates back to the introduction of Islam in the country's northern region in the 7th century when Umayyad exiles were welcomed, and Islam was introduced. Islam first appeared in the country's southern part in the late 15th/early 16th century (Ayuba, 2021). Even then, only the Southwest (Yorubaland) is practising it. Since then, Arabic has been studied informally in mosques, teachers' homes, and Madaaris. Later, Arabic education became more structured, becoming a subject in government junior and senior secondary schools and a course of study in government universities all over Nigeria (Abdus Salam & Bin Mohammad, 2022). The evidence that Arabic cannot be separated from Islamic education was supported by Stride and Ifeka (1971):

“Islam introduced a current and significant kind of Arabic education. Islamic studies included the study of theology, politics, law, history, geography, and the natural sciences on a global scale. Islam is primarily responsible for the spread of Arabic literacy and intellectual critique. Scholars' work reaches a high standard of academic excellence that makes Arabic more significant” (Adeyemi, 2017, p. 32).

However, during the Jihad of Sheik Uthman bin Fodio, which started in 1804, Arabic achieved its pinnacle of glory in Northern Nigeria. It was made the official language during the early Kanem-Bornu and Sokoto empires. This Jihad accelerated the propagation and reformation of Islam. In addition, it was a booster for the growth of Islamic knowledge in Northern parts of Nigeria and the dissemination of Islamic education when the British arrived in Nigeria (Ayuba, 2021). It would be impossible to list all of the intellectuals from the two empires who have contributed to the advancement of education in Nigeria. That suggests that Arabic was the most primitive, primary, and essential literary language spoken by the inhabitants of West Africa and Nigeria in particular (Ajape, 2014).

Ayuba (2021) demonstrates how, in the 19th century CE, when Britain was still a colony and English was the official language of Nigeria, Arabic was included in the

country's educational system. Before this period, Arabic existed for centuries for religious, social, and cultural purposes. The Arabic language was added to the Nigerian educational curriculum as an academic topic to acknowledge its importance. Today, three languages are recognised as official languages in Nigeria. Meanwhile, French and Arabic are taught in Nigerian schools as foreign languages, while English remains the country's official language. Arabic began to wane after European Christian missionaries' activity and Western education's advent as Nigeria's primary method of acquiring knowledge. As a result, Arabic language teaching and learning received little to no attention.

In contrast, the creation of Arabic curricula and the technique for teaching and learning Arabic were relegated to the lowest echelons of society. Since the government did not recognise them, they were not permitted to hold any positions in the executive branch. As a result, learning the language was only allowed for those studying Islam, and those who had graduated from an Arabic language programme could only work at mosques.

However, Nigeria has yet to actualise the aims and objectives of teaching Arabic as a foreign language compared to other international countries. Presently, Arabic is moving faster in learning, where people around the world have started to realise the importance of Arabic education through the spread of technologies; countries such as the United Arab Emirates, USA, Malaysia, and Turkiye where the teaching and learning critical languages have increased since the year 2000 (Haimi & Adnan, 2015).

2.3.1 Structure of Arabic Education in Nigeria

The Arabic language in Nigeria played a significant part in the early development of Islam. More significantly, it is crucial for intellectual endeavours such as learning and scholarship among the Muslims in Nigeria. In light of this, in the Madrasah, also known and referred to as the Traditional Madrasah System (TMS), Qur'anic Classes were founded as private educational institutions for learning the Arabic language among Muslim scholars in various parts of the country. Qur'anic Classes were

regarded as elementary stages. Meanwhile, the (TMS) known as Madrasah or Madaris, were more advanced for learning where Arabic language instruction was offered in Nigeria's Northern and Southern regions. Madrasah is referred to by the terms *ile-keu and al-majiri* (Kamorudeen, 2021). However, Arabic is one of the most vital and alive communication languages in use today, and it is unavoidable that innovative approaches to curriculum and teaching Arabic that will promote the four fundamental language abilities in an equal and balanced manner will be beneficial. It is crucial to determine how effective and acceptable its learning is regarding feedback (Tuzlukova & Heckadon, 2020),

However, language is a tool for exchanging ideas, knowledge, and concepts. Due to the link between its epistemology, Arabic has traditionally been the basis of learning Islamic Education in Nigeria's educational system throughout the ages. Therefore, to learn Islamic studies, one must have adequate knowledge of Arabic or at least a basic familiarity with some Arabic concepts and syntax. Meanwhile, the relationship between learning Arabic and gaining knowledge of Islamic Studies is relevant now, as experts and academics in both specialisations have emphasised. In the current era, teaching and learning Islam Studies has not only been made available by experts and scholars in the field. Based on that, Muslims in Nigerian universities have chosen Islamic studies as their preferred field (Lucas & Manfredi, 2020).

Since the curriculum of the primary school was revised and introduced in 2004 following universal primary education, and for effective education, it is advised that both subjects be covered at least three times per week. As a result, Arabic is not only taught in Traditional Islamic Schools, Qur'anic Schools, Madrasahs or Maktabas, and Mosques but also taught in the Nigerian educational system, such as primary level (P.L.), levels in the junior secondary (JSS) and senior secondary levels (SSS), tertiary institutions, and universities in Nigeria (Abdus Salam & Bin Mohammad, 2022).

2.3.1.1 Madaris as Arabic Learning Centre in Nigeria

In the early days of Islam in Nigeria, teaching and learning Arabic education originated from the *Kuttab* system and later transformed into the Traditional Madrassah system. The word “Madaaris” (Arabic plural: Madrasah) is described as a “local Arabic school,” while some scholars called it the “traditional Madrassah system in Nigeria. This type of Madrasah system is known for teaching reading and writing in Arabic. It especially indicates where the Qur’an and religious knowledge were disseminated among the young Muslims. This type of Madrasah also allows the students to live on the madrasah premises (Ajape, 2015).

However, Hamid et al. (2022) pointed out that the Madrasah in Nigeria, also known as the Islamic education system, consists of four categories that can be grouped into three primary phases. Initially, young Muslim children under five were routinely taken to gathering places and schools run by the mallams (teachers). Meanwhile, the students may spend four to seven years in this demanding yet crucial stage. A single *mallam* may have forty or more pupils in such a situation. Some might routinely attend schools without school fees or special levies from the students. Hence, the teachers receive no salary from the students’ parents. Most of these teachers live by having other vocational means such as farming, weaving, sewing, and blacksmithing.

Lucas and Manfredi (2020) explained further that even if they were professional instructors and clerics, they relied solely on the sporadic presence and charity that the guidance of the students could advance to the teachers to survive these institutions. However, the Madrasah System in Nigeria has a long history, making most of these madrasahs exist. Sometimes, the survival of these depends on the reputation of its founder. Nevertheless, establishing these schools was a great effort and a considerable contribution to various areas of Nigeria. Since the idea of Muslim scholars was to spread the Qur’anic and religious knowledge, they realised the only way was for the individual Muslims to gather their efforts to establish and develop Madaaris around the nation. Therefore, this explains why private ownership of these institutions of higher learning has surpassed community ownership. For Muslim scholars at that time to achieve more and to be recognised, they associated themselves together. For instance, Shaykh Nasir Kabara worked alone to build the Al-Mahad

traditional Arabic school in 1934, which ultimately evolved into the Shariah College of Kano.

Similarly, among the prominent scholars involved was Shaykh Kamalu-d-din Al-Adabiyy, who was involved in the initiative that established the Arabic School Al-Mahad al-Azhari of Ilorin in 1947. Again, Shaykh Adam Abdullah Al-Iluriyy was credited with founding Markaz-ut-Ta'limil Arabiyyi in Abeokuta in 1950 and Lagos in 1952, both in the southwest. In contrast, Shaykh Murtadha Adbdus-Salam established Al-Mahadal-Arabiyyi in Ibadan, also in the southwest, in 1957. Other Arabic-speaking schools nationwide are in a similar scenario (Muhammed & Salisu, 2014).

Although private ownership is common, only a few Madaris were started through communal or collective efforts. For instance, Folorunsho (2019) discovered that two of the 21 traditional Arabic schools surveyed acknowledged significant community involvement in the Epe community. These were mostly the outcomes of youth activism, he continued, "since Muslim youngsters have congregated in Iwo, Epe, and Ilorin to impact the Madrasah's direction to give their children a competitive start. However, the creation of the Madrasah in Ilorin thrived thanks to the contribution of parents and other interested parties who could be enlisted to join the board as consultants to the Arabic schools.

Even though sole proprietorship was shared in Iwo despite the prevalence of individual ownership, it is motivating to communicate that through interviews, and it was revealed that "furthermost Madrasah sole administrators had rejected previous efforts by communities to be involved." The Jamat-ul-Islamiyyah of Nigeria is an outstanding example of a community-owned Madrasah in Lagos, where individuals control the majority of Arabic schools since "lessons are tuition-free for the Jamaah pays teachers." Successive generations typically own traditional Arabic schools in the majority of Nigeria. This explains why particular first- and second-generation Madaris, such as Az-Zumratul-Adabiyyah in Ilorin, Markaz-ut-Ta'lim in Lagos, and Al-Ma'hadul-Arabiyy in Ibadan, are today owned by second and third-generation proprietors. When a Madrasah's original owner passes away, the ownership of the building is often transferred following inheritance laws, which usher in a new imam to oversee the deceased person's Islamic activities. The majority of owners of these

schools believe that such an endeavour is honourable and spiritually gratifying, which is not unrelated to the survival of the Madrasah system in Nigeria (Sani & Anwar, 2020, p. 55).

To put it one more way, starting and maintaining a madrasah's existence as a basis of barakah is essential to the madrasah system in Nigeria. School fees paid by pupils or their parents, which are the primary source of income for most teachers, are another element ensuring its longevity. The Walimah ceremonies, which most owners of such institutions take advantage of to increase their profits, are another element in the Madrasah system's existence. Considering that they demand payment and request material gifts at every stage of the programme, they maximise the material benefits of such an event (Adelani, 2020).

Some owners of this Madaaris in Nigeria have used unique festivals like Mawlid Nabiyy (remembrance of the birth of the Holy Prophet), Lailat-ul-Qadri (seeking the Night of Majesty during Ramadan), Hijrah (celebration of the Muslim New Year), and others into possibilities for profit. Each of these is known to Olurode, who discovered that some of Nigeria's traditional Islamic schools are receiving income from outside sources, as the study insisted that the nature of this funding was not disclosed. He believed these institutions may have benefited from outside money that "was reputed to involve personnel help, staff development, and book contributions (Folorunsho, 2019).

2.3.1.2 Traditional Arabic Learning Centre Curriculum (TALCC)

Having discussed the Madrasha system of Arabic education in Nigeria, the goals and objectives of teaching and learning Arabic in these Madaaris need to be highlighted. At first, the main objectives of these Madaaris are to teach the children how to read the Qur'an and understand religious knowledge. Later, the children will be taught how to perform their religious activities. Islamic education often begins with preparing young children to learn the Quran, where each child is required to memorize the Quran. This stage can last up to four or seven years, and the teachers may also utilize corporal punishment. In this manner, there are no specific subjects for the children. As

regards this, inadequate or careless management Inadequate or thoughtless handling of the input variables in Nigerian Arabic education and learning that logically affects the output variables is typically the cause of the inappropriate instructional methodologies utilized in the Arabic school system (Bashir, 2020)

Despite the religious goal that was the basis for the study of the Arabic language by scholars in Nigeria, their vast and deep Arab Islamic culture forced them to perform other responsibilities Outside the scope of the religious field because their Islamic culture includes language, Sharia and law And social affairs, and according to these qualifications and skills, fell on the shoulders of the scientist who sought knowledge For the sake of religion, the responsibility of judiciary, education and upbringing, and he is also the king's advisor, whether Muslim or non-Muslim (Kamorudeen, 2021)

However, the effectiveness of any curriculum is greatly influenced by the quality of the teachers in any teaching and learning process. Hence, Islamic education typically begins with ensuring that young children are adequately grounded in the Qur'an. The children will be required to memorize the Qur'an. This method takes the student three years or more before he finishes the Qur'an. The student recites and memorizes some short chapters to perform the imposed prayer and for other benefits, such as worshipping by repeating it (Adeniyi & Yusuf, 2016).

The curriculum developers' main reference points are the primary goals, aims, and educational objectives. Throughout the educational system levels, it directs them to identify the knowledge, abilities, and attitudes teachers should try to impart to their students. Islamic schools are likewise required to do this. As a result, the curriculum in Islamic schools needs to be reviewed to align with the laws governing public education. It ought to be resilient to both domestic and international difficulties. If not, the institution and its graduates will continue to be unnecessary, marginalized, and redundant in the present society (Mohammad, 2022).

As seen in the summary, the Madaaris' academic programme in Nigeria is divided into the following stages. Preparatory stage curriculum: The traditional private schools divided the students into educational stages, starting from the primary stage

and the intermediate stage preparatory school, secondary school (Tawjihi), diploma stage, and high school stage are defined for each age stage. The study curricula and courses were set for it, but it did not specify the student's age in each step. Separately, the aim of establishing this school and developing its curricula was and still is to teach the Islamic religion and prepare preachers and imams (Adeyemi, 2017).

In the primary level (Al-Ibtidaa'iyah), the pupils spend four years in the preliminary stage, in which they learn *al Qiraa'at* (Reading), *Al Khatu-l-Arabyy* (Arabic calligraphy), *al-Fiqh* (Islamic Jurisprudence), *al-Hadith* (Prophetic Traditions), *al-Qur'an and al-Tajwid* (Qur'anic recitation and its Sciences). This stage is followed by the intermediate level (Al-I'dadiyyah), in which students spend three years in Al-Adabiyyah institutes and others and four years in Marcaz Agege and its branches from the courses in it: the Qur'an, *al lugatu-l-Arabiyyah* (Arabic language), *al-Khat* (Calligraphy) *al-Sirah* (History of the Prophet), *al-Nahwu* (Syntax), *al-Tarikh* (History), and *Sarf* (Arabic Morphology), *al-Hisab* (Arithmetic), *Tawhid* (Islamic Theology), *al-Akhlaq* (Ethics), *al- Hadith* (Prophetic Traditions), *al- Muhadathah* (Arabic conversation). After completing all the subjects, the student obtains the secondary certificate that qualifies him to enrol in the secondary level (Salisu, 2014).

Al-Thanawiyah (Secondary level) It lasts three years, during which the student will the following subjects: the Qur'an, *al lugatu-l-Arabiyyah* (Arabic language), *al-Khat* (Calligraphy), *al-Sirah* (History of the Prophet), *al-Nahwu* (Syntax), *al-Tarikh* (History), and *Sarf* (Arabic Morphology), *al-Hisab* (Arithmetic), *Tawhid* (Islamic Theology), *al-Akhlaq* (Ethics), *al- Hadith* (Prophetic Traditions), *al- Muhadathah* (Arabic conversation), *al-Arud* (Prosody), *al-Fiqh* (Islamic Jurisprudence), *al-Balagah* (Rhetoric), *al-Adabu-l-Araby* (Arabic literature), and *al-Muhadathah* (Conversation).

Furthermore, the diploma stage (Al Shu'bah al-Diblum) is the Diploma level, and the duration of the study ranges between two and three years, after which the student joins the university at the two hundred level in Nigerian universities; there is equivalence between some sections of the diploma in these schools in some Nigerian universities, and the curricula and programs of these departments are following what has been approved by the universities to which they belong. Its materials mainly consist of the following: reading, composition, translation, rhetoric, history of Arabic

literature, literary criticism, grammar, the Qur'an, interpretation, Hadith, the origins of Hadith, Islamic culture, the sources of advocacy, education and its history, Islamic ethics, English language, Islamic jurisprudence, Islamic faith, English literature, and educational psychology (Adelani, 2020).

The majority of these Madaaris require their students to memorize textbook materials. An evaluation study found that most of the subjects taught in these Arabic schools were text-based rather than subject-based. The fact that the textbooks and curriculum used in these institutions were imported from Saudi Arabia, Egypt, and Kuwait is one of the difficulties this programme faces. Some findings show that all Madaaris in Nigeria use the same curriculum. Graduates from these institutions mainly participate in Qur'anic healing and clairvoyance-related activities (Salisu, 2014).

However, literature has shown that how a madrasah is operated is entirely different from a kattib. In most cases, the madrasah is run like a regular school, with a structure like preparatory (Tahdîr) or (Ibtidi), lower secondary (I'ddi), and either senior secondary (Tawjîh) or (Thanawi). They also have uniforms, take exams, and move up classes. Another is awarding certificates as a mandatory component of each level in a madrasa. Therefore, in the madrasah, students are supposed to enrol for a minimum of four years and a maximum of eight. They are exposed to a variety of topics throughout their studies, including Tajwîd (Principles of Qur'anic Reading), Hadith (Tradition of the Prophet), Sîrah (Biography), Tafsîr (Qur'anic exegesis), Nawh (Arabic Grammar), Tarîkh (Islamic History), Tawhîd (Monotheism), Sarf (Morphology), and among others.

Furthermore, evidence from the literature shows that all the *Madâris* in Nigeria have different methods of teaching and learning Arabic, even if their initial aim is to spread the learning of the Qur'an. It is also necessary to note that they all have different curricula for teaching Arabic in their various schools. Some of the *Madâris* did not even have any teaching curricula up to date.

2.3.1.3 Arabic Language in Nigeria Public Schools

Arabic is not a separate subject in the public schools in Nigeria's formal education system. However, Arabic is imparted at a primary stage to teach students how to read Qur'anic verses while also mastering the Arabic writing system. Arabic is taught as a subject in private, western-oriented Islamic schools to enhance students' communicative abilities. Nevertheless, according to Solahudeen et al., (2022), Professors of Arabic frequently focus on the subject's structural components while ignoring how the language works in real-world interactions.

According to Oladosu (2012), Arabic education is the process students go through to acquire their knowledge and competence in Arabic as well as language-related skills, competencies, attitudes, and cultural heritage, all the while being taught using methods that have been professionally approved and are being carried out by qualified teachers who are guided by both general and specific principles and practises. The Nigerian government has prioritised the Arabic language in the secondary school curriculum, where students can choose Arabic as an elective subject.

The Nigerian government placed importance on the subject by designing curricula and syllabuses at various levels, such as primary, secondary, and tertiary institutions and private schools across the country. However, Lawal (2017) indicated in his work that the government schools' curriculum needs to be evaluated to match society's needs. He further revealed that the students found the subject difficult since the curriculum was not reviewed for years.

Ajape (2015) pointed out in his work that the Arabic curriculum used in teaching and learning the Arabic language in these secondary schools has no specific evaluation model to evaluate the curriculum, which made the curriculum difficult for the teachers and learners of the Arabic language. He suggested that it is essential for the curriculum developers in Nigeria to be aware that one of the objectives of a quality curriculum is to ensure that the programmes are perfectly designed and suitable for the students to achieve their targeted goals.

However, the inadequacies in primary-level Arabic instruction continue throughout secondary-level Arabic education. One of the most important goals of this subject is to achieve the fundamental objectives, especially for those looking to take up Arabic as a profession in the future. The dreams are mainly realised because many Madaris graduates studying Arabic in higher education institutions struggle to communicate in English. This situation has gradually led to deficiencies in postsecondary instruction in Arabic (Halinen, 2018).

2.3.1.4 Secondary School Arabic Curriculum in Nigeria (SSACN)

A total of 133 topics are included in the Senior Secondary Arabic Curriculum under review, which is divided into six main categories: reading comprehension (Al-Qiraa), translation (from English to Arabic and Arabic to English), grammar (Nahu), dictation (Imlaa'), and writing composition literature (Adab). A glance reveals that the reading comprehension of Arabic texts has the highest concentration of subjects (37) covering topics such as school life, the market, a happy family, festivals, etc. Grammar follows it closely with 36 themes, followed by literature with 22 subjects in general, covering everything from pre-Islamic Arabic literature through the history of Arab literature to modern African writers' Arabic poems (Igbokwe, 2015).

The themes per group are translation with 20, writing compositions with 10, and dictation with only eight topics.

The SSAC addressed satisfying students' interest in Arabic that had previously been aroused at the junior secondary level according to objectives 1 & 2. The Junior Secondary School (JSS) curriculum emphasises the teaching of literature, grammar, and reading, as illustrated in the curriculum. However, these students have no prior knowledge of the Arabic language. As a result, a student who does not have a previous understanding of the Arabic language will find it very challenging to achieve their targeted aims in the curriculum since the curriculum is overloaded with different kinds of topics. However, the Senior Secondary School (SSS) curriculum, which should be an elementary course designed to educate students about Arabic as a foreign language to the language's core structures and applications in everyday communication, should

ideally follow the curriculum for JSS. That has the effect of increasing the attrition rate for Arabic at the senior secondary school level, which then affects Arabic instruction at higher education institutions (Shobowale, 2016)

Concerning the second objective, the SSAC emphasised enhancing the student's Arabic language proficiency skills based on the previous lessons taught in JSS. Any language entails four considerable linguistic skills, and Arabic is no exception. These skills will assist the student in conveying their learning with clarity. The four skills are writing, reading, speaking, and listening skills. The reading skills will allow the students to understand the context of the lessons, while the writing skills will guide them in writing down what they were taught in the Arabic classes. The remaining two skills, speaking and listening, help the student understand and participate in the classroom. In this case, students of the Arabic language must achieve in this area of the curriculum since it is the primary aspect of the curriculum (Ibraheem & Jami'u, 2019).

Giving learners sufficient opportunities to utilise the language in speech and writing is one of the three main objectives of the NUC, which is another point of criticism. One must question why most SSAC curriculum comprises reading comprehension, grammar, and literature; the modern language learning theory illustrates that speaking a language is much less cognitively complex than learning to read and write that language. It also demonstrates that students exposed to an immersive learning environment must develop oral communication skills before presenting better achievement in reading and writing to follow the development pattern of native language acquisition and learning (Lucas & Manfredi, 2020). As a result, Arabic was included in the SSAC of the Nigerian education system.

Researchers such as Olakunle and Yinusa (2017) argued that learning a foreign language is most successful when done attractively. The goal of studying Arabic is primarily to relate with others, hence overloading the curriculum with reading, grammar, and literature activities will not guarantee a communicative student. Therefore, it may be claimed that the SSAC's overall objectives do not coincide with the predefined behavioural goals of the selected classroom.

It is necessary to enable learners to use standard Arabic as a skill for their language advancement through reading for clarification and evidence. In the SAAC, this is the sole appropriate objective. The goal indicates the importance of improving the learners' reading skills and contributing to their communicative careers. As a result, it is necessary to highlight that SAAC focused a lot on reading and language skills. That is why most Arabic secondary students have more potential to read Arabic textbooks, no matter the volume, rather than express themselves in Arabic (Abdulhamid, 2017).

Meanwhile, the fifth objective of this curriculum demonstrates the privilege given to students to continue their Arabic education formally and informally. This aim might be demanded but is not being accomplished since fewer students are enrolling in the language, as seen by the attrition rate for Arabic at both the senior secondary school level and the higher institutions of learning. Aiming that religion is essentially the primary factor for learning the Arabic language. There must be other motivations to learn a foreign language, such as instrumental motivation (an advantage of getting a better job placement), integrative motivation (interacting with language speakers), and inspiration for thought (Adebisi, 2019).

This study recommends teaching Arabic in a more conversational way to inspire students. The learners would not be encouraged to continue their language studies once they can barely communicate in that language. Because Arabic literature, grammar, and reading are all remnants of the grammar-translation process, the SSAC material should de-emphasise them (Oлакunle & Yinusa, 2017).

The instructional materials used in teaching any subject are essential to a quality curriculum. These materials include posters, audio tapes, educational videos, television, and computers. Unfortunately, the curriculum developers did not emphasise its use in the SAAC. The instructional materials help the teachers enhance their teaching and learning of the Arabic language among the students. The lack of instructional materials in schools generally, and for teaching the Arabic language in particular, has been recognised to cause a sizable gap between the curriculum's objectives and what is accomplished when applied in the classroom (Ibrahim Solahudeen et al., 2022).

The SSAC presented a technique of teaching languages that does not promote the ideas of life-long learning and the development of independent learners. The tactics largely favour the tried-and-true grammar-translation approach, which does not help learners become more communicatively competent. In this view, the curriculum should ideally encourage teachers to give students as many stimulating speaking and listening activities as possible, encouraging peer and group work activities to have students practise Arabic while giving them many opportunities to help them become more independent in their language learning (Lawal, 2017a).

Abdullahi et al. (2021) stated that there are several challenges facing the Arabic language in Nigeria's secondary schools, which are categorised as follows:

Government Factor

The government factor is a significant region of setback. The government's suggested textbooks for teaching Arabic are unsuitable, and neither teachers nor students have a sufficient supply of them because the market does not carry them. The available handful is expensive and difficult to get; some existing textbooks are insufficient. Under normal circumstances, the Arabic Language should have access to a dedicated classroom with enough media resources to support teaching and learning. Additionally, the government's lax attitude toward the Arabic language makes locating qualified teachers in our schools challenging. The government should work to make it essential for Arabic teachers in Nigerian schools to be professionally, intellectually competent, and driven individuals whose personalities would inspire students to learn the Arabic language. Ayuba (2021) elaborated that the Nigerian government shows no relevance in learning Arabic. However, it is still a privilege that Arabic is still included in the high institution curriculum. In 2014, the National Policy on Education (NPE) ensured students' right to learn any language (Salisu, 2015).

Parental Factors

Parental attitudes can impact how well their children learn Arabic. Many parents frown when their children say, “I want to become an expert in Arabic.” It is more important to know about the chosen vocation than the faith. Many parents also felt their children should become lawyers, doctors, computer scientists, and so on.

Student Factor

One of the difficulties with the teacher shortage for Arabic language instruction in secondary schools in Nigeria is related to the students. Some students consider that studying Arabic and Islam is not helpful and do not place any value on these subjects. Those who provide it do so to add to their subjects. Some pupils do not treat their Arabic and Islamic studies teachers with the same respect as other teachers. Some leave the house when it is time for Arabic and Islamic studies lessons, while others do not own a single book on the subject. In both instances, some people even feel embarrassed to identify as students of Arabic and Islamic studies. Everyone must learn to be grateful for nature’s gifts, be content with what is owned, and not desire other people’s possessions. Students are also encouraged to choose educational programmes incorporating local dialects and the Arabic language for communication.

School Factor

The school’s educational planners’ approach toward knowledge of Arabic and religion is not helpful. For instance, some institutions have extremely few periods allotted to Arabic and Islamic courses on the school schedule. Each class timetable only lists Arabic and Islamic studies once a week, which harms students’ attitudes toward learning these subjects. Afternoons are when Arabic and Islamic classes are held. Therefore, the pupils must be exhausted and eager to go home.

Teacher Factor

The instructors of Arabic and Islamic studies exacerbate the issues. Some teachers do not prepare their lessons because they believe teaching Arabic and Islamic studies is simple and requires no special preparation. Some teachers are responsible for lacking the necessary training and expertise, and some are so incredibly lazy that it may be impossible for them to even get to the classroom to teach. Some teachers practise assigning homework to students without giving grades, and a general lack of enthusiasm for teaching is one of the reasons why the subject may be poorly thought out. Therefore, teachers should encourage students to become familiar with mass media, including television, radio, newspapers, magazines, and the Internet, as this will help enhance their communication skills in Arabic.

2.3.1.5 Arabic Language as a Specialisation in Nigerian Universities

Arabic language has become an area of specialisation in Nigeria since it has been included in the educational curriculum in Nigerian universities with the primary objective of learning Arabic for non-Arab Muslims, especially in Nigeria. This course has been designed to promote religious knowledge among Muslims and the teachings of the Qur'an. The studies that were essentially developed to teach the Arabic language include the following: *Tawhid* (Islamic Theology), *al-Fiqh* (Islamic Jurisprudence), *al-Hadith* (Prophetic Tradition), *Tafsir* (Qur'an Exegesis), *'Arabiya* (Arabic language) *al-Balgah* (Rhetoric), *al-'Arud* (Prosody) and *al-'Adab* (Arabic literature) in this literature the student was taught the pre-Islamic era in line with their poetry, all these courses are included in the academic programme designed to teach the Arabic students in Nigerian universities. Other subjects, such as poetry, geography, and history (Ta'rikh), were also taught in the curriculum as long as they could help students understand the Islamic disciplines. The scholars who have specialised in all these courses have contributed meaningfully to the development of teaching and learning the Arabic language across Nigerian universities (Ayuba, 2021).

In Nigerian universities, all the Arabic courses are taken together among the Arabic language undergraduate students without any area of specialisation. However,

the students studying the Arabic language are expected to determine their area of specialisation in the postgraduate programme at the university. There are several areas of specialisation in the field of the Arabic language. These areas of specialisation include *al`Adab wan-Naqdu* (Arabic literature and Criticism). Arabic literature and criticism are specialisations that allow students to criticise thoughts, emotions, imagination, and everything related to style and its sources in Arabic literature (Shobowale, 2016).

In addition, this study would enable the graduates to learn more about the aesthetic images of literary pieces after considering the rules and principles of criticism. Another area of specialisation is *Tafsir* (The science of the Qur'an). The objective of this field is to assist students in understanding the contents of the Qur'an. Therefore, there is a need for experts in the science of the Quran to give proper interpretations, as this is the means that leads us to understand the Quran. The last area of specialisation among the famous Arabic graduates in Nigeria is those who specialise in *al-Balagah Wan-Naqdu* (Rhetoric Criticism) (Norshida Hashim et al., 2019).

The field helps the student develop artistic taste and intellectual, literary, and critical talents, connecting students to their heritage roots in the rhetorical lesson, with an aspiration for every new valuable thing that builds and does not destroy and contributes to advancing the wheel of development forward and preparing students in a preparation that responds to the requirements of the labour market by providing them with the knowledge and educational skills necessary for that. All these specialisations are known through their research works (Salisu, 2014).

Some factors influencing the scholars of Arabic education in Nigeria include the structural differences between Arabic and other languages studied in the Nigerian educational system, the sociolinguistic context in which Arabic has been studied, and the language teaching skills of the Arabic language lecturers in Nigeria. Although preparation, presentation, application, and evaluation are all parts of the teaching process that enhance and support learning environments and subjects, they require varied techniques and instructional tactics. According to its place of specialisation,

Arabic language education has unique characteristics that set it apart from training in other subject areas.

2.4 NATIONAL LANGUAGE POLICY IN NIGERIA

Language is a communication, integration, and interface instrument in social and political policies. Inferentially, learning a language is about preserving social bonds, a feeling of shared values, and a sense of community rather than reaching out to other people. All linguists seem to concur that a language should be considered a system, a collection of parts, each of which can help the language function as a whole. In addition, when daily human interaction is considered, communication becomes even more important to man. Before postmodernity, language had worth. Speech has always been paramount throughout history (Salisu, 2015).

Moreover, it significantly conveys history, proverbs, myths, and folklore. Language can also express more substantial aspects of human behaviour. It comprises various “dialects,” regularly known as “sub-languages,” spoken in some geographically and ethnically diverse places, some of which have established shared settings. Others, however, are connected to a person’s occupation, social class of education, or a combination of these factors. Various human interactions with others, society, and culture influence language. Additionally, it is essential for maintaining the social, political, and economic well-being of the inhabitants of a specific geographic area (Abdullahi, 2014)

Language policy is a collection of theories, policies, and regulations, according to (Ugwu, 2020). It can also be considered as beliefs and behaviours that aim to bring about or prevent planned change in the languages used by one or more groups (Akinsanya & Tella, 2020), considering “both the symbolic significance of language within a society and the instrumental use that its speakers make of their language” is what language planning is all about,” according to the International Phonetic Alphabet. Crystal (1990, p. 77) argues that language planning should be an organised effort to clarify a community’s communication problems by investigating its various dialects and developing a feasible strategy for collecting and using several languages.

The main stage of language policy is planning the importance of the wording chosen for diverse functions, a crucial point made in this perspective. In addition, this is related to the fact that information about the language's use is the first step in any government-sponsored move toward language dignity (Akinsanya & Tella, 2020).

Because of this, the Arabic language received great emphasis under Nigeria's pre-colonial language policies, especially under the 19th century of Sheikh Uthman bin Fudi's caliphate in Sokoto, when it served as the government's official language. In the wake of Sheikh Uthman bin Fudi's Jihad in the 18th century, Arabic gained popularity as a language of communication in West Africa. Native languages were also written in the *Ajami* style. Later, the language policy abolished this style of the Arabic language (Amanambu, 2017).

Moreso, Kamorudeen (2021) noted that a significant number of Arabic literary heritage was found in the southwest region of Nigeria, including Ibadan, where many Arabic scholars were identified. Most of these traditions were scripts written in Arabic from correspondence between traditional leaders and intellectuals (Ulama). In addition, Arabic language strategy and language policy in Nigeria created other works of the Jihadists in Yoruba-speaking regions of Nigeria before the advent of the Europeans, which include Nigeria's North and parts of its south-western areas. Before the British conquest of the Sokoto colonial government was established and consolidated after the 1903 Caliphate, Nigeria had a system of Islamic education with Arabic as the official teaching language.

Oladejo (2021) added that a prominent Sokoto Caliphate historian admits to a robust and extensive method of new Islamic education that included the study of modern sciences and European languages in its academic curriculum. Educators, academic consultants, and planners were hired from Turkey, Tripoli, and Egypt to aid in instructing and reforming the Islamic educational system. Both before and after the onset of colonisation, the Sokoto Caliphate left behind an enduring legacy of Arab-Islamic education. Scholars were Qur'anic schools' founders until the colonial era when Arabic remained firm in the North.

In the protectorates of the North, Lord Lugard, the governor in 1914, realised then that the Northerners' number of Qur'anic schools was 25,000, with 218,618 pupils. (Alfa & Abubakar, 2013; Fafunwa, 1991). The schools where the Qur'anic education takes place in the North were known as Tsandaya, and the students who attended them enrolled in the best schools for theology known as madrasahs, where different subjects were studied, such as theology, Islamic law, philosophy, sciences history, and Arabic. The students are called *Almajiri*, rooted in the Arabic word *AlMuhajir*. This name in the Arabic language means Immigrant (Sabiou et al., 2018).

At this point, it is very significant to mention that the Quranic educational system of knowledge has contributed immensely to the British-instituted educational system, especially with the contribution of the religious point of view and scholarly between the dual educational system and traditional Islamic education. Among the noteworthy accomplishments of the Qur'anic schools was the large enrolment of over half a million young Muslims. However, they are a mighty group with a strong passion for study, and some people have read Arabic law and literature. Therefore, the colonial administration impacted the country's language policy's political and theological background (Oladejo, 2021). This policy contributed to the lackadaisical attitude of the Nigerian government towards teaching and learning the Arabic language to date.

To understand the current situation of the language status, it is now crucial for any language researcher to emphasise language policy implementation of the Arabic language and its position in Nigeria. The dynamic component of language planning examines and keeps on track speech's role and usefulness in society. Significantly, it aims to shape public opinion by taking a stance on issues relating to language policy within the etymology of the country. After Nigeria's independence in 1960, the federal government published the 1977 National Policy on Education (NPE) to highlight the languages that would be taught in the country's education system. The language policy was introduced to the entire country (Ike, 2017). The policy was categorized into three stages, which will be explained in Table 2.1:

Table 2.1 Distribution of Education Level in Nigeria
Source (Ike, 2017)

No	Level	Duration of Study	LANGUAGES
1	Primary level	6	1- Mother tongue (if available) 2- English
2	Junior Secondary School (JSS)	3	1- Mother tongue (if available) 2- English language 3- One among the indigenous (Hausa, Igbo, and Yoruba)
3	Senior Secondary School (SSS)	3	1- An indigenous language 2- English Language

Table 2.1 above explains what was in the Nigerian National Policy as reviewed in 1981. It was indicated that primary school pupils only have the privilege of studying two languages: the mother tongue and English. On the other hand, the JSS was also allowed to choose among the country's indigenous languages, including Hausa, Igbo, and Yoruba. On the same note, the SSS can only select among indigenous and English languages. English is a compulsory language in the Nigerian educational system.

However, to emphasise the structure of the new Universal Basic Education (UBE), a curriculum was developed in line with the support of the Nigerian Education Research and Development (NERDC). In contrast, the curriculum clearly stated that Arabic is an elective subject in the UBE curriculum. However, this curriculum was approved by the National Council of Education (NCE). This curriculum was launched in 1999 and later reviewed in December 2005 in Ibadan (Halinen I., 2018). It was mentioned that the curriculum had brought many changes to the school's improvement infrastructure.

Table 2.2 The Structure of the New Reviewed 9-Year Basic Education Curriculum
Source: (OLIBIE et al., 2017)

Basic levels	Education	Curriculum	Core Compulsory Subjects	Electives
Lower Curriculum	Basic Primary 1-3	Education	1. English studies	Agriculture Home Economics Arabic Note: Must offer elective but not more than 2
			2. One primary Nigeria language (Igbo, Yoruba, or Hausa)	
			3. Mathematics	
			4. Basic Sciences and Technology	
			5. Schools' studies	
			6. Civic Education	
			7. Cultural and Creative Arts (CCA)	
			8. Religious Studies	
			9. Physical and health education (PHE)	
			10. Computer Studies/ICT	
Middle Curriculum	Primary (4-6)	Education	1. English studies	Agriculture Home Economics Arabic Note: Must offer elective but not more than 2
			2. One major Nigeria language (Igbo, Yoruba, or Hausa)	
			3. Mathematics	
			4. Basic Science and Technology	
			5. Social Studies	
			6. Civic Education	
			7. Cultural and Creative Arts (CCA)	
			8. Religious Studies (CRS or IS)	
			9. Physical and Health Education (PHE)	
			10. Computer Studies/ICT	
			11. French Language	
Upper Basic	Junior Secondary School (JSS 1-3)	Education	English	Agriculture Home Economics Arabic Business Studies
			One major Nigeria language (Igbo, Yoruba, or Hausa)	
			Mathematics	
			Basic Science Social Science	
			Civic Education	
			Cultural and Creative Arts	

Basic levels	Education	Curriculum	Core Compulsory Subjects	Electives
			(CCA)	Note: Must offer 1 elective but not more than 3
			Religious Studies (CRS or IS)	
			Physical and Health Education (PHE)	
			French Language	
			Basic Technology	
			Computer Studies/ICT	

Table 2.2 illustrates the structure of the review of Nigeria's Universal Basic Education UBE curriculum. The UBE curriculum indicated that Arabic is an optional subject, which demonstrates that Arabic is not among the compulsory languages such as Igbo, Yoruba, and Hausa at the basic level. Furthermore, in primary and junior secondary schools, it is also mentioned as a selective subject, while the French language is considered compulsory. However, Solahudeen et al. (2022) have criticised the decision to make Arabic an optional subject in the UBE curriculum since it is not done in Northern parts of Nigeria. The researcher also emphasised that the government did not provide adequate materials to teach the Arabic language in Nigerian secondary schools.

Table 2.3 Senior Secondary School Education Curriculum Structure (SSSES)
Source: (Olibie et al., 2017)

Senior Secondary Education Humanities	Senior Secondary Education (Science/Mathematics)	Senior Secondary Education (Technology)	Senior Secondary Education (Technology)
1 Nigerian Languages	1 Biology	1 Technical Drawing	1 Accounting
2 Literature-in-English	2 Chemistry	2 General Metal Work	2 Store Management
3 Geography	3 Physics	3 Basic Electrical	3 Office Practice
4 Government	4 Further Mathematics	4 Electronics	4 Insurance
5 Christian Religious Studies	5 Agriculture	5 Auto-Mechanics	5 Commerce
6 Islamic Studies	6 Physical Education	6 Building Construction	

Senior Secondary Education Humanities	Senior Secondary Education (Science/Mathematics)	Senior Secondary Education (Technology)	Senior Secondary Education (Technology)
7 History	7 Health Education	7 Wood-work	
8 Visual Arts		8 Home Management	
9 Music		9 Food & Nutrition	
10 French		10 Clothing & Textiles	
11 Arabic			
12 Economics			

In contrast, neither Arabic nor French is listed in the policy as languages that should be studied at Nigeria's various levels of education according to the policy of speech in 1977. Based on this information, the (NPE) did not include any language requirements for students at higher institutions, evidently in their conviction that the decisions made regarding the low-level subject must impact the decisions made about the high-level issue (Eze et al., 2020).

According to the information above, the language in Nigeria as of 1977 was initiated by the colonial language planning and policy, which gave the English language a significant priority in the country's language policy. However, the French and Arabic languages have existed since the middle of the 19th century. Though Arabic remains a foreign language in Nigeria, some Northerners still speak Arabic as their official language, including the Gamboru, Gajibo, and Ngala in Born State. Nevertheless, in 2004, the National Policy on Education (NPE) reviewed the language policy in Nigeria, where Arabic was included among the subjects that would be taught in the country's educational system. This policy indicates that the Nigerian government is interested in the Qur'anic education system (Akinsanya & Tella, 2020).

Jamiu (2022) also stated that Arabic could not be referred to as a foreign language in Nigeria, especially in light of the numerous purposes the language is put to, while he commented on the status of Arabic in the National Policy on Education. After mastering their mother tongue, the study contends that Nigerian Muslims learned Arabic as a second language. Today, Arabic is used in Nigeria for religious,

political, and economic reasons. In the current educational curriculum, Arabic is seen as an elective subject for students across various levels of education despite its usefulness in the global world. When a subject is elective, it suggests that the course or subject is not compulsory to the student.

According to the researcher, the Arabic language in Nigeria is not getting any meaningful support from the federal government. However, other states, such as Yobe State, have governors who are very interested in Arabic, and this has caused them to exhibit interest in the course. It is fair to state the well-known saying by some officials in Arabic educational institutions about the lack of funding and full support by the government that the government does not care about Arabic and that this saying does not apply to all Arab governments. Yobe State cares and gives excellent care to her Arabic education, as evidenced by the fact that the government of Yobe State during the era of Governor Bakr Aba Ibrahim, Muhammad Ali, and Governor Hajj Ibrahim Ghaidim spent vast sums of money in the field of supporting Islamic and Arabic schools (Muhammad, 2021).

Conclusively, lessons learned from Nigeria's language policy show how crucial language policy and planning are to a language's survival in a society or within a linguistic category. The policy explained the political motivations behind language concerns in political, social, and educational activities in Nigerian post-colonial and pre-colonial governments. The literature highlights that the pre-colonial period saw the Arabic language flourish significantly due to institutional support straight from the government, where local languages were scripted in Arabic. In this vein, the colonial administration brought a new way of thinking about language policy and planning that doomed Arabic to obscurity. The political motivations behind using colonial languages and the need for indigenous languages in Nigerian culture make it clear that the possibilities for the Arabic language in Nigeria are pretty poor. If Arabic is to survive in this area, it will only be used within the context of Islam. However, if genuine efforts are made to resurrect Arabic, it would be helpful for specific purposes, even if not for widespread communication. If appropriately used, Arabic could aid in developing the tourism industry. The benefits would extend to other fields, including commerce, industries, and telecommunication (Policy, 2019).

Based on the review literature, language policy is essential in every country, and it significantly conveys the history of such a country to the next generation. In Nigeria, the main stage of language policy is the planning stage, and language can also express the most substantial aspect of human behaviour. Nevertheless, language policy remains the collection of theories and policy regulation.

The researcher highlighted that the Arabic language policy had received more emphasis with the support from Northerner scholars such as Shaykh Danfodio during the 19th century. Therefore, the National Policy on Education (NPE), announced by the federal government of Nigeria in 1977, outlined the languages that would be taught in the nation's educational system after Nigeria gained independence in 1960. The country as a whole was made aware of the linguistic policy. In Table 2.1, the researcher reviewed the level of education in Nigeria's educational system, which was categorized into three stages of education. Arabic was not among the compulsory languages taught in these stages.

In Table 2.2, the researcher reviewed the new structure of the educational curriculum, which illustrated that Arabic is an elective subject, and only students with a background in local Arabic will be interested in choosing the course. In Table 2.3, the researcher explained the secondary school education curriculum. In the humanities, Arabic is one of the significant subjects. But not among the subjects of science and mathematics, technology, and senior secondary education. To sum up, the researcher has seen these curriculums as the bedrock of the employability issues facing Arabic graduates in Arabic in Nigeria. There is a need for the NUC to collaborate with the curriculum developers to design and develop a curriculum that will integrate the graduates from their junior primary level to their undergraduate level. That will give them the expected knowledge, skills, and attributes to secure their employability and career advancement.

2.4.1 Curriculum of Arabic Language in Nigeria Universities

Every nation has justifications for educating its people. One of these is assisting future generations in benefiting themselves and the social order subsequently. Nigerians have chosen education as a tool to hasten national unification and prosperity for their

citizens. However, prominent educational professionals were called into action by the Nigerian government to develop a constituted educational strategy for the country in 1973 following the colonial era. The current National Policy on Education in Nigeria is among their efforts (Oladejo, 2021).

Due to this effort, most schools in Nigeria now follow the Western system of education, which makes them include religious knowledge and the Arabic language sparsely in their curricula. This effort served the interests of many residents and groups, regardless of their dominance and spiritual beliefs. The governing body across the country directly takes part in the school administration and curriculum planning (Islamic-oriented institutions/ Arabic). Concerning the National Policy on Education Policy (updated ed. 1981), the learning of the Arabic language is included at all levels of education in the country. These levels include the primary level, the Junior Secondary Schools (JSS), Senior Secondary Schools (SSS), and tertiary education. The first college to implement the government's approval to include Arabic language and Islamic studies in their curriculum was Abdullah Bayero College, also known as Ahmadu Bello College in Kano and later changing its name to the Faculty of Arabic and Islamic Studies of the Ahmadu Bello University (ABC-ABU) (Education, 2022)

Additionally, the founding of the first University in Nigeria in the South West of the nation led to the inclusion of Arabic in the higher education curriculum. The Eliot Commission, which the British government established in 1943 to look into the structure and amenities of the existing institutions of higher learning in British West Africa and formulate recommendations for future university development in that region, came to this conclusion. The commission's recommendations resulted in the founding of the first university college in Nigeria. Officially, the University was inaugurated in 1948 and named University College Ibadan in partnership with the University of London (Oladejo, 2021).

However, the University of London's School of Oriental and African Studies was apprised by the founding of University College Ibadan as a way to connect much of the African history scripted in Arabic. As a result, this served as both the inspiration for and the impetus for adding Arabic to the University's curriculum (Ceesay, 2021).

Also, Kamorudeen (2021) noted several reasons why the Arabic language was included in the University of Ibadan's curriculum and emphasised a few of them. He emphasised the first aspect, the Western Region Government's 1955 introduction of Universal Free Primary Education. As a result, there was an increasing need for teachers to handle a variety of disciplines, including Islamic Religious Knowledge. It was discovered that nobody else was qualified to teach the subject besides the graduates from traditional Arabic schools. Besides, the graduate has to meet the requirements of the Regional Government department. The graduates do not meet the qualifications and conditions of the Regional Governments' job conditions.

For this reason, the Regional Government realised an urgent need to include Arabic in the curriculum to produce adequate teachers in the field, especially in the South West. The rising recognition among Nigerian historians of the significance of the Arabic language in the investigation of Africa's pre-colonial history served as the second antecedent that resulted in the inclusion of Arabic in that curriculum. Initially, the connection between the University College Ibadan and the University of London, where Prof. Sergeant originated from to aid on the committee that looked at the possibilities of integrating Islamic Studies/Arabic into the system of higher institutions, was the third impact simultaneously. The University College's native historians, led by Professor of History Kenneth Dikke, who later served as the University's first Vice Chancellor, supported the Arabic language programme (Udoh & Emmanuel, 2020).

Since the first Nigerian University was established in 1948 in Ibadan, it was separate at its inception. In Nigerian society, some citizens have called for adding a new type of education closer to them and more appropriate to their tastes and traditions. Hence, the federal government responded to this request and ordered the introduction of African studies related to the national community to the curriculum, including the Arabic language, for its cultural, historical, and religious importance. In 1961, the department was formally introduced at the University of Ibadan, which had an Arabic language department. Still, the establishment of this department was at the hands of some orientalist with a strong desire for historical references written in Arabic about this country. For this reason, this department was known to serve history

instead of Islam and followed the Orientalist approach in its steps and procedures (Oladejo, 2021).

The student can study the Arabic language as a significant course in the Department of Arabic. Meanwhile, the student can study literature in Arabic for specialisation and obtain his undergraduate degree (Honours Degree), and the student can take it as one of the main subjects if he wants to receive the General Certificate. Furthermore, students studying in the Department of History, Religious Studies, English Language, and Education may choose Arabic as an additional language for their interest. Especially if the students want to specialise in the field during the postgraduate programme later, the department can also study Arabic and religion at a sub-university level. On the other hand, this has demonstrated that integrating Arabic within Nigeria's higher education system has more significant goals and extends beyond merely studying Islamic knowledge through a curriculum designed to achieve those objectives (Adeniyi et al., 2016).

Therefore, it is evident that the aim of teaching Arabic in the universities in Nigeria was primarily to understand the Islamic religion properly and to prepare adequate teachers in the field of Arabic and Islamic Studies. Moreover, some of these universities' departments, curricula, and programs consist of Arabic and Islamic studies, as was the case at the University of Ibadan. Meanwhile, the curriculum of these departments is still integrated between Arabic and Islamic studies, as seen in some universities in South Western Nigeria - such as Lagos State University, where Arabic is a division in the Department of Foreign Languages. However, their curricula were similar to those in the remaining departments. Students specialising in Arabic will have to choose Arabic subjects as compulsory main subjects and Islamic studies subjects as additional subjects. The student may have different, second, optional subjects. The matter is the opposite for students specialising in Islamic studies. Therefore, it is a challenge that the student who specialises in Arabic will be unable to devote himself to studying sufficient materials in Arabic and to develop deeper into Arabic studies and its arts because he will be burdened with other borrowed courses (Olaniyan, 2016).

In addition, while trying to bridge the intellectual gap between modern secular education, which enhances current knowledge to produce a man with a modern intellectual capability of functioning effectively in contemporary industrial development, and the religious tendency of Arabic/Islamic Studies, which illustrates the spiritual discipline to produce an Islamic trainer. Because of this, most universities that provide Arabic and Islamic studies face different difficulties (Adeyemi, 2016).

Arabic reduces the possibility of penetration of two cultures, especially if globalisation confirms that English is the first language, as it is the language of science, culture, technology, and the language of the Internet. Automatically, it has overcome the Arabic language, which has become the second language in the speaking areas and in countries whose second language was Arabic, as in some parts of northern Nigeria (Sabiou et al., 2018).

Furthermore, other challenges facing the learner are due to the nature of the Arabic language. Arabic differs from other indigenous languages in Nigeria in terms of its expressions and sounds, the writing system's method, and its combinations and processes. Specifically, explaining its meaning and the way it is used, with repetition and application many times and needing more oral and written applications, the target language is often not circulated in the student's environment, and therefore it is not practised except with the teachers in the classroom (Ayuba, 2021).

As of 2023, the number of federal, state, and private universities in Nigeria is 170, while 79 are private universities, 43 are federal, and 48 are state universities. Although not all the universities in Nigeria offer the Arabic language in their Undergraduate and Postgraduate Programmes, only a few universities provide Arabic as a course of study (Sabiou et al., 2018). These universities are shown in the Table 2.4.

Table 2.4 Names of Universities That Offer the Arabic Language As A Course
Source: (Sabiou et al., 2018)

S/N	Federal	State	Private
1	University of Ibadan	Nasarawa State University	Crescent University, Abeokuta.
2	University of Ilorin	Lagos State University, Ojo, Lagos	Al-Hikmah University, Ilorin
3	University of Abuja	Umar Musa Yar'adua University, Katsina.	Fountain University, Oshogbo
4	Obafemi Awolowo University, Ile-Ife	Kogi State University, Ago-Iwoye	Katsina University, Katsina.
5	University of Jos, Jos	Kaduna State University, Kaduna	
6	Bayero University, Kano	Adamawa State University.	
7	Ahmadu Bello University, Zaria	Tai Solarin University of Education, Ijagun	
8	University of Maiduguri, Maiduguri		
9	Federal University, Dutse		
10	University of Lagos		

The universities listed in Table 2.4 offer Arabic courses for undergraduate and postgraduate students. In addition, the University of Ibadan is considered the forefront university for being the first University in Nigeria, followed by the University of Unilorin. Their contributions to the sustainment of Arabic in Nigeria cannot be denied. Undoubtedly, the Universities in the North have prioritised the language more than any other. Some states, like Yobe State, have shown great interest in the course by financially supporting the Department of Arabic and providing them with standard textbooks and infrastructure (Sabiou et al., 2018).

As a result, the National Universities Commission (NUC) in Nigeria has played a significant role in this regard due to its achievement in designing the curricula of Nigerian Universities and evaluating University affairs in general. This commission is responsible for developing academic programs in Nigerian universities, both public and private Universities (National Universities Commission). The commission was established in 1962 as an advisory agency under the office of the

Prime Minister. It became a legal body in 1974. The first executive secretary of the commission was Professor Dr Jibril Aminu, who was appointed then. The National Universities Commission is under the Federal Ministry of Education in Nigeria. The commission has been in existence for over fifty years. The commission was transformed from just a lower council into a vital government division in developing and managing Nigeria's university education quality (Ajape, 2014). The main functions of the office are as follows:

- To approve the operation of all academic programs in Nigerian universities.
- To grant to all educational institutions offering higher degree programs in Nigerian universities.
- To promote quality assurance for all academic programs offered in Nigerian universities.
- To direct external support to all Nigerian universities.

The commission has registered several institutions since its inception. This success can be attributed to the quality of leadership, dedication, and commitment of the staff, the quality of its board members, and the cooperation of universities are supported by the federal government and provide the commission with financial support from the regular government and state services and other stakeholders in their quest to improve the quality of higher education and university country. Then, the Council set the objectives of teaching the Arabic language at the lowest level as follows:

The commission's responsibility includes setting educational curricula in these universities, including the objectives of teaching Arabic.

The objectives of teaching Arabic in Nigeria Universities include the following:

- 1- To enable students to master the skill of speaking or writing in the Arabic language.

- 2- Teach students the political, commercial, social, and cultural aspects of life.
- 3- To Provide students with appropriate training in teaching, administration, translation, interpretation, health, and diplomatic services.

For the curriculum to achieve the goals mentioned above, the National Commission of Universities has developed courses based on four years at the undergraduate level. This course will be listed in the table below.

In summary, the literature review has emphasised on the challenges and problems facing the teaching and learning of the Arabic language in Nigeria universities since, the universities did not move the word globalisation as seen in other Islamic countries, the teaching of Arabic in these countries is globalisation, which imposed its dominance over the cultural aspects of teaching the Arabic language as a second language, which is associated with significant changes in terms of the development of communication technologies, the Internet and technology which illustrated the standardisation of the world cultures carried out, i.e., the elimination of cultural pluralism, foremost of which is the Arab culture through its components, the most important of which is the Arabic language, as well as the intervention of the West in education issues and the generalisation of the Western cultural style, which has superseded our language with the spirit of imitation of the Western civilisation with its material and values. Table 2.5 lists the Arabic course and their expected credit hours.

Table 2.5 Arabic Language Courses in the NUC Curriculum in Nigeria
Source University of Ilorin Academic Programmes

S/N	Course Code	Course Title	Credits
100 Level Programmes			
1	ARA 121	Intermediate Arabic Grammar	3 Credits
2	ARA 122	Arabic Composition 1	2 Credits
3	ARA 123	Arabic Reading and Comprehension	3 Credits
4	ARA 124	Translation from and into Arabic 1	3 Credits
5	ARA 125	Introduction to Arabic Literature	2 Credits
6	ARA 126	Arabic Morphology 1	2 Credits
7	ARA 127	Introduction to Islamic Literature (al Adabul-Islami)	2 Credits
8	ARA 128	Language Drills	2 Credits
9	ARA 129	Arabic Reading Skills	2 Credits

S/N	Course Code	Course Title	Credits
10	ARA 130	Introduction to Arabic	2 Credits
11	ARA 132	Translation Drills	2 Credits
12	ARA 134	Introduction to Morphology	2 Credits
13	ARA 141	Beginners' Arabic Conversation I	2 Credits
14	ARA 142	Beginners' Arabic Conversation II	1 Credit
15	ARA 143	Beginners' Arabic Reading I	2 Credits
16	ARA 144	Beginners' Arabic Reading II	2 Credits
17	ARA 145	Beginners' Arabic Grammar	2 Credits
200 Level Programmes			
18	ARA 222	Arabic Reading	2 Credits
19	ARA 223	Arabic Composition II	2 Credits
20	ARA 224	Translation from and into Arabic II	2 Credits
21	ARA 225	Pre-Islamic Arabic Literature	2 Credits
22	ARA 226	Arabic Literature of Early Islamic and Umayyad Periods	2 Credits
23	ARA 227	The Art of Speech-Making in Arabic	2 Credits
24	ARA 228	Arabic Syntax I	2 Credit
25	ARA 229	Arabic Morphology II	2 Credits
26	ARA 230	Contemporary Arabic Prose	2 Credits
27	ARA 232	Reading Skills II	2 Credits
28	ARA 234	Introduction to Translation Study	2 Credits
29	ARA 241	Intermediate Arabic Reading I	2 Credits
30	ARA 242	Intermediate Arabic Reading II	2 Credits
31	ARA 243	An-Nahwu	2 Credits
32	ARA 251	General Survey of Arabic Literature	2 Credits
33	ARA 261	Arabic Textual Reading I	3 Credits
34	ARA 262	Arabic for Textual Reading II	2 Credits
35	ARA 263	Arabic Structures	2 Credits
36	ARA 264	Al-Muhadathah	2 Credits
37	ARA 265	At-Tarjamah I	2 Credits
38	ARA 266	Al-Insha'	1 Credits
300 level Programmes			
39	ARA 321	Arabic Literature of the Early Abbasid Period	2 Credits
40	ARA 322	Arabic Literature of the Late Abbasid Period	2 Credits
41	ARA 324	Art and Practice of Translation	2 Credits
42	ARA 325	Arabic Rhetoric I	2 Credits
43	ARA 326	Arabic Prosody	2 Credits
44	ARA 327	Advanced Arabic Reader I	2 Credits
45	ARA 328	Arabic Composition and Translation	3 Credits
46	ARA 329	Arabic Lexicography	2 Credits
47	ARA 330	Development of Arabic Grammar	2 Credits
48	ARA 331	Arabic Calligraphy	2 Credits
49	ARA 332	Arabic Phonetics	2 Credits
50	ARA 333	Arabic Dialectology	2 credits
51	ARA 335	Arabic Syntax II	2 Credits
52	ARA 336	Arabic Morphology III	2 Credits
53	ARA 337	Classical Arabic Criticism	2 Credits
54	ARA 338	A Special Author	2 Credits
55	ARA 339	Qur'anic Texts	2 Credits
56	ARA 341	As-Sarfwan n'-Nahw	2 Credits
57	ARA 342	At-Tarjamah II	2 Credits
58	ARA 343	At-Tarjamah III	2 Credits
59	ARA 351	Major Themes in Classical Arabic Literature	2 Credits

S/N	Course Code	Course Title	Credits
60	ARA 361	Arabic Structures	3 Credits
61	ARA 362	Textual Reading and Translation I	3 Credits
62	ARA 363	Textual Reading and Translation I	3 Credits
63	ARA 388	Research Methods in Arabic	2 Credits
400 levels Programmes			
64	ARA 421	Arabic Literature of the Post-Classical Period	2 Credits
65	ARA 422	Modern Arabic Poetry	2 Credits
66	ARA 423	Modern Arabic Literature II	2 Credits
67	ARA 424	West African Arabic Literature I	2 Credits
68	ARA 425	West African Arabic Literature II	2 Credits
69	ARA 426	Modern Arabic Literature in Nigeria	2 Credits
70	ARA 427	Arabic Rhetoric II	2 Credits
71	ARA 430	Advanced Arabic Reader II	2 Credits
72	ARA 432	Arabic Literature in Spain	2 Credits
73	ARA 433	Literature on Biladu's-Sudan	2 Credits
74	ARA 434	Advanced Arabic Syntax	2 Credits
75	ARA 435	The Theatre in Arabic	3 Credits
76	ARA 436	Advanced Arabic Translation and Composition	2 Credits
77	ARA 437	Modern Arabic Literary Criticism	2 Credits
78	ARA 438	Classical and Modern Libraries	2 Credits
79	ARA 439	Mahjar of the Literature	2 Credits
80	ARA 481	Modern Arabic Prose	2 Credits
81	ARA 482	Nigerian Literature in Arabic	2 Credits
81	ARA 483	Arabic Manuscript Editing	2 Credits
82	ARA 483	Arabic Manuscript Editing	2 Credits
83	ARA 484	Advanced Arabic Translation	2 Credits
84	ARA 486	Literature of Maqamat	2 Credits
85	ARA 490	Media Arabic	2 Credits
86	ARA 491	North Africa Literature	2 Credits
87	ARA 499	Long Essay	2 Credits
Total			183 Credit hours

Table 2.5 shows the Arabic language courses based on the NUC curriculum. It shows that the total credit hours of the course are 183 credit hour course. However, students can also select courses from another department, known in the Nigerian education system as a borrowed course.

2.5 EFFECTS OF ARABIC CURRICULUM ON GRADUATE EMPLOYABILITY

Generally, the curriculum has a significant role in any educational system worldwide. Moreover, it is used to identify a student's competencies and evaluate what a student has achieved in his academics. This definition indicates that undergraduate students'

curriculum must be developed to achieve the exact necessary expertise and skills society requires. The student will be equipped to handle difficulties relating to quality requirements and human resources. Nainggolan (2022) added that the undergraduate curriculum must develop the skills needed for society. Wang (2019) argued that a curriculum designed for quality education must align with the country's changes. Nevertheless, the curriculum is very significant in an educational system to assist students in achieving the 21st-century skills employers need (Beinert et al., 2021).

However, in the context of this study, which is focused on the Arabic curriculum, emphasis will be laid on the management, planning, and assessment of the learning topics included in the educational curriculum of Arabic, similar to other curricular activities. In contrast, it elaborates on the standard educational system. Thus, the language teaching curriculum has usually been strictly defined, unlike other academic fields where it has given rise to substantial attention (Adeyemi, 2017).

On the other hand, employability is the ability to secure skills that will help the person get a job at first, ensure it, and acquire another job if needed. Furthermore, many academics define employability as a graduate's capacity to exhibit the traits an employer needs to meet the organisation's future expectations. Similarly, employability skills are a collection of accomplishments, comprehensions, and individual attitudes and attributes that identify employability and may make someone more likely to land the desired job and pursue a successful career. In this manner, it should be noted that the knowledge and abilities a graduate needs to have to meet the numerous work requirements in that labour market after finishing their studies must typically be included in an effective undergraduate curriculum (Reddan & Rauchle, 2017b).

Graduates perceive their employability abilities differently, which is always in a particular work disposition and identity. The literature has indicated that graduate employability is related to their capacity and understanding of society's needs, attitudes, and identities, as well as the skills they prepare for their future and employability. The researcher further explained that the graduate's employability is based on their experience and what has been taught during their studies. As a result,

graduates' employability is based on the quality of their undergraduate curriculum (Small et al., 2018).

Sahrir et al. (2016) evaluated how to improve the marketability skills of Arabic graduates based on university internships. The International Islamic University Malaysia made it mandatory for all undergraduates in all the University faculties. The aim of conducting the internship programme is to make students relate with society and to prepare them for their employability. Therefore, the University includes the programme in the undergraduate study plan. The study evaluated the performance and experience of the Arabic students. Methodologically, data was collected through a poll conducted online and unstructured questionnaires among 57 students who participated in the three-month internship in any sector between June and September 2015, whether governmental or private. The result of the study indicated that the student's soft skills, workplace literacy, and well-being had increased significantly due to their internship programme. According to this study, students of Arabic were extremely welcome to complete their internship training in both the public and private sectors despite the industry's negative perceptions of the Arabic language regarding graduate employability, the language's practical aspects, and the job market. The researcher concludes that internship training is essential, especially for students studying Arabic language and literature, since it broadens their horizons and develops their knowledge, skills, and abilities in both the personal and social spheres. Additionally, it gave them more self-assurance in exploring potential career opportunities in Malaysia. Based on these findings, the graduates can use their acquired knowledge and soft skills in entrepreneurship to launch their businesses.

The study by Hanna et al. (2020) highlighted that language challenges and a lack of computer skills for Australian minority Arabic groups prevent them from starting their enterprises or finding work. The level of unemployment for this set group is 20.5%, which is three times the average jobless rate in the country, which is commonly 7%. In that situation, The Smart Training for Arabic Residents on Technology (START) is a multilingual, interventional online training programme that allows Australians who use Arabic as their language to unveil a commercial internet business with the lowest initial costs and necessary infrastructure, or, at the very least, assists them in locating acceptable employment. The study used START's Design-

Based Research (DBR) to evaluate incremental improvement. Both quantitative and qualitative methods were used in this study. Findings show that the technique used in this study has not been used to assess immigrant vocational education. Furthermore, the study indicated that Arabic residents need to acquire soft skills such as computer and ICT skills to be employed in the country and be capable of starting their businesses. These findings added that the Arabic curriculum must allow Arabic students to learn about soft skills before graduating from their various institutions.

Undoubtedly, undergraduates' lack of ICT skills has made them unemployable in various workplaces. Hanna et al. (2020) added that 56,000 Arabian residents in Australia are unemployed due to the lack of ICT skills, professional skills, equal opportunity, and English skills. The Arabic language developers must know this to include this problem in the curriculum objectives.

Moreover, Nurbayan et al. (2021) suggested that the Arabic language curriculum must be standardized for Arabic graduates. The study emphasised that Arabic must follow the ten procedures: revising the product, field test, developing an essential product, research, and collection, conducting initial tests in the area, planning, reviewing, carrying out the test in the field, modifying the product, and placement and application. However, the conclusions showed that the profile of graduates from Arabic education articulated three essential elements: employability skills, graduate with teaching capability, and 21st-century education reformation. According to this study's conclusions, it is expected that the educational providers in higher education should be enlightened and have new academic perspectives as they create an Arabic curriculum that meets worldwide standards.

Similarly, Bakar (2023) elaborated on Arabic language graduates' employability and that most graduates' extreme goal is to get employment in their area of specialisation. Some graduates in today's labour market are allowed to work in their area of study, while others are not because of external and internal criteria, including employability skills and job opportunities. In 2020, the study was conducted using analytical and survey approaches. Data were collected from 58 Arabic graduates, and the questionnaire consisted of 35 items to identify the rate of graduates from the International Islamic University Malaysia who are employable and investigate why

students who graduate from the Arabic Language and Literature Department are unable to find work in disciplines relevant to the Arabic language as well as to know if the graduates had made any attempts to improve their employability abilities. Statistically, the results revealed that most Arabic graduates are not working in their respective fields of specialisation. Furthermore, results show that the graduates lack some skills that could make them employed, like personal attributes, technical skills, and communication skills. Therefore, these skills must be included in the undergraduate curriculum for the Arabic language.

Moreover, instead of reading Arabic textbooks or depending on the literature, the students must develop their employability skills by integrating their experiences with the knowledge they have already received during their Undergraduate programme. In that way, students will be more motivated to set their future careers (Zaher & Kassem, 2022).

According to Iniodu (2020), the curriculum of Nigerian universities has generally come under pressure not only because it is lacking in quality and content but also because it is primarily theoretical and outdated, disconnected, and overloaded with unnecessary content, which makes it inadequate to meet the needs of the 21st-century graduates.

Similarly, Nurbayan and Nurzaman (2018) conducted a study to evaluate the Arabic graduates' profile in line with the curriculum used since 2013. The graduates are intended to be capable of organising, carrying out, and assessing Arabic education, instructing Islamic education, translating, and serving as haj and Umrah guides. The study used a qualitative approach to gather data. The findings show that the input of the curriculum used for teaching Arabic needs to be improved to meet the stakeholders' standards since the interview was conducted with them as the study participants. Furthermore, findings show that there is a need to develop a modern model for teaching Arabic in universities in Indonesia.

According to Ayuba (2021), it appears that no materials qualify Arabic graduates for any administrative work in government agencies and organisations. Likewise, there are no skills that enable Arabic graduates to secure jobs in the

teaching field because there are no more jobs there. He further mentioned that the only available employment for Arabic graduates is teaching, lecturing, directing, or educational supervision in Arabic schools and institutions. However, he stated that Arabic graduates face challenges only because the course's objectives are not met in the undergraduate curriculum.

The literature has clarified that the Arabic curriculum needs a total review to support the course and make it reliable for the students. Any higher institution aims to prepare graduates for the labour market. Furthermore, authorities in charge of the Arabic curriculum must be challenged to develop the curriculum content for the undergraduate programme to match the skills expected from the employees. The effect of the Arabic curriculum cannot be underrated among the factors that prepare students for employability. The curriculum has to be reformed and integrated with modern skills and technologies. Most Arabic graduates are unaware of the contemporary development in the education system and the labour market, which has rendered them irrelevant in society.

2.6 EFFECTS OF ARABIC CURRICULUM ON CAREER ADVANCEMENT

Career advancement allows students to connect their skills, knowledge, and understanding to their future careers (Olenik-Shemesh et al., 2018). Career advancement starts with career awareness, which allows students to learn about the different organisations and businesses in the regional, national, and local economies and the professions of those working there. They can also learn about the educational necessities for pursuing their desired careers and how people determine their future careers (Niati et al., 2021). In addition, a graduate's career is also the opportunity to show employees their capability to work and their readiness for the labour market (Healy et al., 2022).

Gultom et al. (2021) investigated the effectiveness of training career advancement and job involvement on employees' performance in Lapan. The findings stated that career advancement has the highest effect on employees' performance, with 18%, followed by training, which was 15%. This finding indicated that career

advancement dramatically affects the student's academic performance. However, it is compulsory for higher institutions to always assist their students in managing their future careers. The research revealed a gap between the Arabic curriculum content and the student's career. A graduate career is the ability to improve his skills to achieve his targeted goals. Meanwhile, career advancement is a shift in attitudes and values that graduates secure during their academic year of study (Andhika Putra et al., 2020).

In addition, Mokher et al. (2019) highlighted that the challenge facing colleges in Florida is the ability to improve the readiness of the students' careers. The findings suggested integrating the college curriculum with professional development and organising online training for the teachers to improve their attitudes towards the students' careers. The study added that the Department of Education in the US designed a program to ensure the students' success in their education to guarantee that students have high and better careers. Similarly, Olaniyan-Shobowale (2016) investigated the students' awareness of the Senior Secondary School Arabic curriculum used in Lagos State, Nigeria. Statistically, the students revealed that the curriculum is too challenging to understand, tedious, poorly taught, and unable to match their modern demand for studying foreign languages. However, the students asserted that learning Arabic helps advance one's career as a global language for communication, tourism, and diplomacy. The study later concluded that the Arabic curriculum must include communicative skills as a significant factor in determining a language student's career.

According to the literature review, the curriculum developers must understand the Arabic students' needs and objectives before designing the language curriculum. That will assist them in developing a quality curriculum that matches societal needs (Nurbayan & Nurzaman, 2018). Evaluating the Arabic curriculum using the input-process-output (IPO) model shows that input of the curriculum, which can be referred to as the content of the curriculum, is not suitable enough to decide the students' careers since the students already find the content tricky and not matching with the modern trend (Jess et al., 2016). The process in which the curriculum is carried out is outdated, including strategies, methodologies, textbooks, and instructional materials. Teachers of Arabic are expected to use modern techniques and methods to teach the language, such as role-play, seeking clarification, and exploring further information.

All these challenges have made the course output a mess for the students, and many students cannot even identify how the course wants to support their future careers (Rizal & Hikmah, 2022). Career development is one area of human growth that obviously unifies curriculum and subconsciously brings to instructors' attention what many previously did. The systematic, all-inclusive solution is necessary to indicate that career education leads to career advancement (Reddan, 2015). Career advancement topics could be introduced into the curriculum to help find ways to connect the students more closely to their careers and the workplace (Healy et al., 2022). Significantly, career advancement allows students to improve their career awareness and career opportunities (Reddan, 2015).

Adewoye et al. (2017) illuminated that career advancement can be referred to as a distinctive style of job understanding, which encompasses an individual's entire life measure and is frequently observed in several stages that show how one period of life evolves into the next. The same is true for educational growth, which culminates all psychological, educational, sociological, economic, physical, and random aspects that influence an individual's career throughout their lifetime (Di Palma & Reid, 2021).

Nira and Fauziyah (2021) emphasised that career advancement comprises the development of a quality curriculum for the Arabic language, which will enhance them to learn Arabic effectively learning planning that will necessitate proper objectives planning, strategies, content, methodologies, and evaluations to direct the students' attitude toward their targeted goals of learning the Arabic language as well as evaluating changes in students as a result of learning outcomes or successes. However, for the contents taught at every level of learning to be connected and sustainable in the development of Arabic language learning, the Arabic curriculum developers should pay attention to the needs of the community, students, and the labour market. Similarly, the curriculum should accommodate a variety of students' distinctiveness and adaptability in the creation of teaching objectives, as regards the chances available for lecturers to design new lesson plans and objectives based on pre-existing teaching plans by depending on the previous objectives and teaching goals which is relevant to the Arabic language curriculum and the students need since the primary purpose of teaching Arabic is to ensure that the Arabic language teaching programme is

completed as effectively as possible by implementing the Arabic language curriculum and applying the learning process of teaching Arabic efficiently, in a way the students will be guided in achieving their career goals and be sound relevance in the society (Ma'dan et al., 2020).

Mahat et al. (2022) asserted that the identification of career capabilities to be taught within the academic curriculum would allow the incorporation of the students' vocational knowledge and skills into the proper education system to enable the students' ideas and the society into the curriculum, particularly individuals from different organisations, must be included in such curriculum approaches that will incorporate educational and professional trajectories. Specifically, the Arabic curriculum needs to realise there is much to do when designing a curriculum that fits the 21st century. Appropriately identifying students' careers will make them more relevant to society. Mahat et al. (2022) highlighted the four stages to be considered when developing an undergraduate curriculum: career development, self-development, career management, career exploration, and. That will allow the student to benefit and identify the importance of how their behaviour, interpersonal skills, work opinions, personal performance, and attitude affect their career advancement positively.

Based on the literature, an intervention from a structured curriculum can assist with career advancement skills, afford a foundation to determine one's identity and develop self-reflection, self-assessment, or abilities essential for employment success. It is insufficient to undertake that Students can negotiate the challenges of career advancement (Chow et al., 2019). Moreover, the higher institutions' responsibility is to guarantee that all students have equitable access to support and career education, mainly early opportunities throughout their undergraduate. Undoubtedly, the students might receive guidance to assist them in making important decisions that will help their future careers.

The researcher indicated from the literature that the National Undergraduate Arabic Curriculum has negatively impacted the graduates of selected universities in Nigeria since that cannot be denied based on the literature review (Shobowale, 2016).

2.7 THE RELATIONSHIP BETWEEN GRADUATE EMPLOYABILITY AND CAREER ADVANCEMENT

Undoubtedly, graduate unemployment and employability are problems that have suggestively impacted higher education policy in many emerging nations (McKenzie et al., 2017). Therefore, personal characteristics, labour market conditions, and company values influence graduates' employability. It is encouraging to see that the notion of employability seems to be expanding along with the shifts in work practices and workforce models, which have made it very challenging for most graduates to find employment (Bakar, 2023).

Empirically, in most countries, employability is the fundamental goal within labour market regulations and workforce initiatives, particularly for graduates' employability. It is evident that graduates from prestigious universities have high economic positions, and many nations view them as socially influential, able to obtain high salaries, and seeking employment as knowledge workers (Jackson & Wilton, 2017). Moreover, graduates' employability is determined by various factors, including their capacity to promote broader abilities such as problem-solving, interaction skills, communication, efficiency, and demonstrating initiative, as well as the results of their professional or discipline-specific study programmes. Furthermore, graduate employability encompasses the mentality and character traits of dedication, honesty, commitment, integrity, and timeliness. As a result, employability also includes personal management attitudes, proactive actions, and career advancement attitudes of the persons to obtain anticipated career jobs (Ahmad et al., 2017).

On the other hand, career advancement has been used to help students develop attitudes, knowledge, abilities, and other qualities essential for employment (Chow et al., 2019). Undergraduates need to attain education and be guided toward their career advancement. Career advancement can be defined as the shared attitudes, knowledge, values, abilities, and beliefs among members of a professional group connected to each member's professional position. In this manner, the subject's subjective self-conceptualisation concerning the chosen work role is relevant (Siti Nazleen Abdul Rabu & Zuliana Talib, 2017). Hence, Career advancement tasks can frequently overwhelm individuals because they appear impulsive and daunting in the face of fast-

changing technical environments, pleasing organisational structures, worldwide economic situations, and an expanding skills gap in the job market (Ahmad et al., 2019). As a result, there is a lot of relationship between graduate employability and career advancement. To get employed, graduates must identify their career competencies to showcase their capabilities and fundamental skills in the workplace.

An efficient method of boosting human capital is to help people become more capable of managing their careers. This will clarify their self-aspiration, their understanding of their employability skills, and how they achieve them (Bennett, 2018). Nevertheless, graduate qualities, experiences, and skills will assure the university society of the students' outcome. As a result, they influence the contribution they can offer as citizens and professionals (Bennett & Ananthram, 2022). Since the commencement of talks on graduate employability in Australia, limited employability definitions have been adopted and advocated in policy documents by the Australian Government (Bennett & Ananthram, 2022). Scholars have investigated the importance of graduate employability and career advancement in higher institutions. The conclusion has been made that there is a relationship between graduate employability and career advancement.

Healy et al. (2022) asserted that graduate employability and career advancement are the main elements of graduate employability. In this study, 4068 articles were revealed to investigate the relationship between graduate employability and career advancement in higher education. Findings demonstrate that there has been little relationship between the two variables despite a substantial unity of research issues and teaching goals. The study revealed that the intentional connection between the two variables would benefit both and that when put into practice, this relationship might help develop an indication, Integrating teaching methods for learning about careers and employability among higher education students.

In addition, Nwajiuba et al. (2020) elucidated the attitude of the National Universities Commission (NUC) towards the growth of graduate and their employability skills. Findings from the study indicated that Nigeria lacks pedagogy and the ability to equip the students with employability skills. Furthermore, there is a need to integrate the curriculum with teaching and learning skills that will make them

employable. Graduate unemployability in Nigeria is a significant issue that is not only caused by a deficiency of employability skills but also by improper career plans. Meanwhile, career advancement also includes discussing employability. Numerous studies use terms like “Knowledge,” “abilities,” and “skills”. Ahmed (2017) asserted that employees join the company with their career plans in mind and hope that the company can meet their demands and that they can remain for a while.

Career advancement analyses how graduates act and participate in their respective careers. Career advancement is well-defined as a graduate’s principle, attributes, and acceptance of the organisation’s mission and values, as well as their willingness to be a part of the organisation to advance up the organisational career ladder (Chow et al., 2019). It shows that a graduate who dedicated his time to his career will be ready to make sacrifices for the workplace.

In addition, Nisha and Rajasekaran (2018) aimed to elaborate on the relationship between graduate employability skills and career advancement. The study revealed that employability skills would assist students in determining their future careers. The study further highlighted that graduates with employable attributes and sensitive career goals are the exact graduates that most employers target. As a result, the relationship between employability skills and career advancement cannot be underestimated as a critical factor that helps graduates secure their future careers. The graduate career is essential in developing and enhancing their leadership, interpersonal, communication, teamwork, and presentation skills, as well as their interviewing and time management abilities. Moreover, Rudolph et al. (2017) said that a lack of career planning badly impacts a graduate’s capacity to find employment in society.

In summary, the literature shows the relationship between graduate employability and career advancement is favourable. Graduates with high career advancement plans easily decide for the future, effectively complete task choices, and behave in ways that advance their careers (Ahmed, 2017; Bennett & Ananthram, 2022; Chow et al., 2019). Most times, the degree of personal happiness with one’s desired career progress and accomplishments, which leads to performance, is known

as career advancement (Chow et al., 2019). Nevertheless, the researcher emphasised that employability is considered a societal construct.

Conclusively, the literature reviewed in this present study confirmed that in Nigeria, 70% of the survey conducted on the employability and career advancement of graduates has indicated that the real issue affecting the graduates' employability and career advancement is the lack of a good curriculum in teaching all the courses in various universities across the country including the Arabic language since the irrelevant of Arabic graduate is not hidden in the country; however, it is the University's responsibility to produce qualified and ready the graduates for the labour market (Adefunke et al., 2020).

2.8 RELATIONSHIP BETWEEN UNDERGRADUATE ARABIC CURRICULUM, GRADUATE EMPLOYABILITY, AND CAREER ADVANCEMENT

In this study, it is necessary to consider if there is a relationship between the undergraduate Arabic curriculum (UAC), graduate employability (GE), and career advancement (CA). There is a proper need to understand the curriculum's meaning in that context. The literature has given a lot of definitions to the curriculum. As we have established, a curriculum is an educational undertaking designed to provide a series of subjectivities; yet, in every given context, the subjectivities are expected to be mixed. It is a world of super complication, as previously described, and involves several facets of human existence, necessitating the inclusion of praxis (doing), epistemological (knowing), and self-identity (ontological) components in curriculum design (Barnett, 2000). It can be assumed that the curriculum is expanding on a broader range of subjectivities being pushed into higher education as deserving of a spot in the undergraduate curriculum.

However, the combination of dimensions and components of a curriculum will be found in media such as state-supported examination, the student market disciplinary progress, and rising academic employer conversations (Solikhah, 2022). However, to some extent, undergraduate curricula are hidden curricula, living by principles rather than making decisions. Similarly, at this point, the undergraduate

curriculum, in many forms, takes different outcomes from various comparisons between opposing forces, including society, students, the labour market, knowledge fields, and institutions. This variability is advantageous. On the other hand, having a variety of subjectivities is necessary for society and the labour market broadly (Wang et al., 2022). Consequently, a curriculum is widely superior to a “syllabus,” essentially a synopsis of the ideas or content covered in the programme or course. Therefore, the curriculum is a vital instrument, conflicts over power and control over its structure, input, processes, and output within the society and institution.

In this context, Zainuddin et al. (2019, p. 59) defined graduate employability as “a set of achievements – skills, understandings, and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy.” In this definition, there is a clear relationship between the curriculum, the student’s knowledge, and the graduate career advancement, referred to as the ability to benefit from his workplace. However, a complex relationship exists between graduates possessing the necessary skills or qualities and their employability (Nurbayan et al., 2021).

Also, Ajape et al. (2015) studied the motivation of Arabic students to learn Arabic as a second language. The study highlighted that the Arabic curriculum, which is still relatively static and has not yet achieved the goals and objectives of Arabic being taught in Nigerian colleges as a foreign language, puts at risk the employment chances for graduates of Arabic in Nigeria. However, this still accounts for the low student enrolment in Arabic language programmes at various universities in Nigeria today. Nevertheless, the result from the study revealed that the student disagreed that the undergraduate Arabic curriculum would help them secure their career job or provide them with the chance to realise their career goals. They merely thought that the language would be beneficial for a better knowledge of Islam, which inspired the students not to put more effort into learning the course as expected.

Consequently, this results from the design and approach used to teach the language to the students who are learning as non-speakers of the language, and the course is not equipped enough with adequate skills. This kind of attitude makes the

students think they won't have any contribution to society's advancement in terms of technological development, economic growth, social awareness, intellectual development, and political system. Therefore, this study recommends that the NUAC be restructured to advance the students' careers, help them attain social opportunities, and be more relevant in the community.

Pham et al. (2019) confirmed that there is undeniable proof of the disturbing dismal employment results among graduates in Australia. The study suggested that the only way to overcome the challenge is for the Australian government to integrate the higher institutions' curricula to enable the students to be aware of their employability skills during their undergraduate programme. However, this method has drawn criticism for failing to provide international students with sufficient generic abilities and offering relevant and practical job experiences. That emphasises that graduate qualities are acknowledged as a crucial result of contemporary universities on a global scale.

Emah (2018) highlighted how rampant "misemployment," "unemployment," and "underemployment" are in the teaching industry in Nigeria. The study emphasises the curricular improvements for teachers' educational courses/programmes based on these curricular challenges and labour market issues which occurred from the curriculum used in the colleges, polytechnics, and universities, especially in various fields like humanities, social studies education, science, and vocational education where a variety of courses has been adopted at lower levels without the necessary improvements in the teacher skills towards the methods and strategies of teaching such. The study concluded that the stakeholders designing the undergraduate curriculum should develop it to support the teachers and help the students become relevant in society and have a better future.

In another research conducted in the United Kingdom, O'Leary (2017) revealed that improving graduate employability has remained a top priority for many stakeholders worldwide, especially those in universities. While there is an apparent demand from graduates for the addition of courses related to employability skills during their undergraduate programme, this research confirms that more consideration is desired to a significant extent, and slight variations in how this might be

accomplished, especially with the graduates of today, which is diverse in terms of both gender and topic areas. Consequently, graduate employability is a complicated issue that requires multiple approaches to be solved. There have been a lot of concerns that improving employability only through academic study is ineffective (Albeha et al., 2020). Subsequently, it is frequently addressed in various ways, incorporating the curriculum, career advancement, personal attributes, case studies, external speakers, advisors, placements, and volunteer work experience (Donald et al., 2019).

Moreover, graduates must be able to demonstrate skills, knowledge, and qualities that go beyond their technical mechanisms/specific discipline of their capability to meet the diverse and quickly evolving requirements of the twenty-first-century labour market (Azmi & Che Hashim, 2020). Additionally, governments, professional and industry organisations, and employers all stress the significant role of universities in producing graduates with the skills needed for both the workplace and their careers. This relationship between employability, graduate qualities, and career advancement knowledge is highly regarded and well-researched (Chow et al., 2019). However, the ramifications for universities in fostering the growth of capable minds “synthesise knowledge” and develop it in a “modern style” as well as retaining the possibilities of a system of education oriented toward the future (Ma’dan et al., 2020). However, the curriculum should give the individual professionalism, the teacher’s creativity, and the learner’s personal preferences in its implementation, provided all parties know the objectives.

Similarly, the study by Zainuddin et al. (2019) shows that English significantly impacted employability, according to both students and employers. Additionally, both parties generally agreed upon proper grammar and a comprehensive vocabulary, but the results revealed discrepancies between employers’ prospects and students’ viewpoints. One of them is the usage of informal English at work, which was discouraged by employers. Meanwhile, employers believe that learning various writing rules could be done while working. In this vein, employers also mentioned confidence, a positive outlook, and the capacity to communicate in multiple languages as additional crucial individualities for employability. Implicationally, given that English is essential for enhancing employment programmes to raise student proficiency in the language in Malaysia, it must continue to be implemented (Basir et

al., 2022). It is vital to inform university students about the various linguistic abilities that employers look for as early as possible. Significantly, courses that will improve and enhance the students' English language skills should be included in the university curriculum to match the employer's match among the graduates. That will prepare students for the workforce and the transition from university to their expected careers.

The study of Pitan (2016) added that concerns are raised across the globe that the present curriculum for undergraduates does not provide graduates with the varieties of lifelong learning abilities and professional capabilities that enable them to secure opportunities in society. Due to this weakness, universities are under increasing pressure to improve graduates' employability by guaranteeing their academic experiences will enhance and safeguard their career advancement (Small et al., 2018). This study focuses on how the universities in Nigeria will produce qualified graduates to meet the 21st-century available jobs, considering the various challenges and proof of the scarcity of employable graduates in Nigeria. In this regard, different models have been revised to define employability in this study to enhance graduate employability and career advancement. Conclusively, few studies investigated how these study variables can significantly affect the NUAC and how to integrate the National Undergraduate Arabic Curriculum with elements that will make the graduate employable.

Donald et al. (2019) added that degree courses, moderation of gender, and year of study also contribute to graduate employability and guide the graduates towards their future careers, while a cross-sectional model was carried out in a UK university with a sampling of 387 students. According to the study findings, attention was drawn to the fact that among the crucial elements of graduate employability is the graduate career, which is considered in this student career ownership or career advancement, which confirms graduate employability. The study extends modern career theory and the notion of human capital at the point where graduates enter the workforce. The study demonstrates that the skill to prepare all stakeholders will gain and improve graduate hiring, retention, and recruitment from enhanced knowledge of undergraduates' perceptions of their employability.

To sum it up, although graduate skills, capabilities, and attributes are undoubtedly crucial for improving employability, the general criticism is the degree to which these differ depending on the graduate's gender and academic discipline has not received enough attention. Moreover, it is essential to explore these nuances further because they have not received enough attention. These variations depend on the graduate's gender and the subject discipline.

2.9 SUMMARY

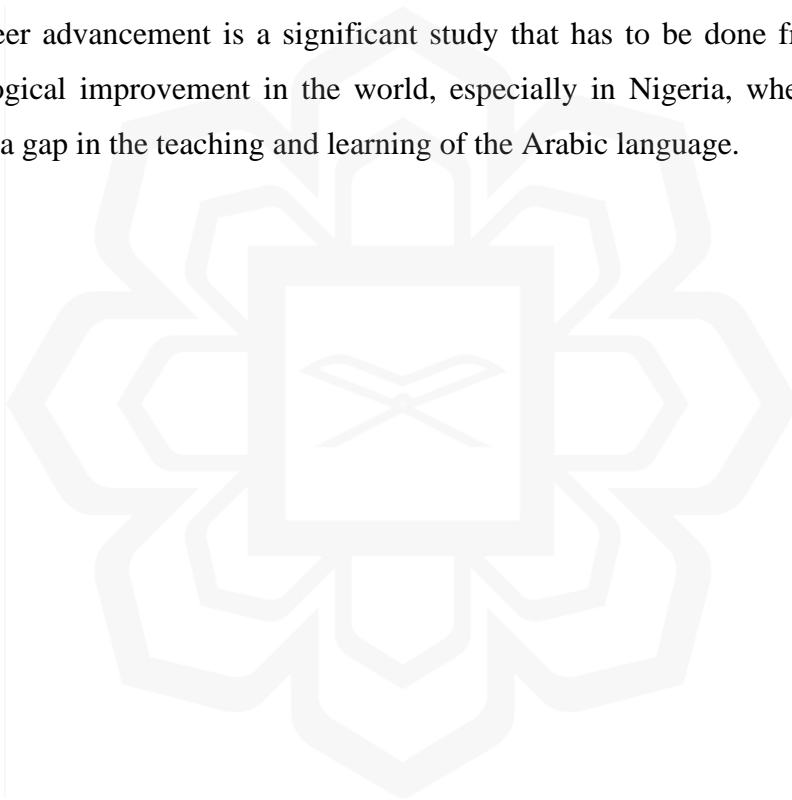
This chapter provided an overview of the theories used in the study. The conceptualisation of the variables was emphasised in detail; the curriculum and its principles were highlighted. Furthermore, the model Input-Process-Output model was detailed in this chapter, and graduate employability was examined with the USEM model; all the dimensions were explained. SOAR model was selected to evaluate the graduate career advancement. In this chapter, the researcher gave an update on how the world faces graduate employability and career advancement, not just in the context of Nigeria but also in developing countries. The unemployment rate in the global economy shows an urgent need to revive the education system in various countries since education is the only way to solve the issue of unemployment in society.

Moreover, the chapter illustrated the historical background of Arabic language education in Nigeria. The literature related to the structure of Arabic language education was reviewed in this chapter in both Madrasah and government schools (JSS and SSS). The chapter investigated the curriculum used for the JSS, SSS, tertiary institutions, and universities across Nigeria. The chapter highlighted the role of language policy in Nigeria's educational system.

Furthermore, the UBE curriculum was reviewed in this study to know how Universal Basic Education prepared the students for Arabic so they could continue studying Arabic in their undergraduate programme. The UBA has made Arabic an optional subject for the students, which has made them uninterested in the subject. In Nigeria today, especially in the North-Central and South-West, students who further their specialisation in the Arabic department are those who attended the Madaris. The

literature indicated that the National Undergraduate Arabic Curriculum has failed to prepare Arabic graduates in Nigeria with employability skills and career paths. The literature's findings highlighted some skills necessary to be integrated into the National Undergraduate Arabic Curriculum, such as soft skills, communication skills, and teamwork.

In conclusion, the chapter reviewed the literature on the effect and relationship between this study's three variables: undergraduate Arabic curriculum, graduate employability, and career advancement. The researcher also examined how each variable is related to one another. The literature showed that graduates' employability and career advancement is a significant study that has to be done frequently due to technological improvement in the world, especially in Nigeria, where the literature showed a gap in the teaching and learning of the Arabic language.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher examines the effect of the undergraduate Arabic curriculum on graduates' employability and career advancement in Nigerian universities. It designates and discusses the approach taken by the study's philosophy, methodology, and processes to gather the required data. The chapter highlights the following techniques: research design, the study's population, sampling techniques, the instrument for research, the pilot study, the data collection process, and data/statistical analysis, including validity and reliability.

3.2 RESEARCH PHILOSOPHY

The primary goal of explaining the research's underlying philosophy is to describe the evolution and nature of information (Aithal, 2022). Additionally, it can assist the researcher in clarifying the overall research strategy to be followed and refining and defining the research methodologies to be used in the study (Schlegel, 2015). Realism, pragmatism, and epistemology have recently become the most widely employed research philosophies (Dougherty et al., 2019). This research's nature indicates that pragmatism is its paradigm.

The positivism approach is employed as this study focuses on the undergraduate Arabic curriculum, graduates' employability, and career advancement, which may impact one another. That will allow the researcher to assess the problem of the study. Paradigm studies frequently use mixed-methods approaches in social science research that combine qualitative and quantitative techniques. These approaches are founded on the usefulness of the conclusion and problem-oriented philosophy (Kim et al., 2018), While paradigms also provide the flexibility to concentrate solely on the research problem as the basis for the research's

epistemology, ontology, and axiology (Revez & Borges, 2018). However, it centres on a decision-maker in a genuine, real-world circumstance.

3.3 RESEARCH DESIGN

Sileyew (2020) claimed that a research design is a tactical and strategic approach chosen by the researcher to provide an objective, valid, and accurate answer to his expected research questions. This study used a quantitative design as its methodology. The three most significant research paradigms in social science and, particularly in education, are quantitative research, which depends on data collection from primary sources using different data collections such as survey questionnaires, postal questionnaires, telephonic surveys, personally administered, and internet-based questionnaires (Briskorn & Dienstknecht, 2018). The basis of this methodology was embedded in numerous paradigms for philosophical research. The paradigms of philosophical research have been condensed into four distinct: constructivism (interpretivism), positivism, realism, and philosophy (Sileyew, 2020). The quantitative components of the study are applied to examine the relationship between the National Undergraduate Arabic Curriculum, graduates' employability, and career advancement. Therefore, to help the researcher get a better outcome, the research analysis includes both descriptive and inferential analysis. This method aims to complement and improve the quantitative approach by reducing the most complex research issues.

Quantitative research analyses data to produce information or numerical information that can be transformed into numbers and figures (Chang, 2017). Moreover, to examine perceptions of the employability of Arabic graduates, of the Arabic Curriculum, and their perceptions of career advancement, the researcher uses descriptive analysis to analyse the frequency and percentage of the overall population in the demographic background, determine the mean, standard deviation, frequency, and percentage. Inferential statistics will also be used to analyse the research findings.

3.4 POPULATION OF RESEARCH

The population of a study can be determined in a way that is practical for the researcher (Shukla, 2020). Producing adequate graduates is the primary goal of universities worldwide, particularly in Nigeria, and preparing them for societal needs is the main focus of any educational institution since it demonstrates the effectiveness or ineffectiveness of the operation and activity of the school.

This study's population consisted of students who graduated from the Arabic language department in selected Nigerian universities. Thus, the respondents will be selected from the graduates of Arabic Language in ten (10) universities in Nigeria between the 2013 and 2023 academic sessions, considering the universities' location. The selected universities are shown in Table 3.1.

Table 3.1 Selected Nigerian Universities According to Their States

No	Name of University	Type of University	University location	Number of graduates in Arabic department
1	University of Ilorin	Federal	Kwara state	221
2	Kwasu State University	State	Kwara state	185
3	Al-Hikmah University	Private	Kwara state	365
4	Lagos State University (LASU)	State	Lagos	235
5	Lagos State University of Education	State	Lagos	146
6	Osun State University	State	Osun	210
7	University of Ibadan	Federal	Oyo	215
8	Emmanuel Alayande University of Education	Federal	Oyo	148
9	Adeyemi University of Education	Private	Ondo	143
10	Ekiti State University	State	Ekiti	153
	Total			2021 graduates of Arabic

Source: the university student's record office for Arabic language 2022/2023

Table 3.1 above presents the (10) universities in two geo-political zones: North Central and Southwest Nigeria. The number of Arabic graduates in the zones characterizes the justification for choosing two geo-political zones. Meanwhile, most

Arabic language graduates were from North-Central and Southwest Nigeria. However, the employability challenges for Arabic graduates in Northern Nigeria have not been alarming compared to those of North-Central and Southwest Nigeria. Since Arabic is classified as a Foreign Language in Nigeria, some Nigerian ethnic groups in the Northern part of Nigeria known as Shuwa Arabs, who live in towns and villages of Dikwa, Gamboru, Ngala, and Gajibo in Borno State, speak Arabic as their mother tongue (Ayuba, 2021). Considerably, the type of Nigerian universities is categorized into three different categories, i.e., Federal, State, and Private universities.

3.5 SAMPLE SIZE

Determining the sample size and procedure in research work was a crucial task. Singh et al. (2014) argued that when conducting research on a group as a whole, the participants must be capable of drawing the appropriate conclusions about a particular group to assess the features of the whole population; a set of groups needs to be chosen from within that population. A stratified sample is appropriate if the population is heterogeneous due to the diversity of people's language, district, and ethnicity. Deciding on sample size is one of the essential components of any empirical research aimed at making inferences from a sample about a population (Taherdoost, 2018a).

Choosing an adequate size of random samples is necessary to avoid errors or biases. While there is no specific rule of thumb to determine the sample size of the research, many scholars advocate for larger sample sizes. It is advisable to note that if the research data are running on a covariance-based SEM (e.g., AMOS, an extension module from SPSS), the "sample size should exceed 100 observations regardless of other data characteristics to avoid problematic solutions and obtain acceptable fit concurrently" (Nasser & Wisenbaker, 2003, p. 754). Also, the sample size in CFA (a Structural Equation Modelling category) depends on the study design, the number of relationships among indicators, indicator reliability, data scaling, the level of missing data, and pattern and model complexity (Kyriazos, 2018). In addition, Awang et al. (2015) stated that due to the dissimilarities in research aims, demographic characteristics, and how many constructs need to be used in a model, there is no precise answer regarding the number of respondents required when utilizing SEM. As

a result, there is no agreement on the sample size needed for SEM because the characteristics of each model differ.

Considering the rule mentioned earlier, a large number of Arabic language graduates in the selected Nigerian University was selected as the study's sample size regarding the approach of Daniel (1999) in deciding a sample size. This approach has been recommended by statisticians and researchers in social science, such as Naing, Winn & Rusli (2006), Pourhoseingholi, Vahedi & Rahimzadeh (2013), Arifin (2013) and Dali, Mohamed & Yusoff (2017).

The sample size in this study was calculated using Krejci and Morgan. The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. Krejcie and Morgan (1970) developed a table for determining the sample size for a given population to address the existing gap for easy reference. The sample size for this study consisted of 322 graduates of Arabic Language, as shown in the table 3.2 below.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

3.6 SAMPLING PROCEDURE

This sampling method divides the original data into a standardized disjoint collection of groups (strata); each group has one sample (stratum). The stratified sampling was used; each group's data items are somewhat considered in the sample, and no group is left out. Stratified sampling offers improved statistical precision and lowers sampling error compared to simple random sampling. Additionally, it performs better than essential random sampling and uses fewer computational resources because it needs fewer samples to obtain the same accuracy (Mahmud et al., 2020). Once a random sample has been acquired, these are combined to provide the original data sample.

In this study, the researcher utilized stratified random sampling to select participants from 10 universities in the two geographical zones, North-Central and South-West. All the participants were Arabic graduates.

Table 3.2 Stratified Random Sampling Method of the Research to Select the Arabic Graduates in Selected Universities in Nigerian

No	Name of University	Number of graduates in the Arabic department	Distribution of the Universities based on Geo-graphical zones	Stratified Sampling Procedure	
				Strata	
				North Central	South-west
1	University of Ilorin	221	North-Central	771 Graduates of Arabic	1250 Graduates of Arabic
2	Kwasu State University	185	North-Central		
3	Al-Hikmah University	365	North-Central		
4	Lagos State University (LASU)	235	South-West		
5	Lagos State University of Education	146	South-West		
6	Osun State University	210	South-West		
7	University of Ibadan	215	South-West		
8	Emmanuel Alayande University of Education	148	South-West		

No	Name of University	Number of graduates in the Arabic department	Distribution of the Universities based on Geo-graphical zones	Stratified Sampling Procedure	
				Strata	
9	Adeyemi University of Education	143	South-West		
10	Ekiti State University	153	South-West		
	Total	N=2021 graduates of Arabic		123 (38.2%) graduates	199 (61.8%) graduates
				Total n= 322	

Therefore, while the proposed population of the study was 2021 Arabic graduates in the selected universities in the two geographical zones, the proposed population for each of the 10 selected universities (based on the SEM's rule of thumb and the Arabic graduates in the selected universities in the two geographical zones) was as follows: North-Central (123 participants), and South-West (199 participants), the questionnaire were distributed in each geographical area.

The justification for choosing these two geo-political zones remains that most Arabic language graduates from North-Central and Southwest Nigeria have the most challenging employability and career advancement issues in Nigeria. However, the employability challenges for Arabic graduates in Northern Nigeria have not been alarming compared to those of North-Central and Southwest Nigeria. Since Arabic is classified as a Foreign Language in Nigeria, some Nigerian ethnic groups in the Northern part of Nigeria known as Shuwa Arabs, who live in towns and villages of Dikwa, Gaboru, Ngala, and Gajibo in Borno State, speak Arabic as their mother tongue (Ayuba, 2021).

3.7 INSTRUMENTATION

This current study benefited from previous studies related to the theoretical aspects of the research. In addition, this research adopted the instrument used in the previous survey. Generally, 76 items were adapted for all the variables under the study.

However, 21 items were adapted, as explained in section 3.7.1.1, to measure the National Undergraduate Arabic Curriculum. Furthermore, 26 items were adapted to measure the Arabic graduate employability, while 26 items were adapted to measure career advancement, as shown in sections 3.7.1.1, 3.7.1.2, and 3.7.1.3, respectively.

3.7.1 Questionnaire

The researcher used the questionnaire because it is the most widely used research tool, particularly in the social sciences. A questionnaire is a set of written questions to gather data and responses (Mahmud et al., 2020). Additionally, it offers more benefits for the anonymous and secret selection of reactions. Compared to face-to-face interviews, this aids in obtaining the most accurate data (Ikart, 2019). Because of its effectiveness, the researcher adopted a questionnaire as the primary tool for data collection.

The comprehensive questionnaire for this study consisted of four sections. The first part will obtain the demographic factor's background information. It comprises five questions covering the subjects: gender cohort, academic level, university name, year of graduation, and employability status. The second part of the instrument measures the undergraduate Arabic curriculum, the third part measures graduate employability, and the last section measures the Arabic graduate's career advancement on a five-point Likert scale.

Table 3.3 Five-point Likert Scale

1	2	2	4	4
Strongly Agree	Disagree	Neutral	Agree	Strongly Agree

3.7.1.1 Measurement of the National Undergraduate Arabic Curriculum

The Undergraduate Arabic Curriculum can be considered a design of an Arabic language curriculum. It is also the Arabic language learning plan that includes the objectives, planning, strategies, content, and evaluations to prepare the students for

their desired goal of learning Arabic, as well as the assessment of the changes that students understand as an output of learning outcomes or learning achievements (Nira & Fauziyah, 2021). The input-process-output model was used to measure the undergraduate Arabic curriculum at Nigerian universities. The model was developed by (Kumar & Shukla, 2011). Many researchers have used the model for evaluation, which has given the present research the strength to adopt the instrument (Alshaye et al., 2019; Huang et al., 2021; Tantri, 2013). The model has three dimensions with 21 items. The items were modified to fit this research.

Table 3.4 Measurement of the IPO Model

Dimension	No of the Items adapted	Operational Definition of Construct
Input	7	Input refers to the content, human resources, teachers, students, facilities, procedures and rules, and financing in the curriculum.
Process	7	The process focuses on the curriculum's planning, implementation, and evaluation, such as the teacher preparing the syllabus and lesson plans. It also includes the teacher's methodologies in developing materials according to the curriculum.
Output	7	Output emphasises the program learning outcomes assessment and expectations programs that make the graduates qualified for the labour market and future opportunities.

3.7.1.2 Measurement Graduate Employability

The USEM model (Yorke & Knight, 2007) the instrument was adapted from a recent study conducted by (Bennett & Ananthram, 2022). The instrument was modified to fit the present study. The instrument has been used to measure graduates' employability in different countries (Rusdi & Hubeis, 2015; Zakkariya, 2016; Pitan, 2016; Jung, 2019). Based on the results of the mentioned studies, the researcher decided to use this model in this present study to measure the employability of Arabic graduates in the selected universities in Nigeria. The model has four dimensions with 26 items (see Table 3.5) (Rusdi & Hubeis, 2015).

Table 3.5 Measure of Graduate Employability

Dimensions	No of the items Adapted	Operational Definition of Construct	Source
Skills	7	Skills refer to the ability to perform tasks and solve problems. It enables graduates to achieve what has been learned to improve their future.	(Yorke & Knight, 2007)
Understanding	6	Understanding is defined as the knowledge acquired by the graduate, such as academic performance, personal attributes, and presentation skills.	(Bennett & Ananthram, 2022)
Efficacy belief	6	It is the personal judgment of one's capability to organize and execute actions.	
Metacognition	7	Metacognition can be defined as the science of one's thought process or self-regulation when solving a problem.	

3.7.1.3 Career Advancement Measurement (Soar Model)

Career advancement is also an independent variable in this study. The instrument was adopted from the Cole et al.'s (2022) study. The SOAR framework enhances strategic thinking, planning, conversations, and leading through a generative approach to inquire into strengths, opportunities, aspirations, and measurable results to shape a preferred future, allowing for positive changes in strategies, structures, business models, systems, people, and processes (Cole et al., 2022). The SOAR model contains questions regarding prompt reflection, divergent thinking, active listening, and collaboration to help stakeholders reframe reality creatively. Some studies have carried out quantitative research using the SOAR model to investigate the career development of undergraduate students, including professional development and enhancing students' career advancement (Reddan, 2015; Reddan & Rauchle, 2017a; Hara et al., 2019; Terrazas-Arellanes et al., 2019).

Table 3.6 Measures of Career Advancement

Dimensions	No of the Items Adapted	Operational Definition of Construct	Source
Self-Awareness	7	Self-awareness represents the capacity to become the object of one's attention.	Cole et al. (2022)
Opportunity Awareness	5	It helps inform you what you can do with your degree subject in society.	
Aspiration	7	Career aspiration refers to those long-term career goals, plans, and dreams that are far away in the future rather than short-term.	
Results	7	Results indicate that combining different career roles predicts success and satisfaction.	

3.8 PILOT STUDY

Before conducting an actual study, a pilot study is a preliminary examination to determine the feasibility, time, and cost of choosing an acceptable sample size and to refine the proposed study (Hazzi & Maaldaon, 2015). Therefore, a good quality research design must include a pilot study as a foundation. A pilot study is a crucial first stage in any research project, not only clinical trials. The primary goal of the pilot study is to enhance the effectiveness and quality of the primary research. In essence, a pilot study is carried out to avoid the occurrence of a fatal flaw in a study that is expensive in terms of both time and money. The primary goal of a pilot study is not to provide answers to specific research questions but rather to stop researchers from beginning a large-scale study without sufficient knowledge of the methods suggested (Hazzi & Maaldaon, 2015).

The pilot study was conducted between May 30th to 24th June 2023. The participants were from Northern Nigeria (Kogi State, and Kaduna state), which were excluded from the original sample size. The pilot test was done through Google Forms. It was sent to more than 100 participants through mail and WhatsApp groups, with 81 responding to the form. It was necessary to quickly identify the issue and verify the data's accuracy, dependability, and authenticity. In other words, a pilot study can detect some logistical problems before beginning the principal investigation, and

the outcomes of the pilot study can inform feasibility and suggest changes that must be made in the central survey (Hazzi & Maaldaon, 2015).

3.8.1 Validation of the Instrument

Various tools are frequently employed to collect data, so validity is essential to research. To conduct high-quality research, researchers must validate their findings. To determine whether an instrument is measuring what it claims to be measuring, a researcher must first examine the instrument's acceptance and quality. This process is known as validation (Gonz et al., 2020). According to Smith et al. (2019), to determine how closely a certain measure relates to the standard, a panel of experts can validate the questionnaire's validity via a survey in the form of a field test. Content, face, and construct validity validate the undergraduate Arabic curriculum, graduate employability, and career advancement questionnaire.

3.8.2 Content and Face Validity

The validity process was used to determine the suitability and relevance of the questionnaire items. Validity testing was done for the researcher to determine whether the questionnaire's items were appropriate and relevant (Smith et al., 2019). Seven or more experts often carry out content validity and describe and reflect the substance of a full range of attributes under consideration. Face validity designates that the questionnaire seems relevant to the study's objectives and subject matter. Although it is the most straightforward validation technique, it is also the least reliable. It assesses the formatting, practicality, uniformity of style, clarity, and simplicity of the language utilised in developing the questionnaire (Taherdoost, 2018b). Face validity is, therefore, more of a usability than a reliability criterion.

The researcher thoroughly outlined the framework of the undergraduate Arabic curriculum, graduates' employability, and career advancement by consulting experts to determine the questionnaires' content validity. Once the research framework had been established, the questionnaire was sent to selected experts in the following educational

fields: curriculum and instruction, Arabic language department, economics department, and communication department. After the researcher supervisor and the chairman of the supervisory committee had examined the draft questionnaire items to ensure that they were consistent with the framework, the questionnaire was sent to the expert, who was also professors, associate professors, and assistant professors.

Each reviewer evaluated the questionnaires' applicability to the overall framework of the study. To determine whether they are designed in a way that will produce a higher response rate, the study's purpose, item wording, phrasing, question construct, clarity of the questions, and length of the questionnaire were all examined. The reports from the supervisors' review and the experts showed that the items were too much. In those cases, the items were reduced (from 101 overall items to 73 items); some items were deleted, while some were modified.

The experts commented that the names of the selected universities must be written in total to make it easy for the respondents to tick. They also mentioned that the academic year of graduation must be included in the Demographic section. It was further commented under the Undergraduate Arabic Curriculum section that item (1) of the "input" construct "mission and vision of Nigeria education" needed to be asked to clarify, items (2-10) of "Process" where an example was requested to be added, and which curricular area, items (11, 12, 15, 16,17, and 19) of "Process" were asked to be modified by including an example, item (13 and 29) of the process "I believe that teaching materials are not authentic and cannot be exploited to attain interactive educational, and social purposes" the reviewer commented that negative statement should be avoided and recommended that all items should be positive, items (22) under "Output" should be related the study, items (24 and 26) under "Output" was asked to mention where there is job availability, item (28) was asked to be reworded.

In section c, which is Graduates' Employability: Arabic study was asked to be included in item (I achieve high grades in my studies), item (34) should be replaced, item (36) is not clear enough and needs to be modified, items (36, and 39) are the same, items (45) should be removed from the items, item (49) under "Understanding" need to be modified, item (52) requires an example to be clear enough, items (59 to 69) under "Metacognition" needs to be related to the study.

In the last section for Career Advancement, all items (70 to 78) under “Self-Awareness” were cleared but need to be connected with the study. Item (80) has been mentioned in metacognition, item (83) under “Self-Awareness” needs modification, item (I am capable of managing my career) under “Self-Awareness” which career are you talking about specify the career is asked to be mentioned, item (86) was asked to be reworded, items (87, 88, 89, 90,91, and 92) was asked to be linked with the study, items (94, 96, and 97) were asked to be connected with the study, while item (95) was requested to be modified, item (100) has been mentioned before. All the comments by the experts were carried out by the researcher with the support of the supervisors.

Under the demographic section names of universities, and year of graduation were included, under the Undergraduate Arabic Curriculum Section B: item (1) under the curriculum “Input” were modified, from “ the content of the Arabic language curriculum is aligned with the mission and vision of education in Nigeria” to “the content of the Arabic language curriculum is aligned with the mission and vision of Arabic language in Nigeria”, item (4, and 5) of 10 (10) items of the “Input” construct were reworded to include examples and clarifications from “ the content of the Arabic language curriculum enables me to meet the societal needs” to “the content of the Arabic language curriculum (grammar) enables me to meet the societal needs” the following item from “the content of Arabic language curriculum integrates the necessary skills required in our society”, to “the curriculum of Arabic language curriculum content (personal skill) needs to be updated in line with the societal needs”, items (11, and 12) under “Process” was also reworded to include examples from “the teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge” to “All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge” and item (12) from “the materials that were used to teach Arabic language are suitable for me” to “the textbooks that were used to teach Arabic language are suitable for me”, item (18) under “Process” was also reworded from “there is a chance to use Arabic and practice it in my learning environment” to “there is a chance to use Arabic language and practice it in my learning environment”

In addition, item (19) under “Process” was also modified from “the teaching strategies in Arabic language classrooms connect me with my future career plan”, to

“teaching strategies, (seeking clarification and exploring further information) were used when teaching Arabic language, item (20) under “Process” was also clarified from “the majority of Arabic lecturers were equipped with modern teaching strategy skills” to “the majority of Arabic lecturers possessed with modern teaching strategy” item (21) under “Process” was deleted, item (22) was modified from “the learning outcome of Arabic language programme promotes a sense of responsibility for the graduates” to “the learning outcome of Arabic language programme promotes a career advancement for the graduates” items (23) was clarified by adding an examples to the question from “the information obtained from the Arabic language courses e.g. (Syntax, Morphology, and Arabic Literature) prepared me for the job opportunity available” to “the information obtained from the Arabic language courses prepared me for the job opportunity.”

Furthermore, item (27) under “Output” was clarified from “Student learning assessment and feedback are used to improve the programme” to “Student learning assessment and feedback are used to improve the Arabic language programme” item (28) was reworded from “I am using my degree in Arabic language as a primary contributor to my career path” to “My degree in Arabic language specialization contributes to my career path” item (29) under “Output” construct was changed from negative question “There is no available job for the Arabic language graduate related to the programme’s structure” to “There is an available job for the Arabic language graduate related to the programme’s structure.”

Modifications and clarifications were also made under the section C for Graduates’ Employability according to the comments from the first expert: items (31) was modified from “I achieve high grades in my studies” to “I achieve high grades in my Arabic studies”, item (40) was reworded from “There is generally a strong demand for graduates at present” to “There is generally a strong demand for graduates in my field of specialization presently”, item (51) under “Efficacy” was asked to be reworded from “I will be able to achieve most of the goals that I have set for myself” to “I am able to achieve most of the goals that I have set for myself”, item (51) under “Efficacy” was reworded from “When facing complex tasks I am confident that I will accomplish them” to “When facing all complex tasks I am confident that I will accomplish them” items (60, 62, 63, and 67) under “Metacognition” was linked to the

study from “I have good oral communication skills” to “I have good oral communication skills in Arabic language”, “I am good at working out what other people are feeling” to “As a specialist in Arabic language, I am good at working out what other people are feeling”, from “I am good at coming up with good ideas” to “I am good at coming up with good ideas in my field of Arabic language”, from “I am good at making presentations” to “I am good at making presentations in my field of specialisation” all the items were linked to the study and reworded.

In the Career Advancement section D: item (77) under “Self-Awareness” was clarified from “I recognise the stress and worry that I encounter in looking for a job in this field” to “I recognise the stress that I encounter in looking for a job in this field” item (78) under “Self-Awareness” was modified from “I have had to revisit difficulties past experience I had in this field” to “I have had to revisit difficulties past experience I had in this field of Arabic language” items (80) under “Opportunity” “My communication level enhance my ability to work in a critical environment” was deleted because it was repeated, items (86) under “Opportunity was rewarded from “I know searching procedure for the occupation available in my area of degree” to “Searching procedure for the occupations available in my area of degree is easy for me” was reworded, all items from (87-93) under Aspiration was ok and it was linked to the study, item (94) under “Results” was linked to the study from “I focus on the end more than the process before choosing my study area” to “I focus on the end more than the process before choosing my study area in the field of Arabic language” items (95) was reworded from “I demonstrate the result of my achievement through my promotion” to “I am aware of the result of my achievement when I get promotion in the field of Arabic language” items (96) under “Result” was reworded “I took a risk when I started my degree in my study field” to “I took a risk when I started my degree in the field of Arabic language” item (99) under “Result” “I help my friend in the same area to achieve their desired results” to “I assisted my friends in choosing Arabic language as specialization to achieve their desired results” item (100) under “Result” was asked to be totally removed. As a result, the items were modified, ejected, and reduced from (101 to 73 items).

To complete the validation process, five graduates from different universities were chosen at random to complete the questionnaire to assess its face validity. That included checking the questionnaire's wording for clarity, ascertaining whether the form and pattern were appropriate for the intended audience, and gauging the likelihood that the intended audience would be able to comprehend and respond to the questions appropriately. The experts' ideas, comments, and suggestions were gathered to enhance the questionnaire's items.

3.9 PRINCIPAL COMPONENT ANALYSIS (PCA)

With the goal of factor extraction and item reduction by selecting from the items (or variables) that best account for the differences in the study, Principal Component Analysis (PCA) was carried out in SPSS using orthogonal rotation (varimax rotation). That allowed the researcher to identify the underlying factors under the various constructs (Zou & Xue, 2018). To illustrate the pattern of similarity between the observations and the variables as points in spot maps, it first extracts vital information from the statistical data. It represents it as a set of new orthogonal variables called principal components.(Todorov et al., 2018).

Additionally, the fitness indices from the measurement model were looked at, and the results were compared to the required level to make sure the obtained indexes achieved the necessary status to assess the construct validity of this study to ensure the measured items reflect the latent theoretical construct they are designed to measure. Components of convergent or discriminant validity may be used to judge this. In this situation, concurrent validity evaluates the degree of relationship between items measuring the same concept. In other words, it deals with whether a variable's measurement items are appropriate (Zou & Xue, 2018).

However, an acceptable threshold for convergent validity is Average Variance Extracted (AVE) above .50. The scale is suitable for measuring the concept, as evidenced by the scale's good correlation (Sujati et al., 2020; Ab Hamid et al., 2017). Moreover, construct validity can be assessed through discriminant validity. Discriminant validity is the level to which two conceptually similar concepts are

dissimilar. After running the PCA, the research concluded that the components should be retained with the acceptable items loaded. (see Table 3.7).



Table 3.7 Retained Constructs and Their Items' Loading in PCA

Code name	Components / No of Retained Items	Rotated Components Matrix
Input / 5 out of 7 items		
QIn1	The Arabic language curriculum equipped me with essential communication skills needed at my work.	.667
QIn2	The Arabic language curriculum helped me to think creatively at my workplace.	.782
QIn3	The Arabic language curriculum gives me work experience that is relevant to the industry.	.760
QIn6	The Arabic language curriculum exposed me to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to do my job efficiently.	.674
QIn7	The Arabic language curriculum enhances my soft skills, such as teamwork, collaboration, and organizational skills.	.654
Process / 5 out of 7 items		
QPr1	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.	.851
QP2	The textbooks that were used to teach Arabic language are suitable for me	.864
QP4	The time devoted to teaching Arabic language is enough to connect me with social skills.	.744
QP5	The teaching strategies, e.g. (interactive learning, collaboration, and problem-solving) used in Arabic language classrooms connect me with my future career plan.	.662
QP6	Modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, and others) are used in Arabic language learning.	.713
Output / 6 out of 7 items		
QO1	The learning outcome of Arabic language programme promotes career advancement for the graduates	.607
QO3	Career services/information about the plan are included in the outcome of all courses	.787
QO4	Student learning assessment and feedback are used to improve the Arabic language programme.	.794
QO5	my degree in Arabic language specialization contributes to my career path	.743
QO6	There is an available job related to the programme's structure for the Arabic language graduate.	.797
QO7	The Arabic language programme prepared me for the labour market requirement.	.706
Skills / 7 out of 7 items		
QS1	I achieve high grades in my Arabic studies	.622
QS2	Employers are eager to employ graduates from my specialization.	.623

Code name	Components / No of Retained Items	Rotated Components Matrix
QS3	My chosen course(s) rank(s) highly in terms of social status	.823
QS4	People in the career I am aiming for are in high demand in the labour market	.821
QS5	There is generally a strong demand for graduates in my field of specialization presently.	.736
QS6	The skills and abilities that I possess are what employers are looking for.	.814
QS7	I am generally confident of success in job interviews and selections.	.800
	Understanding / 3 out of 6 items	
QU1	I perceived the Arabic language profession to be good for me.	.766
QU2	I understand the nature of my job effectively.	.744
QU4	I understand the skills related to my job perfectly.	.733
	Efficacy / 4 out of 6 items	
QE1	I can achieve most of the goals that I have set for myself.	.721
QE2	When facing all complex tasks, I am confident that I will accomplish them.	.656
QE4	I believe I can succeed at any endeavour I set my mind to.	.676
QE5	I will be able to overcome many challenges.	.668
	Metacognition / 4 out of 7 items	
QM1	I can adapt quickly to new situations.	.647
QM2	I have good oral communication skills in Arabic language.	.652
QM5	I am good at coming up with new ideas in my field of Arabic language.	.759
QM6	I am prepared to accept responsibility for my decisions in my career.	.749
	Self-Awareness / 5 out of 7 items	
QSA2	I am optimistic about my behaviour, that will be useful.	.819
QSA3	I am consistent in different situations with different people	.652
QSA5	I always think my personality aligns with my work.	.648
QSA6	I recognize the stress that I encounter in looking for a job in this field	.710
QSA7	I have had to revisit difficult experiences in this field of Arabic language.	.613
	Opportunity Awareness / 4 out 6 items	
QOA1	I am confident in collaborating with my team.	.676
QOA2	I am aware of the problem-solving required in the field of Arabic language.	.746

Code name	Components / No of Retained Items	Rotated Components Matrix
QOA3	I can manage my career advancement.	.773
QOA4	I understand the opportunities related to my degree specialization.	.694
Aspiration / 5 out of 7 items		
QA1	I am very realistic in setting my goals in this field of Arabic language.	.777
QA3	I act more than the time spent planning for action.	.635
QA4	I make my career plans when I aspire to do so.	.675
QA5	I have a vision and mission for studying in the field of Arabic language.	.635
QA7	I intended to become an Arabic scholar in my field of Arabic language.	.757
Results / 4 out of 7 items		
QR1	I focus on the end more than the process before choosing my study area in the field of Arabic language.	.763
QR2	I am very aware of the result of my achievement when I get a promotion in the field of Arabic language.	.609
QR3	I took a risk when I started my degree in the field of Arabic language.	.704
QR7	I like to complete the tasks assigned to me.	.651

3.9.1 Reliability of the Instruments

After the validity procedures and measures, the instrument's dependability was assessed using Cronbach's alpha coefficient test of internal consistency reliability. Internal consistency investigates the relationship between the instruments in a test to see how conceptually coherent they are (Eagan et al., 2020). The total score for all the items is also computed to determine the overall consistency of the questionnaire. There are two approaches to gauge internal consistency: Cronbach's alpha correlation coefficient and split-half reliability are also used. All items that assess the same construct are split into two sets for split-half dependability, and the correlation between the two sets is calculated. The most common dependability statistic used to determine internal consistency reliability is Cronbach's alpha, which is equal to the average of all feasible split-half estimations (Eagan et al., 2020).

In this study, the researcher computed the internal consistency of the questionnaire using Cronbach's alpha. For the full scale and each subscale, Cronbach's alpha should be calculated (Vaske et al., 2017) since it is frequently used to check summarised rating systems' dependability or internal consistency. After construct validation, the undergraduate Arabic curriculum, graduate employability, and career advancement questionnaire's Cronbach's alpha were calculated to ascertain whether the questionnaire was reliable.

While there are different views on the ideal alpha value, the coefficient alpha values range from non- to perfect (0-1). Many experts recommended that the coefficient described above be at an acceptable level of .70 as having "acceptable" reliability, over .80 denotes "good reliability," and over .90 is "excellent" reliability (Eagan et al., 2020). However, Cronbach's alpha value for all items was computed using SPSS 25. As shown in the table below, Cronbach's Alpha value results were above .70, which was acceptable. Only two results indicate .621 and .504, which are moderately accepted and, according to (Taherdoost, 2018b), it is advised that dependability should be at least 0.60 for an exploratory or pilot investigation (Straub et al., 2004). Four reliability cut-off points have been proposed by Hinton et al. (2004): good reliability (0.90 and above), high reliability (0.70-0.90), moderate

reliability (0.70–0.80), and low reliability (0.70–0.80). Low reliability (0.50 and lower), and 0.50-0.70 (Hinton et al., 2004). Although reliability is crucial for research, it is insufficient without validity. In other words, in order for a test to be legitimate, it must also be dependable (Wilson, 2009) (see Table 3.8).

Table 3.8 Reliability of Scales and Sub-Scales

Construct	Sub-Scale	Alpha Coefficient	No of Items
Undergraduate Arabic Curriculum	Input	.701	7
	Process	.819	7
	Output	.811	7
Total Scale		.895	21
Graduates Employability	Skills	.764	7
	Understanding	.881	6
	Self-Efficacy	.890	6
	Metacognition	.876	7
Total Scale		.926	26
Career Advancement	Self-Awareness	.733	7
	Opportunity Awareness	.504	6
	Aspiration	.858	7
	Results	.621	7
Total Scale		.874	26

3.10 DATA COLLECTION PROCEDURE

The researcher started distributing the survey questionnaire in person and sending Google Forms to the participants among the Arabic graduates of the selected 10 universities in Nigeria. The universities were chosen from two geographical zones. The researcher contacted the participants through the various Arabic language departments to get the graduates' information, such as phone contact numbers and e-mail. The Alumni monthly gathering also supported the researcher in contacting the participants across various states. The respondents were given enough time to complete the questionnaire appropriately. The researcher ensured that approximately more than the required sample size was used to answer the questionnaire (347). The justification for distributing more of the expected questionnaire to the sample was

based on the researcher's carefulness in the missing data and avoidance of biased instrument distribution.

Meanwhile, all 347 questionnaires returned were used in the study for further analysis. The questionnaire consisted of four sections. The distribution started on 30th November 2023 and ended on 1st February 2024.

3.10.1 Data Analysis

Further interpretations are made after collecting accurate and reliable data using the appropriate source method. Data analysis is performing specific calculations and evaluations to remove relevant information from data. The data analysis and techniques to answer posed research questions will be presented in the table below.

Table 3.9 The Data Analysis and Techniques

	Research Objective	Research Question	Hypothesis	Data/Statistical Analysis
1	Examine the roles of the Arabic Curriculum on Arabic graduates' employability in Nigeria.	What roles does the Arabic curriculum for Arabic language graduates in Nigeria?	_____	Frequency analysis (mean and standard deviation)
2	To investigate the employability skills and career advancement needed for Arabic language graduates in Nigeria Universities.	What employability skills and career advancement are needed for Arabic language graduates in Nigeria Universities?	_____	Descriptive statistical method (frequency analysis)
3	Determine whether the constructs of the Arabic curriculum and employability career advancement skills of Arabic	Are the constructs of the Arabic curriculum and employability career advancement skills of Arabic	<i>H1a = The constructs of the undergraduate curriculum are sound in terms of reliability and</i>	Measurement model in CFA. The indexes to be met are: GFI= ≥ 0.90 ; RMR/SRMR=

	Research Objective	Research Question	Hypothesis	Data/Statistical Analysis
	graduates are valid and reliable.	graduates valid and reliable?	<p><i>validity.</i></p> <p><i>H1b = The constructs of employability sound in terms of reliability and validity.</i></p> <p><i>H1c = The constructs of career advancement are sound in terms of reliability and validity.</i></p>	<p><0.05;</p> <p>TLI= ≥ 0.90;</p> <p>NFI= ≥ 0.90;</p> <p>CFI= ≥ 0.90;</p> <p>RMSEA=</p> <p>< 0.05;</p> <p>AVE = > 0.4;</p> <p>AGFI=</p> <p>≥ 0.90;</p> <p>Chi-square between 1.0-3.0.</p>
4	Determine whether the Arabic curriculum significantly affects the career advancement of Arabic graduates in Nigeria.	Does the Arabic curriculum significantly affect the career advancement of Arabic graduates in Nigeria?	<i>H2a = National Undergraduate Arabic Curriculum significantly has a direct effect on career advancement.</i>	Path Analysis. Effect Significant at 0.005 p level
5	Determine whether the Arabic curriculum significantly affects Arabic graduates' employability in Nigeria.	Does the Arabic curriculum significantly affect Arabic graduates' employability in Nigeria?	<i>H3a = undergraduate Arabic curriculum has a significant direct effect on employability.</i>	Path Analysis. Effect Significant at 0.005 p level
6	Determine whether employability significantly affects Arabic graduates' career advancement in Nigeria.	Does employability significantly affect the career advancement of Arabic graduates in Nigeria?	<i>H4a = employability has a significant direct effect on career advancement.</i>	Path Analysis. Effect Significant at 0.005 p level
7	Investigate the relationships between undergraduate Arabic	What are the relationships between the	<i>H5a = There is a significant relationship</i>	Measurement model in

	Research Objective	Research Question	Hypothesis	Data/Statistical Analysis
	curriculum, employability, and career advancement of Arabic graduates in Nigeria.	undergraduate curriculum, employability, and career advancement of Arabic graduates in Nigeria?	<p><i>between the undergraduate Arabic curriculum and the construct of career advancement.</i></p> <p><i>H5b = There is a significant relationship between the undergraduate Arabic curriculum and the construct of employability.</i></p> <p><i>H5c = There is a significant relationship between employability and the construct of career advancement.</i></p>	<p>CFA.</p> <p>The indexes to be met are:</p> <p>GFI= ≥ 0.90;</p> <p>RMR/SRMR= < 0.05;</p> <p>TLI= ≥ 0.90;</p> <p>NFI= ≥ 0.90;</p> <p>CFI= ≥ 0.90;</p> <p>RMSEA= < 0.05;</p> <p>AVE = > 0.4;</p> <p>AGFI= ≥ 0.90;</p> <p>Chi-square between 1.0-3.0.</p>

The data analysis was analysed using SPSS and its AMOS extension based on the data presented in the above table. Research questions one, two, and three were answered using the descriptive statistical method (frequency analysis). Research questions four and eight were answered using the measurement model in CFA (a category of Structural Equation Modelling) by confirming the instrument's convergent validity, discriminant validity, and model fit. For research questions five, six, and seven, the analyses will be done through CFA (Path Analysis) to check the covariances between the variables' constructs and the graduate employability skills

and career advancement. Finally, question seven will be answered using path analysis to check the effect of the measurements on the construct under this study.

3.11 CONCLUSION

The researcher provided the methodology and data collection procedure, including the analysis that would be used to examine the effect of the undergraduate Arabic curriculum on graduates' employability and career advancement at selected universities in Nigeria. The researcher summarized the research design study's philosophy, methodology, and processes to gather the required data.

A positivist paradigm was adopted in this study to help the researcher generalize the research findings. Following an explanation of the research methodology and design, this section covers the population of Arabic graduates from the chosen Nigerian universities. The instrument used to collect data from respondents was examined, tested, and validated to ensure it was reliable and appropriate for the circumstances of the current study. The section explained the process needed to collect and evaluate data from the assigned questionnaire so that respondents could understand the approach utilized while administering the questionnaire.

Lastly, the method and statistical analysis employed in this study to evaluate and assess the effect and relationship between one variable and the other while addressing concerns about the reliability and validity of the instrument were covered.

Thus, the next chapter looks at the descriptive analysis and preliminary data analysis of the demographic variables. Further investigation was done into the methodology used to test the proposed model created in the framework using CFA and SEM.

CHAPTER FOUR

DATA ANALYSIS AND RESULT FINDINGS

4.1 INTRODUCTION

The data analysis and findings of the study are presented in this chapter, which starts with a description and explanation of the many stages involved in data screening and preparation. A descriptive analysis of the demographic data findings was carried out so that the researcher could comprehend the features of the respondents and their consecutive responses. The study investigates the effects of the National Undergraduate Arabic Curriculum on graduate employability and career advancement in Nigerian universities. The findings of the survey are categorized into the following objectives:

1. Investigate the role of Arabic Curriculum on Arabic language graduates' career advancement and employability.
2. Investigate the employability skills needed for Arabic language graduates in Nigerian Universities.
3. Determine whether the constructs of employability and career advancement are valid and reliable and meet SEM's model-fit indices minimum requirements for the Arabic Curriculum in Nigerian Universities.
4. Determine whether the Arabic Curriculum significantly affects the career advancement of Arabic graduates in Nigeria.
5. Determine whether the Arabic Curriculum significantly affects Arabic graduates' employability in Nigerian Universities.

6. Determine whether employability significantly affects the Career Advancement of Arabic graduates in Nigerian Universities.
7. Investigate the relationship between the Arabic Curriculum, employability, and career advancement of Arabic graduates in Nigerian universities.

The data were analysed using quantitative methods, including descriptive and inferential statistics.

4.2 DATA PREPARATION AND SCREENING

It is crucial to remember that data screening and preparation are required before the data analysis, particularly if the researcher plans to employ multivariate statistical techniques to guarantee accuracy, completeness, cleanliness, and data preparation. As was previously noted, the inferential statistical tools adopted in this study to assess the study's hypotheses were EFA, CFA, and MRA. However, multivariate analysis approaches, including factor analysis and CFA, can help the researcher analyse the hypotheses more correctly, but they also have limits, as Li et al. (2020) highlighted. Kwak and Kim (2017) highlighted the attempts to reduce typical issues with data analysis, such as skewed outcomes and ensuing under or overestimation, through handling outliers and missing data in an acceptable manner during the data preparation stages. Papageorgiou et al. (2018) added that the researcher should consider the challenges and concerns that could arise in CFA due to missing data, outliers, and non-normality. However, three essential components were involved in screening and compiling the data for this study: the observation of missing values, outliers, and normality of the data tested before running the data. These steps are taken to ensure the credibility and usability of the collected data. The components mentioned are covered in detail in the sections below.

4.2.1 Data Screening Process

To begin with, the researcher examined the errors and inaccuracies that might have occurred in the data in terms of values that deviate from the range given by the questionnaire's response format through a screening process. Every case in the data set was examined with the range's minimum value. The study used the five-point Likert scale, and its ranges were represented as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided or Neutral, 4 = Agree, and 5 = Strongly Agree for statements favourable to the construct. The study's data set demonstrated that every case was answered within the acceptable range using the appropriate response format. Subsequently, data screening was carried out by examining the missing data. When a respondent leaves out one or more survey items, it is called missing data. Commonly missing data might result from respondents' non-responses, dropouts, and information loss (Kwak and Kim, 2017). The study emphasized that missing data is a frequent problem in research and that, if not handled properly, it might jeopardize the conclusions drawn from statistical inference. Thus, by handling the administration of the survey and gathering data, the study ensured that errors were adequately checked and managed. The features of the researcher's application of these steps are given in the following sections.

4.2.2 Missing Values

A self-administered survey and Google Forms were used in the current study to collect data from respondents. In the process of ensuring the accuracy of the data gathered, the researcher visited the selected Nigerian universities in person to administer the questionnaire while also sending Google Forms to facilitate the data collection procedure. The researcher took extra precautions during the survey's administration and the data collection process to ensure respondents did not miss any items. Before the participants submitted their surveys, the researcher checked for missing items. Furthermore, the researcher administered more than the targeted survey numbers to the study participants. Thus, uncompleted questionnaires were excluded from the research analysis process.

After the Google Forms were adequately filled out and the survey was collected, the researcher imported the responses from the Google form to the Excel sheet and later to the SPSS. All the surveys were coded correctly and labelled into the questionnaire's sections and item numbers, where each indicator's frequency of occurrence was used to verify the data file for missing data. The descriptive analysis's findings showed no inaccurate or missing attempts, attesting to respondents' complete cooperation and highly accurate responses. As a result, the analysis, including the descriptive statistics, indicated no missing values in this study. Furthermore, the missing data analysis in SPSS shows that non-sign missing data was detected. That was accomplished without any sign of flexibility in the sample size or the research findings' capacity to be generalized.

4.2.3 Normality Test

After screening the data, the researcher performed the normality test to identify missing values. One of the most needed presumptions in multivariate analysis is the normality assumption. The normality test is defined as how closely the distribution of the sample data approaches a normal distribution. Normality is determined by the data distribution curve's shape, skewness, and kurtosis. Quantitatively, Skewness and Kurtosis indicate irregular variation within the statistics dataset (Samani, 2016). As a result, the researcher looked at two metrics, skewness and kurtosis, to see if the data was normal and how far it deviated from it.

Skewness is “the distribution's symmetry measured; often, a normal distribution is used as a comparison,” while kurtosis is “the ratio of a distribution's peak to its flatness in relation to a normal distribution” (Hair et al., 2010).

Since skewness and kurtosis are the processes of conducting a normality test, researchers most frequently employ them in quantitative studies to confirm that the data are normal. (Tabachnick & Fidell, 2007). Kline (2011) cites that data is normally distributed if the skewness value is $\leq \pm 3$ and the kurtosis value is $\leq \pm 10$. The output of skewness and kurtosis results are tabulated in Table 4.1, demonstrating that both

measures are within the acceptable range for each Kline-recommended construct (Demir, 2022)

Table 4.1 Skewness and Kurtosis Tests

Variables	Values (N)	Missing Values (N)	Skewness	Kurtosis
Input	347	0	2.079	.520
Process	347	0	1.659	0483
Output	347	0	-2236	2.000
Skills	347	0	-2000	2.619
Understanding	347	0	1.923	1.279
Efficacy	347	0	1.778	.733
Metacognition	347	0	1.620	1.488
Self-Awareness	347	0	1.067	1.154
opportunity	347	0	2.888	.992
Aspiration	347	0	2.449	1.741
Results	347	0	2.449	1.741
Curriculum	347	0	2.078	.724
Employability	347	0	.271	1.400
Career Advancement	347	0	1.779	1.334

Table 4.1 shows that the normality results indicate that scores contain both skewed and positive data, which mirrors the fundamental characteristics of the constructs in this investigation and does not always indicate a problem if the result falls within the acceptable range (Pallant, 2007). The findings demonstrated that all the variables' distributions can be regarded as normal and applied to this study's testing model.

4.2.4 Outliers Screening

Though definitions differ, a data point that deviates significantly from the norm for a variable or population is commonly referred to as an outlier. An outlier is defined as "an observation on one or more characteristics (variables) that is markedly different from the other observations (i.e., has an extreme value)." Furthermore, an observation that "deviates so considerably from other observations as to elicit suspicions that a

distinct mechanism created it" is an outlier (Hawkins, 1980, p.1). Values "dubious in the researcher's opinion" are another definition of outliers. Outliers impact statistical analysis results by impacting inferential statistics and sample distribution. The screening method ought to encompass the evaluation of both univariate and multivariate outliers. According to Kline (2011), an outlier is classified as multivariate if it "has extreme scores on two or more variables" and as univariate if it "is extreme on a single variable."

Tabachnick and Fidell (2007) stated that the z-score cutoff value should not exceed ± 3.29 . However, Hair et al. (2010) advised research with higher sample sizes to choose a value of less than ± 4 . (above 80 responses). As a result of this study's sample size, the researcher has accepted the threshold recommended by Hair et al. (2010), which stated that a value of less than ± 4 is taken for a substantial sample size. The study's computed z-scores showed that all variable values fell within the ± 4 range, with the least being -3.9 and the greatest being +1.9. Therefore, no univariate or multivariate outliers were discovered in this study.

4.2.5 Multi-Collinearity Test

Addressing the multicollinearity issue before performing any multiple regression analysis is crucial, as failure will result in a subpar regression model. (Pallant, 2011). Thus, an endless number of coefficient combinations would perform equally well, and it is "difficult to produce unique estimates of the result" (Li et al., 2020). By examining the correlations between independent variables, the multicollinearity problem can be evaluated. When the independent variables have a strong correlation ($r=0.9$ and above), this is known as (Ab Hamid et al., 2017). In addition, to solve the multicollinearity problem, collinearity diagnostics were run on the model's constructs.

This study assessed multicollinearity using tolerance and variance inflation factor (VIF) (Pallant, 2011; Tabachnick & Fidell, 2007). Tolerance "indicates the extent to which the other independent variables in the model do not account for the variability of the given independent variable." (Pallant, 2011, p. 87). Meanwhile, the

variance inflation factor (VIF) is “One way to measure multicollinearity is via the VIF. It can be defined computationally as the reciprocal of tolerance. VIF is helpful in contrast to tolerance because it tells you how much the multicollinearity-related inflation in the standard errors of a certain beta weight has increased” (Chan et al., 2022. p. 56). Pallant (2011) recommends that multicollinearity be detected by a tolerance value of less than 0.10 and a VIF value of more than 10, as supported by (Obite et al., 2020).

Table 4.2 Multicollinearity Assumption

Coefficients'							
Model	Unstandardized Coefficients		Standardized Coefficients	T-Statistic	Sig.	Collinearity Statistics	
	B	Std. Error	β			Tolerance	VIF
(Constant)	1.497	.193		7.751	.000		
Input	-.002	.005	-.029	-.367	.714	.471	2.124
Process	-.003	.005	-.057	-.737	.462	.484	2.066
Output	-.001	.005	-.022	-.304	.761	.555	1.801
Skills	.001	.006	.011	.156	.876	.581	1.721
Understanding	.005	.009	.037	.547	.585	.642	1.557
Efficacy	.006	.008	.049	.788	.431	.749	1.335
Metacognition	-.010	.010	-.073	-1.034	.302	.586	1.708
Self-Aspiration	-.006	.010	-.036	-.542	.588	.642	1.557
Opportunity	.005	.007	.040	.702	.483	.871	1.148
Aspiration	-.005	.007	-.037	-.643	.520	.871	1.148
Results	-.011	.010	-.069	-1.073	.284	.706	1.416

Table 4.2 displays the findings for this study's multicollinearity diagnostics. The findings in this study indicate that the level tolerance and VIF values for each are above 0.10 and below 10, respectively, and accepted as Pallant (2011) recommended. However, each construct's tolerance and VIF values remain below the suggested threshold. Therefore, this study has satisfied the multicollinearity assumption.

4.3 DESCRIPTIVE ANALYSIS

Descriptive analysis helps the researcher identify the phenomenon constructs that are well represented in the data and to know if the data patterns are well observed and repeated as needed in the data analysis. However, descriptive analysis is carried out by taking measurements of the central tendency and variability. The standard deviation, skewness, and kurtosis, depending on the study's features, are measures of variability, while the mean, median, and mode are measures of central tendency (Kaur et al., 2018).

4.3.1 Demographic Distribution of the Respondents

Descriptive analysis was used to analyse the demographic section of the data. The demographic section consists of the (gender, university, academic level, year of graduation, and employment status) of the respondents. In terms of gender, it was categorized into two which consisted of male and female respondents, as shown in Table 4.3 below:

Table 4.3 Gender of the Respondents

Gender	Frequency	Percent
Male	293	84.4
Female	54	15.6
Total	347	100.0

Table 4.3 shows the frequency distribution of Arabic graduates according to their gender. It indicates that (84.4%, n= 293) of the respondents were male, while the remaining (15.6%, n= 54) were female respondents. The data shows that the highest number of study participants is male, more than female participants. The nature of the

study and the research context probably justify the number. Later followed by the categories of respondents' universities, which are displayed in the table below:

Table 4.4 University of the Respondents

Names	Frequency	Percent
North Central	181	52.2
Southwest	166	47.8
Total	347	100.0

Based on Table 4.4 above, it is clear that respondents from the North-Central Nigeria universities are more compared to those of South-West. The data revealed that (52.2%, n= 181) are graduates from the selected universities in the North Central, while (47.8%, n= 166) are from selected universities in the Southwest. That indicates that the students who graduated from Arabic language course in North-Central are more compared to those of South-West region this because majority central inhabitants were Muslim. This result is followed by the academic level of the respondents, as shown in table 4.5 below:

Table 4.5 Academic Level of Respondents

Name	Frequency	Percent
Degree	203	58.5
Master	123	35.4
Ph.D.	21	6.1
Total	347	100.0

The researcher further explored the academic level of respondents. Table 4.5 illustrates the academic year of the respondents. It shows that (58.5%, n= 203) had a bachelor's degree, while (35.4%, n= 123) among the respondents had a master's

degree. However, the Ph.D. level among the respondents was (6.1%, n= 21), the highest academic level. Based on this result, the graduates with the experience of bachelor's degree level are more compared to other categories. Surprisingly, only a few respondents managed to obtain their Doctorate in Arabic. In terms of the years of graduation of the research respondents, the researcher them into two categories, which are illustrated below in table 4.6:

Table 4.6 Years of Graduation

Name	Number	Percent
Below 2 years	162	46.7
Above 2 years	185	53.3
Total	347	100.0

In this study, the difference between the years of graduation among the respondents is seemingly insignificant, as shown in the table. Table 4.6 shows that (53.3%, n= 162) of the respondents have graduated two years above, while (46.7%, n= 162) graduated two years below. That means the number of participants who graduated two years and below was lower than those who graduated two years and above. Lastly, the table 4.7 below depicts the employability status of the respondents which is shown in table 4.7 below:

Table 4.7 Graduates Employment Status

Name	Number	Percent
Self-Employee	191	55.0
Government Employee	95	27.4
Private Employee	61	17.6
Total	347	100.0

Generally, self-employed graduates of the Arabic language doubled those employed by the government or private sectors. According to Table 4.7, the distribution of the respondents based on their employment status was not similar in this study. The table reveals that (55.0%, n=191) were self-employed, while (27.4%, n=95) were government employees, and (17.4%, n=61) were private employees. That shows that most of the graduates were self-employed. This result indicates the unavailability of the job and career that suits the graduate of the Arabic department or that it was not valued in society.

The demographic section above has shown the discrepancies in the respondents' status, level of education, geographical location of the universities, and, most significantly, their employability differences. Resultantly, the differences in the demographics of the respondents contribute to the novelty and credibility of the research variables. In the section below, the researcher elaborates on the result of research number one, which sought to understand the roles of the Arabic Curriculum in employability and career advancement.

4.3.2 Role of the Arabic Curriculum on Graduates' Employability and Career Advancement

In this section, the researcher used descriptive analysis to analyse the role of the Arabic Curriculum in Arabic language graduates' career advancement and employability. This study measured three constructs (Arabic curriculum, Arabic graduate employability, and career advancement) with their items. The scale used to measure the items based on the Arabic graduates' responses includes the five-point Likert scale, and its ranges were represented as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided or Neutral, 4 = Agree, and 5 = Strongly Agree. To analyse the descriptive statistics that answer research question one, the researcher employed analysis of frequencies, means, and standard deviation of the data obtained. Table 4.8 portrays the mean and standard deviation differences as shown below:

Table 4.8 Descriptive Analysis of frequencies Mean and Standard deviation of roles of Arabic Curriculum on Arabic Graduates' Employability and Career Advancement

No	Items	SD	D	U	A	SA	Mean	STD	Rank
		%	%	%	%	%	\bar{x}	Std.	
	Input								
QIn1	The Arabic language curriculum equipped me with essential communication skills needed at my work.	132	79	24	82	30	2.42	1.415	2
		38.0	22.8	6.9	23.6	8.6			
QIn2	The Arabic language curriculum helped me to think creatively at my workplace.	191	52	19	64	21	2.05	1.375	15
		55.0	15.0	5.5	18.4	6.1			
QIn3	The Arabic language curriculum gives me work experience relevant to the industry.	124	89	32	73	29	2.41	1.372	4
		35.7	25.6	9.2	21.0	8.4			
QIn4	The Arabic language curriculum exposed me to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to do my job efficiently.	124	63	31	95	34	2.57	1.449	1
		35.7	18.2	8.9	27.4	9.8			
QIn5	The Arabic language curriculum enhances my soft skills, such as teamwork, collaboration, and organizational skills.	147	73	25	66	36	2.34	1.442	7
		42.4	21.0	7.2	19.0	10.4			
	Process								
QPr1	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.	151	82	23	61	30	2.24	1.389	11
		43.5	23.6	6.6	17.6	8.6			

No	Items	SD	D	U	A	SA	Mean	STD	Rank
		%	%	%	%	%	\bar{x}	Std.	
QPr2	The textbooks that were used to teach Arabic language are enough to connect	169	80	16	52	30	2.39	1.379	5
	me with social skills	48.7	23.1	4.6	15.0	8.6			
QPr3	The time devoted to teaching the Arabic language is enough to connect me with social skills.	112	115	21	69	30	2.39	1.344	6
		32.3	33.1	6.1	19.9	8.6			
						8.6			
QPr4	The teaching strategies, e.g. (interactive learning, collaboration, and problem-solving) used in Arabic language classrooms connect me with my future career plan.	175	73	16	54	29	2.10	1.386	14
		50.4	21.0	4.6	15.6	8.4			
QPr5	Modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, and others) are used problem in Arabic language learning	111	133	18	62	23	2.29	1.267	8
		32.0	38.3	5.2	17.9	6.6			
	Output								
QO1	The learning outcome of the Arabic language programme promotes career advancement for the graduates	130	102	37	66	12	2.22	1.229	12
		37.5	29.4	10.7	19.0	3.5			
QO2	Career services/information about the plan are included in the outcome of all courses	137	91	35	62	22	2.25	1.312	9
		39.5	26.2	10.1	17.9	6.3			
QO3	Student learning assessment and feedback are used to improve the Arabic language programme.	121	123	28	49	26	2.24	1.271	10
		34.9	35.4	8.1	14.1	7.5			

No	Items	SD	D	U	A	SA	Mean	STD	Rank
		%	%	%	%	%	\bar{x}	Std.	
QO4	my degree in Arabic language specialization contributes to my career path	129	94	21	56	47	2.42	1.459	3
		37.2	27.1	6.1	16.1	13.5			
QO5	There is an available job related to the programme's structure for the Arabic language graduate.	169	92	21	45	20	2.01	1.261	16
		48.7	26.5	6.1	13.0	5.8			
QO6	The Arabic language programme prepared me for the labour market requirement.	161	86	23	56	21	2.11	1.309	13
		46.4	24.8	6.6	16.1	6.1			

Tab 4.8le above illustrates the respondents' responses to the 16 items based on the abovementioned constructs. Item 1- 5 was used to measure the input of the Arabic Curriculum. It revealed that (38%, n=132) among the Arabic graduates who responded to this survey strongly disagreed that the curriculum equipped them with the essential communication skills needed at their workplace, while (23.6%, n=82) agreed that the Arabic curriculum had equipped them with the essential communication skills.

However, (22.8%, n=79) disagreed that there are not enough communication skills in the Arabic curriculum, followed by (8.6%, n=30) who also agreed with the statement, (6.9%, n=24) were undecided. Therefore, it is evident that the Arabic language curriculum did not equip the participants with the communication skills needed. Item 2 shows that (55%, n= 191) of respondents strongly disagreed, and (15%, n= 52) disagreed that the Arabic language curriculum used for undergraduates helped them to think creatively at their workplace. In comparison (18.4%, n= 64) agreed with the statement. Only (6.1%, n= 21) among the respondents strongly agreed that the curriculum helped them think creatively. However, (5.5%, n=19) were undecided.

Item 3 shows that (35.7%, n=124) strongly disagreed that the Arabic language curriculum gives them relevant experience to work in the industry. (25.6%, n= 89) disagreed with the statement, while (21.0%, n=73) among the respondents agreed that the curriculum gives them working experience, and (8.4%, n=29) strongly agreed. Only a few respondents (9.2%, n= 32) were neutral to the statement.

The result in item 4 indicates that (35.7%, 124) Arabic graduates who participated in this study strongly agreed that the Arabic language curriculum exposed them to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to secure their job efficiently and (18.2%, n= 63) disagreed with the statement. However, (27.4%, n= 95) agreed with the state, while (9.8%, n=34) strongly agreed that the Arabic curriculum had exposed them to ICT skills needed to do their job efficiently, and (8.9%, n= 31) were undecided. The fifth item indicates that most respondents (42.4%, n=147) strongly disagreed that the National

Undergraduate Arabic language curriculum enhances them with soft skills, teamwork, collaboration, and organizational skills, making them irrelevant to the available jobs in the labour market. In comparison (21.0%, n= 73) disagreed with the statement. However, (19.0%, n=66) among the respondents who were graduates of the Arabic language in the selected universities in the two geographical zones in Nigeria agreed, and (10.4%, n=36) strongly agreed with the statement. Few respondents (7.2%, n=73) were neutral.

As a result, the following items measure the “process” in which the Arabic Curriculum is implemented to teach the Arabic language in the selected university in Nigeria. The first item under the process construct shows that (43.5%, n=151) strongly disagreed with the methodologies used in teaching the Arabic courses, and (23.6%, n=82) disagreed with the methods of teaching Arabic language courses since the methodologies did not enhance their knowledge. However, (17.6%, n=61) agreed with the methods, only (8.6%, n=30) strongly agreed with the statement and (6.6%, n=23) were unresponsive.

Furthermore, the next item under the “process” construct revealed that (48.7%, n=169) strongly disagreed, and (23.6%, n=82) disagreed that the textbooks used to teach Arabic suit them. (15.0%, n=52) agreed, (8.6%, n= 30) strongly agreed, while (4.6%, n=16) neither agreed nor disagreed that the textbooks are suitable for them to learn or teach Arabic.

However, (33.1%, n=115) and (32.3%, n=112) strongly disagreed that the time devoted to teaching the Arabic language is insufficient for them to connect with the social skills expected by the employers, while (19.9%, n=69) agreed with the statement and (8.6%, n=30) strongly disagreed, (6.1%, n=21) were undecided.

Item 4 reported that (50.4%, n=175) strongly disagreed and (21.0%, n=73) disagreed that the teaching strategies, e.g. (interactive learning, collaboration, and problem-solving) used in Arabic language classrooms did not help them with their future career plans, while (15.6%, n=54) agreed and (8.4%, n=29) strongly agreed that teaching strategies help them in their future career plans. Nevertheless, a few (4.6%, n= 16) were uncertain about the statement. The last item that measured the process

construct reported that (38.3%, n=133) disagreed, (32.0%, n=111) strongly disagreed that modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, and others) are used in learning the Arabic language in their universities. However, (17.9%, n=62) agreed and (6.6%) strongly agreed with the statement. Only (5.2%, n= 18) were undecided.

As shown in the above table, 6 items were used to measure the output construct. Item 1 reported that (37.5%, n=130) strongly disagreed with the statement that the learning outcome of the Arabic language programme promotes career advancement for the graduates of the Arabic language, and (29.4%, n=102) disagreed totally with the statement. The report shows that (19.0%, n=66) and (3.5%, n=12) only agreed with the statement. The remaining respondents (10.7%, n=37) were uncertain with the statement. Item 2 shows that (39.5%, n= 137) strongly disagreed and (26.2%, n=91) disagreed that career service/information about the future is included in the outcome of all courses, while (17.9%, n=62) agreed and (6.2%, n=22) strongly agreed that curriculum outcomes contribute to their plan. However, (10.1%, n=35) neither agreed nor disagreed with the statement.

Item 3 revealed that (35.4%, n=123) strongly disagreed and (34.9%, n=121) disagreed that student learning assessment and feedback are used to improve the Arabic language programme. In comparison (14.1%, n=49) agreed and (7.5%, n=26) strongly agreed that learning assessment and feedback are used to promote their Arabic programme, (8.1%, n=28) were neutral. Similarly, the table indicates that (37.2%, n=129) strongly disagreed with the statement that the Arabic language specialization contributes to their career path, (27.1%, n=94) disagreed with the statement, while (16.1%, n=56) agreed, and (13.5%, n=47) strongly agreed with the statement. However, a few respondents (6.1%, n=21) are uncertain about the statement.

Item 5 shows that (48.7%, n=169) strongly disagreed and (26.5%, n=92) disagreed that there is an available job related to the programme's structure for the Arabic language graduate. However, (13.0%, n=45) strongly agreed and (5.8%, n=20) agreed with the statement. Nevertheless, a few (6.1%, n=21) were neutral to the

statement. The last item measuring the outcome of the Arabic Curriculum revealed that (46.4%, n= 161) strongly disagreed and (24.8%) disagreed that the Arabic language programme prepared them with the expected labour market requirements, while (16.1%, n=56) agreed and (6.1%, n=21) strongly agreed with the statement. (6.6%, n=23) respondents were undecided.

Based on the table above, the means and standard deviation summarized the role played by the Arabic Curriculum on Arabic language graduates' career advancement and employability. It is evident from item 4 that the Arabic Curriculum input measured by item 4 has a significant role in preparing and enhancing the career and employability of the graduate. Item 4, which stated that the input in the Arabic Curriculum (*The Arabic language curriculum exposed me to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to do my job efficiently*) scored the highest (m= 2.57, SD = 1.449). Perhaps the input of the Arabic Curriculum must be revamped to balance the curriculum and the graduate's needs for their employability and career advancement.

Furthermore, item 2 measures the “process” of the Arabic Curriculum and shows that the curriculum implementation process reflects the employability and career path of the graduates. Item 2 in “process,” which stated (*The textbooks that were used to teach the Arabic language were enough to connect me with social skills*) was high under “process,” with a score of (2.39). In contrast, item 3 under the “output” (*Student learning assessment and feedback are used to improve the Arabic language programme*) has the medium score (m= 2.29, SD = 1.267). Nevertheless, item 5 under the “output” (*The Arabic language program prepared me for the labour market requirement.*) has the lowest mean of (m= 2.01, SD = 1.261). Based on the above comparison of the means and standard deviation, it can be concluded that the Arabic Curriculum plays a vital role in shaping graduates' employability and career paths.

4.3.3 Graduate Employability, Career Advancement Needs for Arabic Graduates' Employability

This section analyses the second objective of this study, which is to investigate the employability skills and career advancement needed for Arabic language graduates in selected Nigerian Universities. The researcher analysed the objective using descriptive analysis to determine the exact skills required from the Arabic graduates. However, four constructs (skills, understanding, efficacy, and metacognition) were used to measure the Arabic graduates' employability with their items. Similarly, four constructs (self-awareness, opportunity, aspiration, and results) were used to measure the graduates' career advancement with their items. To analyse the descriptive statistics that answer research question two, the researcher employed analysis of frequencies, means, and standard deviation of the data obtained. Table 4.9 portrays the mean and standard deviation differences as shown below:

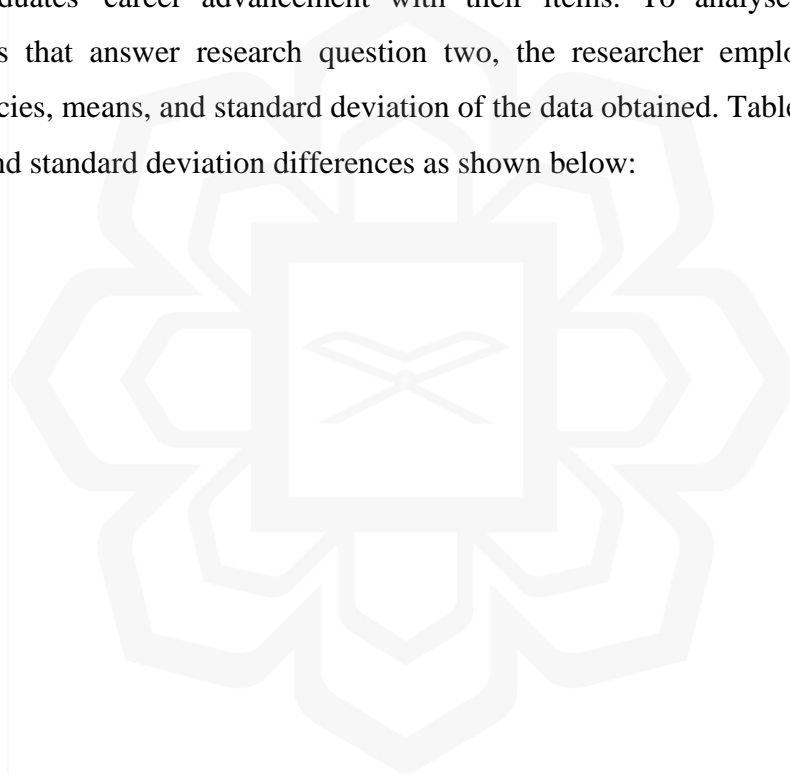


Table 4.9 Descriptive Analysis of Graduate Employability

No	Items	SD	D	U	A	SA	Mean	StD.	Rank
		%	%	%	%	%			
Skills									
QS1	I achieve high grades in my Arabic studies.	56	11	22	149	109	3.70	1.369	2
		16.1	3.2	6.3	42.9	31.4			
QS2	Employers are eager to employ graduates from my specialization.	149	130	37	20	11	1.89	1.021	17
		42.9	37.5	10.7	5.8	3.2			
QS3	My chosen course(s) rank(s) highly in terms of social status.	57	109	58	74	49	2.85	1.316	3
		16.4	31.4	16.7	21.3	14.1			
QS4	People in the career I am aiming for are in high demand in the labour market	129	121	31	46	20	2.16	1.221	10
		37.2	34.9	8.9	13.3	5.8			
QS5	There is generally a strong demand for graduates in my field of specialization presently.	134	115	31	47	20	2.15	1.232	11
		38.6	33.1	8.9	13.5	5.8			
QS6	The skills and abilities that I possess are what employers are looking for.	140	108	43	36	20	2.10	1.206	14
		40.3	31.1	12.4	10.4	5.8			
QS7	I am generally confident of success in job interviews and selections.	148	83	30	48	38	2.27	1.410	9
		42.7	23.9	8.6	13.8	11.0			

No	Items	SD	D	U	A	SA	Mean	StD.	Rank
		%	%	%	%	%			
Understanding									
QU1	I perceived the Arabic language profession to be good for me.	131	83	30	48	38	2.56	1.582	4
		37.8	23.9	8.6	13.8	11.0			
QU2	I understand the nature of my job effectively.	122	132	32	45	16	2.14	1.167	13
		35.2	38.0	9.2	13.0	4.6			
QU3	I understand the skills related to my job perfectly.	66	168	13	64	36	2.53	1.275	5
		19.0	48.4	3.7	18.4	10.4			
Efficacy									
QE1	I can achieve most of the goals that I have set for myself.	80	156	5	63	43	2.52	1.350	6
		23.1	45.0	1.4	18.2	12.4			
QE2	When facing all complex tasks, I am confident that I will accomplish them.	154	65	13	45	70	2.46	1.617	7
		44.4	18.7	3.7	13.0	20.2			
QE3	I believe I can succeed at any endeavour I set my mind to.	157	121	36	20	13	1.88	1.055	18
		45.2	34.9	10.4	5.8	3.7			
QE4	I will be able to overcome many challenges.	154	113	21	42	17	2.01	1.197	15
		44.4	32.6	6.1	12.1	4.9			

No	Items	SD	D	U	A	SA	Mean	StD.	Rank
		%	%	%	%	%			
Metacognition									
QM1	I can adapt quickly to new situations.	164	126	6	24	27	1.92	1.210	16
		47.3	36.3	1.7	6.9	7.8			
QM2	I have good oral communication skills in Arabic language.	13	9	25	198	102	4.06	.898	1
		3.7	2.6	7.2	57.1	29.4			
QM3	I am good at coming up with new ideas in my field of Arabic language.	122	132	32	45	16	2.14	1.167	12
		35.2	38.0	9.2	13.0	4.6			
QM4	I am prepared to accept responsibility for my decisions in my career.	131	90	30	69	27	2.34	1.360	8
		37.8	25.9	8.6	19.9	7.8			
Employability, QS = Skills, QU = Understanding, QE = Efficacy, QM = Metacognition									

Table 4.9 shows the descriptive analysis of the respondents in terms of the employability skills required by Arabic graduates. Based on that, the first seven items measured the skills needed for the Arabic graduates' employability. Item 1 shows that (42%, n=149) agreed and (13.4%, n= 109) strongly agreed that they could achieve high grades in their Arabic studies, while (16.1%, n= 56) strongly disagreed and (3.2%, n= 11) disagreed that they could achieve high grades in their Arabic studies. Nevertheless, a few (6.3%, n= 22) were neutral with the statement. Item 2 revealed that (42.9%, n= 149) strongly disagreed and (37.5%, n= 130) disagreed that employers are eager to employ graduates from their specialisation, while (5.8%, n= 20) agreed and (3.2%, n=11) strongly agreed that the employers are eager to employ them. However, (10.7%, n= 37) neither agree nor disagree with the statement.

Item 3 indicates that (31.4%, n= 109) disagreed and (16.4%, n= 57) strongly disagreed that their chosen course (s) rank (s) highly in terms of social status. However, (21.3%, n= 74) agreed and (16.7%, n= 58) strongly agreed that their course (s) rank (s) high in terms of social status. Only (16.7%, n=58) were not sure with the statement. Similarly, item 4 revealed that (37.2%, n= 129) strongly disagreed and (34.9%, n= 129) disagreed that the careers they aimed for are in high demand in the labour market. However, (13.3%, n= 46) agreed and (5.8, n= 20) strongly agreed with the statement. (8.9%, n=31) were uncertain about the statement. Item 5 shows that (38.6%, n=134) strongly disagreed and (33.1%, n=115) disagreed that there is a strong demand for Arabic graduates. (13.5%, n=47) agreed, and (5.8%, n=20) strongly agreed there is a strong demand for Arabic graduates presently, while (8.9%, n=31) are neutral to the statement.

Item 6 indicates that (40.3%, n= 140) strongly disagreed and (31.1%, n= 108) disagreed that the skills and abilities they possess are what the employers are looking for. (10.4%, n=36) agreed, and (5.8%, n=20) strongly disagreed with the statement. However, (12.4%, n= 43) neither agree nor disagree with the statement. The last item reported that (42.7%, n=148) strongly disagreed and (23.9%, n=83) disagreed that they are confident of success in job interviews and selections, while (13.8%, n=48) agreed and (11.0%, n=38) strongly agreed that they are optimistic of success in job interviews. Nevertheless, (8.6%, n=30) were uncertain about the statement.

The following three items measured the understanding construct for graduates' employability. The first item revealed that (37.8%, n=131) among the respondents strongly disagreed (23.9%, n=83) and disagreed that they perceived the Arabic language profession to be good for them. In comparison (19.6%, n=68) strongly agreed and (15.9%, n=55) agreed with the statement. Only a few respondents (2.9%, n=10) were neutral about the statement. Item 2 shows that (38.0%, n=132) agreed and (35.2%, n=122) strongly disagreed that they understand the nature of their job effectively, while (13.0%, n=45) agreed and (4.6%, n= 16) strongly agreed that they understand the nature of their job effectively. (9.2%, n=32) can't decide whether they disagreed or agreed with the statement. Item 3 indicated that (45.0%, n=156) disagreed, and (23.1%) strongly disagreed that they understood the skills related to their job ideally. However, (18.4%, n=64) agreed, and (10.4%, n=36) strongly agreed that they understand the skills related to their job. Nevertheless, a few respondents (3.7%, n=37) were undecided.

The following four items measured the efficacy construct. However, the first item shows that (45.0%, n=156) disagreed and (23.1%, n=80) strongly disagreed that they can achieve most of the goals that they have set for themselves. (18.2%, n=63) agreed, and (12.4%, n=43) strongly agreed that they could achieve most of the goals they set for themselves, while only a few respondents (1.4%, n=5) were uncertain about the statement. Item 2 indicates that (44.4%, n=154) strongly disagreed and (18.7%) disagreed that they are confident when facing complex tasks, while (20.2%, n=70) strongly agreed and (13.0%, n= 45) agreed that they are optimistic when facing complex tasks. However, (3.7%, n=13) neither disagree nor agree with the statement.

Item 3 under the efficacy construct revealed that (45.2%, n=157) strongly disagreed and (34.9%, n=121) disagreed that they could succeed in any endeavour they set their mind to, while (10.4%, n=36) were undecided. Nevertheless, (5.8%, n=20) agreed, and (3.7%, n=13) strongly agreed that they could succeed at any endeavour they set their mind. Item 4 affirms that (44.4%, n=154) strongly disagreed and (32.6%, n= 113) disagreed that they were not able to overcome many challenges regarding their employability, while (12.1%, n=42) agreed and (4.9%, n=17) strongly

agreed they will be overcome many their challenges. (6.1%, n= 21) were uncertain about the statement.

The last four items in this table measured the metacognitive construct of the Arabic graduates' employability variable. Based on the respondents' responses, the first item shows that (47.3%, n=164) strongly disagreed and (36.3%, n=126) disagreed that they could adapt quickly to new situations. In comparison (7.8%, n=27) strongly agreed, (6.9%, n=24) decided that they could adapt to any conditions, and (1.7%, n=7) were neutral with the statement. Item 2 reported that (57.1%, n= 198) agreed and (29.4%, n=102) strongly agreed that they have good oral communication skills in the Arabic language, while (7.2%, n=25) were undecided about the statement. However, (3.7%, n=13) strongly disagreed and (2.6%, n=9) disagreed with the statement.

Item 3 revealed that (38.0%, n=132) disagreed and (35.2%, n= 122) strongly disagreed that they are good at coming up with new ideas in their field of Arabic language, while (13.0%, n=45) agreed and (4.6%, n=16) strongly agreed that they are good at coming up with new ideas in their field of Arabic language. (9.2%, n=32) were uncertain about the statement. Item 4 shows that (37.8%, n=131) strongly disagreed, and (25.9%, n=90) disagreed that they were prepared to accept responsibility for their decisions in their career. In comparison (19.9%, n=69) agreed, and (7.8%, n=27) strongly agreed that they were prepared to accept responsibility for their decisions in their career. Nevertheless, (8.6%, n= 30) neither disagree nor agree with the statement.

To summarize, 18 items measured the employability constructs (skills, understanding, efficacy, and metacognition) for advancing the Arabic graduate career. In addition to the above details, the means and standard deviation were reported to compare the respondents' results of the most needed employability skills.

The analysis indicates that item 2 of the metacognitive construct "*I have good oral communication skills in the Arabic language*" has the highest (M= 4.06, SD= .898) compared to item 4 of the metacognitive has (M=2.34, SD= 1.360) which is the medium score of items. However, the item "*I believe I can succeed at any endeavour I*

set my mind to” has the lowest value ($M= 1.88$, $SD= 1.055$). Therefore, it can be concluded that Arabic graduates are required to possess some skills for employment.

Furthermore, the researcher investigates the career paths that are required for graduates in the Arabic field. The result of this section is elaborated in Table 4.10 below:



Table 4.10 Descriptive Analysis of Career Advancement

No	Items	S. D	D	U	A	SA	Mean	St.D	Rank
		%	%	%	%	%			
Self-Awareness									
SA1	I am optimistic about my behaviour, which will be helpful.	9	3	14	218	103	4.16	.762	3
		2.6	.9	4.0	62.8	29.7			
SA2	I am consistent in different situations with different people.	5	4	15	245	78	4.12	.657	4
		1.4	1.2	4.3	70.5	22.5			
SA3	I always think my personality aligns with my work.	132	120	21	55	19	2.16	1.243	12
		38.0	34.6	6.1	15.9	5.5			
SA4	I recognize the stress I encounter when looking for a job in this field.	2	5	43	208	89	4.09	.696	5
		.6	1.4	12.4	59.9	25.6			
SA5	I have had to revisit difficult experiences in this field of Arabic language.	8	4	64	199	72	3.93	.802	7
		2.3	1.2	18.4	57.3	20.7			
Opportunity									
OP1	I am confident in collaborating with my team.	171	89	25	45	17	1.99	1.236	15
		49.3	25.6	7.2	13.0	4.9			
OP2	I am aware of the problem-solving required in the field of Arabic language.	122	134	9	54	28	2.23	1.296	13
		35.2	38.6	2.6	15.6	8.1			
OP3	I am capable of managing my career advancement.	91	169	12	49	26	2.28	1.209	9
		26.2	48.7	3.5	14.9	7.5			

No	Items	S. D	D	U	A	SA	Mean	St.D	Rank
		%	%	%	%	%			
OP4	I understand the opportunities related to my degree specialization.	26	169	12	49	26	2.26	1.176	10
		7.5	48.7	3.5	14.1	7.5			
Aspiration									
AS1	I am very realistic in setting my goals in this field of Arabic language.	119	147	8	50	23	2.17	1.231	11
		34.3	42.4	2.3	14.4	6.6			
AS2	I act more than the time spent planning for action.	4	13	38	205	87	4.03	.784	6
		1.2	3.7	11.0	59.1	25.1			
AS3	I make my career plans when I aspire to do so.	98	168	9	49	23	2.22	1.193	14
		28.2	48.4	2.6	14.1	6.6			
AS4	I have a vision and mission for studying the Arabic language.	157	121	36	20	13	1.88	1.055	16
		45.2	34.9	10.4	5.8	3.7			
AS5	I intended to become an Arabic scholar in my field of Arabic language.		5	11	149	182	4.46	.632	1
			1.4	3.2	42.9	52.4			

No	Items	S. D	D	U	A	SA	Mean	St.D	Rank
		%	%	%	%	%			
Result									
RE1	I focus on the end more than the process before choosing my study area in the field of Arabic language.	153	127	34	20	13	1.88	1.047	17
		44.1	36.6	9.8	5.8	3.7			
RE2	I am very aware of the result of my achievement when I get a promotion in the field of Arabic language.	149	133	35	20	10	1.87	1.003	18
		42.9	38.3	10.1	5.8	2.9			
RE3	I took a risk when I started my degree in the field of Arabic language.	8	37	34	165	103	3.92	1.012	8
		2.3	10.7	9.8	47.6	29.7			
RE4	I like to complete the tasks assigned to me.		2	6	195	144	4.39	.554	2
			.6	1.7	56.2	41.5			

SA= Self-Awareness, OP = Opportunity, AS= Aspiration, RE = Result

Table 4.10 shows the frequency report for the items used to measure the career advancement of Arabic graduates. The first five items were used to measure the self-awareness construct. Item 1 in the table revealed that (62.8%, n=218) agreed and (29.7%, n=103) strongly agreed that they are optimistic about the behaviour that will be useful for them in securing their career path. In comparison (4.0%, n=14) were undecided about the behaviour that could prepare them for their path security. These are compared to the respondents' responses towards their strong disagreement and disagreement with the values of (2.6%, n=9) and (.9%, n=3) with the statement, respectively. Item 2 shows that (70.6%, n=245) agreed and (22.5%, n=78) strongly agreed that they are consistent in different situations with different people, while (4.3%, n=15) were undecided. However, only a few respondents (1.4%, n=5) strongly disagreed and (1.2%, n=4) disagreed with the statement. Furthermore, the result of item 3 indicates that (38.0%, n=132) strongly disagreed and (34.6%, n= 120) disagreed that their personality aligns with their work, while (15.9%, n= 55) agreed and (5.5%, n=19) strongly agreed that their personality aligned with their work. Only (6.1%, n=21) were uncertain about the statement.

Moreover, item 4 shows a higher number of respondent opinions on the items whereby (59.9%, n= 208) agreed and (25.6%, n= 89) strongly agreed that they recognize the stress they encountered when looking for their job in the specialization of Arabic, in contrast with those of respondents who were not decided (12.4%, n=43) were undecided. However, (1.4%, n=5) disagreed, and (.6%, n=2) strongly disagreed with the statement. Item 5 indicates that (57.3%, n= 199) agreed and (20.7%, n= 72) strongly agreed that they had to revisit their difficult experience in the field of Arabic language, while (18.4%, n=64) were undecided. (2.3%, n= 8) strongly disagreed and (1.2%, n=4) disagreed with the statement.

In addition to the above, four items were used to measure the opportunity construct of Arabic career advancement. Item 1 shows that (49.3%, n=171) strongly disagreed and (25.6%, n=89) disagreed that they are confident in collaborating with their team, while (13.0%, n= 45) agree and (4.9%, n=17) strongly agree with the statement and (7.2%, n= 25) were undecided. Item 2 indicates that (38.6%, n= 134) and (35.2%, n=122) strongly disagreed that they are aware of the problem-solving

requirements in the field of the Arabic language, while (15.6%, n=54) agreed and (8.1%, n= 28) strongly disagreed that they are aware of the problem-solving in their Arabic language field. Nevertheless, (2.6%, n= 9) neither disagree nor agree with the statement.

The aggregation of the total respondents who disagreed and strongly disagreed with the values (48.7%, n=169) and (26.2%, n= 91), respectively, for item 3 was the highest compared to those respondents who agreed or strongly agreed that they can manage their career advancement as an Arabic graduate with the values (14.1%, n=49) and (7.5%, n=26). However, a handful of respondents with value (3.5%, n= 12) were undecided.

Furthermore, item 4 revealed that (52.4%, n= 182) disagreed and (24.5%, n= 85) strongly disagreed that they understand the opportunities related to their degree specialization. In comparison (12.7%, n= 44) agreed, and (7.5%, n= 26) strongly agreed that they understand the opportunities related to their specialization. (2.9%, n= 10) were uncertain about the statement.

The next five items measured the aspiration construct under career advancement. Item 1 shows that (42.4%, n= 147) disagreed and (34.3%, n= 119) strongly disagreed that they are very realistic in setting their goals in the field of Arabic language. In comparison (14.4%, n=50) agreed and (6.6%, n=23) strongly agreed that they are very realistic in setting their goals in the field of Arabic language. However, (2.3%, n= 8) were undecided. Item 2 shows that (59.1%, n= 205) agreed and (25.1%, n= 87) disagreed that they acted more than the time spent planning for their action, while (3.7%, n=13) disagreed and (1.2%, n= 4) strongly disagreed that they act more than the time spent planning for action. (11.0%, n=8) were undecided among the respondents. Item 3 indicates that (48.4%, n= 168) disagreed and (28.2%, n=98) strongly disagreed that they made their decision for their career plan when they aspired for it, while (14.1%, n=49) agreed and (6.6%, n= 23) strongly agreed with the statement. (2.6%, n= 9) were undecided.

Item 4 shows that (45.2%, n= 157) strongly disagreed and (34.9%, n= 121) disagreed that they have a vision and mission for studying in the field of the Arabic

language, while (10.4%, n=36) were undecided. However, (5.8%, n=20) agreed, and (3.7%, n=13) disagreed that they have a vision and mission for studying the Arabic language. Item 5 indicates that (52.4%, n= 182) strongly agreed and (42.9%, n= 149) that they intend to become an Arabic scholar in their field of the Arabic language, while (3.2%, n=11) neither disagree nor agree. However, the remaining respondents (1.4%, n= 5) disagreed with the statement.

The last four items in the table above measured the results constructed under the career advancement. The first item shows that (44.1%, n=153) strongly disagreed and (36.6%, n=127) disagreed with the statement that “I focus on the end more than the process before choosing my study area in the field of Arabic language.” In comparison (9.8%, n=34) were undecided. Nevertheless, (5.8%, n=20) agreed, and (3.7%, n=13) strongly agreed with the statement. Item 2 indicates that (42.9%, n= 149) strongly disagreed and (38.3%, n= 133) disagreed with the statement “*I am aware of the result of my achievement when I get a promotion in the field of Arabic language.*” In comparison (10.1%, n= 35) were undecided. However, (5.8%, n= 20) agreed, and (2.9%, n= 10) strongly agreed with the statement.

Item 3 shows that (47.6%, n= 165) agreed and (29.7%) strongly agreed with the statement “*I took a risk when I started my degree in the field of Arabic language,*” while (10.7%, n= 37) disagreed and (2.3%, n= 8) strongly disagreed with the statement. Only (9.8%, n= 34) were uncertain with the statement. Item 4 revealed that (56.2%, n= 195) agreed and (41.5%, n= 144) strongly agreed with the statement “*I like to complete the task assigned to me,*” while (1.7%, n= 6) were uncertain and (.6%, n= 2) disagreed with the statement.

In summary and in addition to the above details, the means and standard deviation were reported to compare the respondents' results of the most needed career path. However, the table shows that item “I intended to become an Arabic scholar in my field of Arabic language” has the highest score of the mean (M= 4.46%, SD= .632), while item “I make my decision for my career plan when I aspire for it” has the median (M= 2.22, SD= 1.193). However, the statement “I am very aware of the result of my achievement when I get a promotion in the field of Arabic language” has the

lowest ($M=1.87$, $SD= 1.003$). After presenting the descriptive analysis of the Arabic Curriculum, graduate employability, and career advancement, the researcher uses the principal component analysis to extract and compress the data collected for this study and to remove the unnecessary and uncover latent structure within the data set.

The second part of this study examined the constructs of the Arabic Curriculum, graduate employability, and career advancement, which were valid and reliable and met SEM's model-fit indices requirement.

4.4 PRINCIPAL COMPONENT ANALYSIS (PCA)

A multivariate approach called principal component analysis (PCA) is used to analyse a data table where many intercorrelated quantitative dependent variables characterize observations. For the researcher to show the pattern of similarity between the variables and the observations as points on maps, the critical information from the table must be extracted and represented as a set of new orthogonal variables known as principal components. However, cross-validation methods like the jackknife and bootstrap can be used to assess the quality of the PCA model. In addition, PCA can be extended to multiple component analysis (MFA) to handle heterogeneous sets of variables and correspondence analysis (CA) to address qualitative variables. In inferential analysis, PCA depends on rectangular matrices' singular value decomposition (SVD) and the eigen-decomposition of positive semi-definite matrices (Beattie & Esmonde-White, 2021).

Based on the nature of this study, it is essential to identify the factors loading for the variables of this present study: the Arabic Curriculum, graduate employability, and career advancement; this will enable the researcher to determine the components to be removed and to ensure that the data are well transformed and simplified since the aim of the principal component analysis (PCA) is to help the researcher in reducing the dimensions of data in the study and to recognize the variables with high influence. The output from the data is illustrated in the table below. Furthermore, the component matrix of the factors will be reported in the table below, and three

dimensions were used to measure the Arabic Curriculum. Initially, the loading of the following dimensions (input, process, and output) and their items were reported in the table.

Table 4.11 Factors Loading for Arabic Curriculum

Dimension	Items	Factors	
Input	Input Q1	The Arabic language curriculum equipped me with essential communication skills needed at my work.	.898
	Input Q2	The Arabic language curriculum helped me to think creatively at my workplace.	.856
	Input Q5	The Arabic language curriculum enhances my soft skills, such as teamwork, collaboration, and organizational skills.	.845
Process	Process Q1	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.	.882
	Process Q3	The textbooks that were used to teach Arabic language are suitable for me.	.871
	Process Q5	Modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, and others) are the major problems in Arabic language learning.	.896
Output	Output Q3	Student learning assessment and feedback are used to improve the Arabic language program.	.894
	Output Q5	There is an available job related to the program's structure for the Arabic language graduate.	.881
	Output Q6	The Arabic language program prepared me for the labour market requirement.	.849
<p>Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 5 iterations, Cronbach's alpha =.909, TVE=76.7%</p>			

Generally, based on the result of the PCA, some items were deleted while some were omitted due to cross-loading or unloading of those items. According to Table 4.11, the result indicated that among the 16 items used to measure the Arabic Curriculum, only 9 items were retained. The following items that were not loading include (*Input Q3- The Arabic language curriculum gives me working experience relevant to the industry, Input Q4- The Arabic language curriculum exposed me to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to do my job efficiently, Process Q2 The textbooks that were used to teach Arabic language are suitable for me, Output Q2- Career services/information about the plan are included in the outcome of all courses.*) the two items were not loading. While the other two items had a factor loading less than .50, the items included (*Process Q4 The teaching strategies, e.g. (interactive learning, collaboration, and problem-solving) used in Arabic language classrooms connect me with my future career plan, Output Q1- The learning outcome of Arabic language programme promotes career advancement for the graduates, Output Q4- my degree in Arabic language specialization contributes to my career path*). Thus, the retained items for the study were those loaded above the threshold of .50.

Table 4.12 Factors Loading for Graduate Employability

Dimension	Codes	Factors	Factors
Skills	Skills Q1	I achieved high grades in my Arabic studies	.826
	Skills Q3	My chosen course(s) rank(s) highly in terms of social status	.887
	Skills Q6	The skills and abilities that I possess are what employers are looking for.	.919
Understanding	Ust_Q1	I perceived the Arabic language profession to be good for me.	.870
	Ust_Q2	I understand the nature of my job effectively.	.820
	Ust_Q3	I understand the skills related to my job perfectly.	.870
Efficacy	Ef_Q1	I can achieve most of the goals that I have set for myself.	.786

Dimension	Codes	Factors	
	Ef_Q2	When facing all complex tasks, I am confident that I will accomplish them.	.880
	Ef_Q3	I believe I can succeed at any endeavour I set my mind to.	.857
	Ef_Q4	I will be able to overcome many challenges.	.830
Metacognition	Met_Q1	I can adapt quickly to new situations.	.823
	Met_Q2	I have good oral communication skills in Arabic language.	.817
	Met_Q3	I am good at coming up with new ideas in my field of Arabic language.	.767
	Met_Q4	I am prepared to accept responsibility for my decisions in my career.	.752
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
Rotation converged in 5 iterations, Cronbach's alpha =.883			
TVE=70.7%			

Table 4.12 shows the results of the combination of items retained for graduate employability. However, 3 items under the skills dimension which include the following (*Sk-Q2; I achieved high grades in my Arabic studies, Sk- Q4 People in the career I aim for are in high demand in the labour market.*) and item 5 (*sk-Q5; There is generally a strong demand for graduates in my field of specialization presently*) wasn't loading. Efficacy item 1 was not loading (*Effi-Q1; I can achieve most of the goals I have set for myself*); all other items loaded and retained are shown in Table 4.12 above.

Table 4.13 Factor Loading for Career Advancement

Dimension	Codes		Factors
Self-Awareness	SA_Q2	I am consistent in different situations with different people.	.962
	SA_Q3	I always think my personality aligns with my work.	.815
	SA_Q4	I recognize the stress I encounter when looking for a job in this field.	.818
Opportunity	OA_Q1	I am confident in collaborating with my team.	.905
	OA_Q3	I am capable of managing my career advancement.	.962
	OA_Q4	I understand the opportunities related to my degree specialization.	.903
Aspiration	AS_Q1	I am very realistic in setting my goals in this field of Arabic language.	.905
	AS_Q2	I act more than the time spent planning for action.	.939
	AS_Q3	I make my career plans when I aspire to do so.	.724
	AS_Q5	I intended to become an Arabic scholar in my field of Arabic language.	.658
Results	RE_Q1	I focus on the end more than the process before choosing my study area in the field of Arabic language.	.727
	RE_Q3	I took a risk when I started my degree in the field of Arabic language.	.939
	RE_Q4	I like to complete the tasks assigned to me.	.962
<p>Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 5 iterations, Cronbach's alpha =.826 TVE=67.1%</p>			

Table 4.13 indicates the remaining items after some were not loading and some loaded below $<.50$. The Items that were not included were the following (*Self Awareness Q1- I feel optimistic about my behaviour, that will be useful, and Q5; I intended to become an Arabic scholar in my field of Arabic language*), While item 2 under opportunity and item 4 under the aspiration dimension loaded below $<.50$ and was considered removed (*OPP – Q2- I am aware of the problem-solving required in the field of Arabic language, AS-Q4; I have a vision and mission for studying in the field of Arabic language*) and the last items that were not load is item 2 under the results construct (*RE-Q2; I am very aware of the result of my achievement when I get a promotion in the field of Arabic language*). Thus, the retained items for the study were those loaded above the threshold of $.50$.

4.5 CONFIRMATORY FACTOR ANALYSIS (CFA)

In this section, the researcher used the Confirmatory Factor Analysis (CFA) to examine whether the Arabic Curriculum, graduate employability, and career advancement constructs are valid, reliable, and meet the minimum requirements of SEM's model-fit indices. Firstly, it is necessary to highlight that the constructs' composite reliability, convergent validity, and discriminant validity were examined using Confirmatory Factor Analysis (CFA). Secondly, the relationship between the variables and their predictors was demonstrated correctly and observed.

However, the AMOS software created the models' graphics and measurements. The two steps used were to evaluate the measurement model to look at the relationship between the measured and latent variables and to assess then the structural model to determine whether the relationship between the latent variables and their factors was consistent with the theoretical expectation in the study.

Based on that, several factors need to be considered when using CFA. First, according to Hair Jr. et al. (2014), every item or indicator used to evaluate a proposed underlying dimension needs to have reasonably high standardized dimension loadings (0.50 and above) on that dimension. Second, Zhang et al. (2021) argued that the

calculated correlations between the dimensions should not be too high, such as less than .90. Finally, the CFA model must fit the data using a certain number of indices. The validity and reliability of the CFA models can be inferred once the necessary conditions are met. Sources of mismatch, like the modification index, are investigated if the outcomes of a CFA do not support the conditions mentioned above. Sources of mismatch, like the modification index, are investigated if the outcomes of a CFA do not support the conditions mentioned above. However, as the literature suggests, the evaluation of the measurement model is based not only on a statistical foundation but also on a theoretical rationale (Hair Jr. et al., 2014; Zhang et al., 2021). The following section will explain the measurements of the model used in this study. Additionally, the development of each CFA model is shown in this subsection.

4.5.1 Assessing Measurement Model

Confirmatory factor analysis (CFA), a specific factor analysis technique, looks at the relationship between variables without generating one hypothetical model (Devon et al., 2007; Sujati et al., 2020). In a statistical analysis, the highest variance score is commonly identified by CFA, which aids researchers in defining the construct based on the theoretical framework and reveals the direction of the measure. A sufficiently large sample is necessary for factor analysis to be performed reliably (Hair et al., 2020)

As a result, the researcher assessed the measurement of the models used in this study. The study used the two most preferable construct validity when doing CFA, which includes convergent and discriminant validity, to evaluate and measure the models in this study. However, these two types of validity are also necessary for empirical measurement models. Table 4.14 below displays the measurement model's findings.

Table 4.14 Results of the Overall Measurement Model

Constructs	Loading	CR	AVE	Sq. R of AVE
Input	Cin	0.838	0.365	0.604
The Arabic language curriculum equipped me with essential communication skills needed at my work.	0.891			
The Arabic language curriculum helped me to think creatively at my workplace.	0.755			
The Arabic language curriculum enhances my soft skills, such as teamwork, collaboration, and organizational skills.	0.735			
Process	Cpr	0.860	0.197	0.443
All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.	0.812			
The time devoted to teaching the Arabic language is enough to connect me with social skills.	0.787			
Modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, and others) are the major problems in Arabic language learning.	0.859			
Output	Cou	0.849	0.260	0.510
Student learning assessment and feedback are used to improve the Arabic language programme.	0.741			
There is an available job related to the programme's structure for the Arabic language graduate.	0.817			

Constructs	Loading	CR	AVE	Sq. R of AVE
The Arabic language programme prepared me for the labour market requirement.	0.862			
Skills	Gsk	0.855	0.201	0.448
I achieved high grades in my Arabic studies	0.708			
My chosen course(s) rank(s) highly in terms of social status.	0.808			
I am generally confident of success in job interviews and selections.	0.918			
Understanding	Gun	0.831	0.377	0.614
I perceived the Arabic language profession to be good for me.	0.794			
I understand the nature of my job effectively.	0.687			
I understand the skills related to my job perfectly.	0.875			
Efficacy	Gef	0.873	0.366	0.605
I can achieve most of the goals that I have set for myself.	0.688			
When facing all complex tasks, I am confident that I will accomplish them.	0.861			
I believe I can succeed at any endeavor I set my mind to.	0.832			
I will be able to overcome many challenges.	0.792			
Metacognition	Gmet	0.802	0.496	0.704
I can adapt quickly to new situations.	0.774			
I have good oral communication skills in Arabic language.	0.730			
I am good at coming up with new ideas in my field of Arabic language.	0.672			

Constructs	Loading	CR	AVE	Sq. R of AVE
I am prepared to accept responsibility for my decisions in my career.	0.657			
Self-Awareness	Csf	0.931	0.182	0.426
I am consistent in different situations with different people.	0.839			
I always think my personality aligns with my work.	0.957			
I recognize the stress I encounter when looking for a job in this field.	0.914			
Opportunity	Cop	0.829	0.286	0.535
I am confident in collaborating with my team.	0.841			
I am aware of the problem-solving required in the field of Arabic language.	0.745			
I understand the opportunities related to my degree specialization.	0.770			
Aspiration	Cas	0.904	0.297	0.545
I am very realistic in setting my goals in this field of Arabic language.	0.832			
I act more than the time spent planning for action.	0.847			
I make my career plans when I aspire to do so.	0.863			
I intended to become an Arabic scholar in my field of Arabic language.	0.811			
Results	Cre	0.822	0.393	0.627
I focus on the end more than the process before choosing my study area in the field of Arabic language.	0.783			
I took a risk when I started my degree in the field of Arabic language	0.838			

Constructs	Loading	CR	AVE	Sq. R of AVE
I like to complete the tasks assigned to me.	0.712			
Graduate Employability Gsk= Skills, Gus= Understanding, Gef= Efficay, Gmet= Metacognition Career Advancement Csf= Self-Awareness, Cop= Opportunity, Cre= Results				

Table 4.15 Implied (for All Variables) Correlations (with Square Roots of AVE)

Construct	1	2	3	4	5	6	7	8	9	10	11
Results	0.627										
Aspiration	0.137	0.545									
Opportunity	0.101	0.041	0.535								
Self-Awareness	0.159	0.06	0.171	0.426							
Metacognition	0.155	0.039	0.11	0.22	0.704						

Efficacy	0.255	0.061	0.154	0.35	0.353	0.605					
Understanding	0.26	0.069	0.143	0.369	0.353	0.686	0.614				
Skills	0.197	0.051	0.161	0.33	0.304	0.607	0.712	0.448			
Output	0.207	0.048	0.154	0.322	0.274	0.528	0.561	0.505	0.510		
Process	0.012	0.013	0.006	0.024	0.016	0.031	0.034	0.022	0.022	0.447	
Input	0.07	0.102	0.03	0.066	0.06	0.164	0.139	0.096	0.085	0.149	0.510

4.5.1.1 Convergent Validity

Carlson and Herdman (2012) asserted that convergent validity is assessed by calculating the average variance extracted (AVE), which describes the variation in the predictors/indicators accounted for by the latent construct. AVE is calculated using the formula below. AVE is equal to $\sum R^2 / n$. Suppose the composite reliability (CR) is more significant than 0.7. In that case, any result above >0.4 is acceptable since it indicates that the construct's convergent validity is sufficient and acceptable (S. Y. Lam et al., 2012). However, table 4.14 shows the measurement model, which indicates that all the constructs' AVE and the square root of AVE are above 0.4, while input, output, understanding, efficacy metacognition, opportunity, aspiration, and result are significantly greater than 0.5 (Edeh et al., 2023; Nair et al., 2017).

Table 4.14 shows the standardized loadings of the items; loadings in the table are high and above 0.7, apart from one item under the metacognition loaded above 0.6. Some researchers typically eliminate items with loadings smaller than 0.3 in this situation. However, since all the items are loaded above 0.5, as shown by Kline (2005) and Hair et al. (2017), the reliability of the measurement constructs was attained by their CRs, which are significantly above 0.7, meaning that all the AVE and square root of AVE values in Table 4.14 are acceptable because they are all greater than >0.4. However, all the items loaded below the threshold of .05 of the average variance extracted (AVE), while some loaded below .03, which indicated that all the items were lesser than <.05; literature considered that the AVE can be acceptable if the composite reliability (CR) is above .06 (Cheung et al., 2023; Fornell, C., & Larcker, 1981; L. W. Lam, 2012).

4.4.1.2 Discriminant Validity

To evaluate any study involving latent variables, the researcher needed to consider its discriminant validity to avoid difficulties with multicollinearity. However, the most acceptable technique to test discriminant validity is the criterion decided by Fornell and Larcker (1981), which involves evaluating the shared variance with other

constructs and the proportion of variation captured by the construct (Hamid et al., 2017).

As a result, this suggests that the square roots of AVE ought to exceed the correlations between the various constructs. The square roots of the AVE (in bold) for each construct are more significant than the inter-construct correlations, as indicated by the implied correlations results (for all variables) in Table 4.15 above. That means that discriminant validity was attained. In the following sub-section, the researcher will assess the general goodness fit of the model.

4.4.1.3 General Goodness-of-Fit

Researchers have created fit indices for structural equation models in great diversity to assess any model's general goodness of fit. On the other hand, these indices may lead to divergent judgments regarding how well a model reflects the observed data. A model is considered to fit the observed data in structural equation modelling (SEM) to the degree that the model-implied covariance matrix equals the empirical covariance matrix. It is necessary to choose a method for parameter estimation after a model has been described and the empirical covariance matrix has been provided. Various estimating techniques have distinct distributional assumptions and differ in the discrepancy functions that must be reduced. Assessing the model's fit is crucial once the estimating process has reached a plausible conclusion. The degree to which the sample data fits the structural equation model is determined by model fit (Schermelleh-Engel et al., 2003; Zhang et al., 2021).

In addition, the following recommended indices should be met to obtain the absolute fit measures and acceptability of the overall model in this research. Hu & Bentler (1998) identified a specific fit index to measure and assess a study's confirmatory factor analyses (CFA) and the structural equation models. A good fit is indicated by values that are closer to 0, such as the Goodness-of-Fit Index (GFI) of ≥ 0.90 , the Standardized Root Mean Square Residual (RMSR/SRMR) of < 0.08 , the Comparative Fit Index (CFI) of ≥ 0.90 , and the Root Mean Square Error of

Approximation (RMSEA) of < 0.05 . Both the Normed Fit Index (NFI) and the Tucker-Lewis Index (TLI, sometimes called NNFI) should be ≥ 0.90 . In a large sample size, neither TLI/NNFI nor NFI are advised; they are only recommended in small sample sizes (Wang et al., 2020)

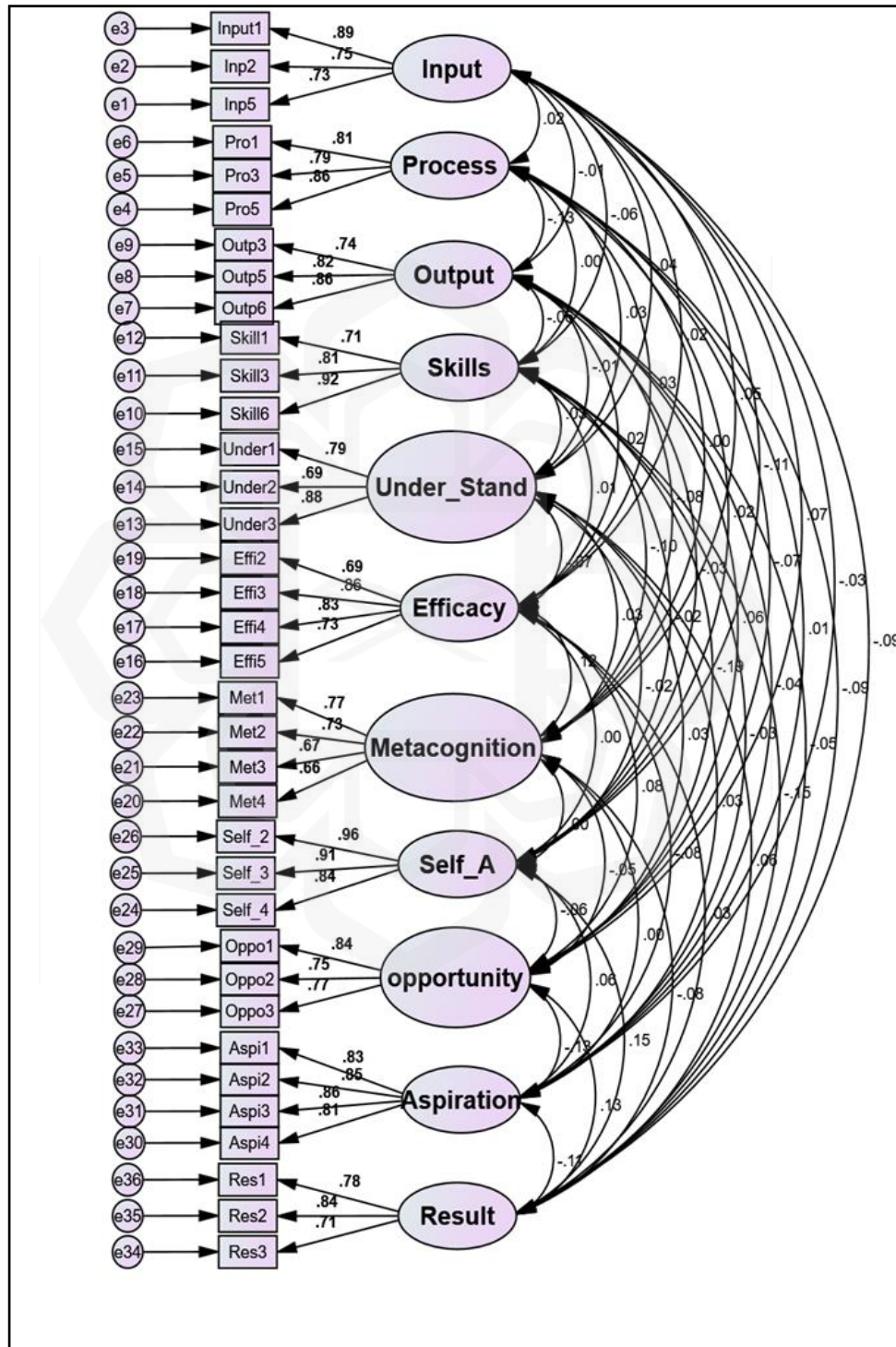


Figure 4.1 Measurement Model of the Arabic Curriculum, Employability, and Career Advancement

Table 4.16 Goodness-of-Fit Indices of the Overall Measurement Model

CMIN/df	X²	df	P	GFI	CFI	TLI	IFI	RMR	RMSEA
1.250	0.00	.539	.000	.903	.977	.973	.973	.056	.027

Table 4.10 indicates the ten indices for the overall measurement model in this study. Based on the Indices recommendation by Cho et al. (2020) of the model, Goodness-of-Fit Indices fit was achieved. Data in Table 4.16 indicates that the Goodness-fit- Index (GFI) was .091, Adjustment Goodness-of-Fit Index, CMIN/df= 1.250, X² (Chi-Square) = 0.00, RMSEA= 0.27, Root Mean Square Residual (RMR)= .056, the Tucker-Lewis Index (TLI) = .973, Degree of Freedom (df) = .539, with the P-value .000, Incremental Fit Index (IFI) = .973, and the comparative Fit Index (CFI) = .977.

In summary, this indicates that the overall model and data fit well. Every observed variable had a high factor loading, ranging from >.06 to .98. Therefore, none of these indexes indicated any problem, which means they all fit.

Table 4.17 Regression Weights of The Overall Model

Item	Weight	Factor	Estimate	S.E.	C.R.	P
Met1	<---	Metacognition	1.000			
Met2	<---	Metacognition	.980	.083	11.783	***
Met3	<---	Metacognition	.891	.081	11.066	***
Inp2	<---	Input	1.000			
Input1	<---	Input	1.114	.082	13.658	***
Effi5	<---	Efficacy	1.000			
Effi4	<---	Efficacy	1.136	.079	14.404	***
Res2	<---	Result	1.000			
Res1	<---	Result	1.038	.079	13.188	***
Outp1	<---	Output	1.000			
Aspi	<---	Aspiration	1.029	.054	18.976	***

Item	Weight	Factor	Estimate	S.E.	C.R.	P
Aspi2	<---	Aspiration	1.003	.051	19.495	***
Aspi3	<---	Aspiration	1.000			
Skill3	<---	Skills	1.000			
Skill2	<---	Skills	.881	.056	15.862	***
Skill1	<---	Skills	.762	.055	13.982	***
Oppo3	<---	Opportunity	.893	.067	13.416	***
Under1	<---	Understanding	1.140	.091	12.482	***
Res3	<---	Result	.882	.071	12.497	***
Proc5	<---	Process	1.000			
Self_3	<---	Self-Awareness	1.000			
Self_2	<---	Self-Awareness	1.223	.042	29.137	***
Self_1	<---	Self-Awareness	1.090	.048	22.683	***
Proc2	<---	Process	.997	.065	15.366	***
Proc1	<---	Process	1.036	.066	15.714	***
Inp3	<---	Input	.903	.069	13.081	***
Oppo2	<---	Opportunity	.917	.070	13.160	***
Oppo1	<---	Opportunity	1.000			
Effi2	<---	Efficacy	.923	.077	12.043	***
Effi3	<---	Efficacy	1.205	.082	14.716	***
Outp2	<---	Output	1.075	.077	13.985	***
Under2	<---	Understanding	1.000			
Under3	<---	Understanding	1.207	.097	12.416	***
Aspi4	<---	Aspiration	.881	.048	18.228	***
Outp3	<---	Output	1.134	.080	14.120	***
Met4	<---	Metacognition	.764	.070	10.848	***

Note: S.E = Standard Error, C.R = Critical Ratio; P = Significant Alpha.

Table 4.17 summarizes the results of the regression weights of the overall model fit. Based on the results of each item under the Arabic Curriculum, employability and career advancement according to its factors. In addition, the p-value

indicates a significant relationship between the items and their factors, respectively. Based on the P-value estimates, which is $<.05$. Therefore, the researcher concluded that the items are reliable to their factors.

4.5 CONSTRUCT VALIDITY OF THE MODEL

In a quantitative study, convergent factor loadings, average variance extracted (AVE), and squared multiple correlations (R²) are valuable tools for assessing measurement accuracy and the construct validity of the measurement models to determine whether the set of items accurately reflects the latent construct (Sujati et al., 2020).

Therefore, in this study, the researcher has determined the validity of the study model, including the Arabic Curriculum, graduate employability, and career advancement, to check their construct validity. Each of the constructs will be discussed in the following subsections.

4.5.1 Measurement Model of Arabic Curriculum

Confirmatory Factor Analysis (CFA) was used to measure the Arabic Curriculum based on a survey of Arabic graduates at the selected universities in Nigeria. This analysis was done using AMOS (version 22.0). Below is the CFA model for the Arabic Curriculum.

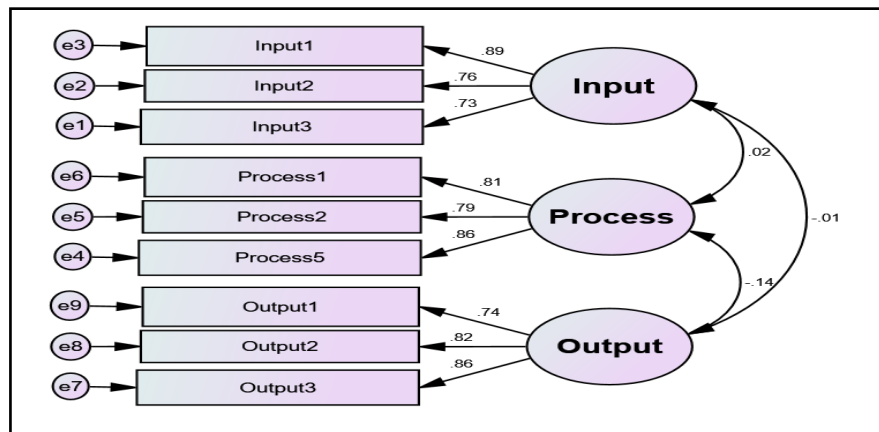


Figure 4.2 Measurement Model of the Arabic Curriculum

Table 4.18 Goodness-of-Fit Measurement for Arabic Curriculum

CMIN/df	X²	df	AGFI	GFI	CFI	TLI	IFI	NFI	RMSEA
.800	19.190	24	.970	.988	1.000	.973	1.005	.986	.000

Figure 4.2 demonstrates the measurement model of the Arabic Curriculum with three (3) indicators reporting a goodness-of-fit index fitting with the data collected for this study. The fit Index of the measurement includes the normed chi-square ($\chi^2/df = .800$, GFI = .988, AGFI = .978, NFI = .986, IFI = 1.004, TLI = 1.005, CFI = 1.000, RFI = .979, RAMSEA = .000 Based on this report it shows that the CFA of that the goodness-of-fit of NUAC measurement has been achieved according to (Hair et al., 2020; Hair Jr. et al., 2014). Furthermore, the standardized coefficient (factor loadings) assessment demonstrated that the Arabic curriculum construct's items fit the study's data.

Table 4.19 Construct Validity for Arabic Curriculum

Constructs	Item	Estimate	S.L.	AVE	C.R.
Input	Input1	0.891	0.604	0.365	0.838
	Input 2	0.756			
	Input 3	0.734			
Process	Process1	0.812	0.444	0.197	0.860
	Process2	0.785			
	Process5	0.860			
Output	Output1	0.741	0.510	0.260	0.849
	Output2	0.819			
	Output3	0.860			

Note: S.L. = Squared Loading, AVE = Average Variance Extracted, C.R. = Composite Reliability

Therefore, Table 4.19 summarizes the report on construct reliability and validity for the Arabic Curriculum model using AMOS 22. For the composite reliability, all the items for the NUAC model loaded above .08, which indicates a good validity and model fit. However, the standardized loading of all the items was above .70, which suggests they all loaded well. However, all the items loaded above the threshold of 0.035, and the average variance extracted (AVE) from all the items was lesser than <.05, which is considered acceptable if the composite reliability (CR) is above .06 (Cheung et al., 2023; Fornell, C., & Larcker, 1981; L. W. Lam, 2012).

Table 4.20 Unstandardized and Standardized Regression Weights of Arabic Curriculum Model

<i>Unstandardised</i>							<i>Standardized</i>			
Items	Weight	Constructs	Estimate	S.E.	C.R.	p	Items	Weight	Constructs	Estimate
Input3	<---	Input	1.000				Input3	<---	Input	.734
Input2	<---	Input	1.109	.085	13.076	***	Input2	<---	Input	.756
Input1	<---	Input	1.233	.095	13.312	***	Input1	<---	Input	.891
Process5	<---	Process	1.000				Process5	<---	Process	.860
Process2	<---	Process	.994	.065	15.329	***	Process2	<---	Process	.785
Process1	<---	Process	1.035	.066	15.693	***	Process1	<---	Process	.812
Ouput3	<---	Output	1.000				Ouput3	<---	Output	.860
Output2	<---	Output	.953	.063	15.062	***	Output2	<---	Output	.819
Output1	<---	Output	.884	.063	14.096	***	Output1	<---	Output	.741

Table 4.20 shows the unstandardized and standardized regression weight for the Arabic Curriculum model. It is necessary to report the unstandardized and standardized when conducting the reliability and validity of a construct using AMOS. In addition, the standardized regression weights help the researchers identify the constructs' relationships and direction. In contrast, the unstandardized regression weights show the magnitude of the original metric of the constructs (Richards, 1982). The results from the table indicate that all the unstandardized loadings of the items are significantly acceptable as they all loaded above .05.

Hypothesis one A (H1a): *The undergraduate Arabic curriculum's constructs are sound in terms of reliability and validity.*

To analyse the hypothesis that stated that the constructs of the undergraduate Arabic curriculum are sound in terms of reliability and validity, the researcher analysed path analysis for the curriculum construct. The findings indicated that the estimate of the Arabic Curriculum constructs loadings was above .70 with a p-value of 0.001; this confirmed that the hypothesis was met with the square loading of the constructs ranging from 0.444 to 0.604, and the composite reliability, which range from 0.838 to 0.860 respectively.

4.5.2 Measurement Model of Graduate Employability

Confirmatory Factor Analysis (CFA) was used to measure the graduate employability model based on a survey of Arabic graduates at selected Nigerian universities. This study analysis used AMOS (version 24.0) so the researcher could know if the model meets the Goodness-of-Fit Indices. Below is the CFA model for the graduate employability.

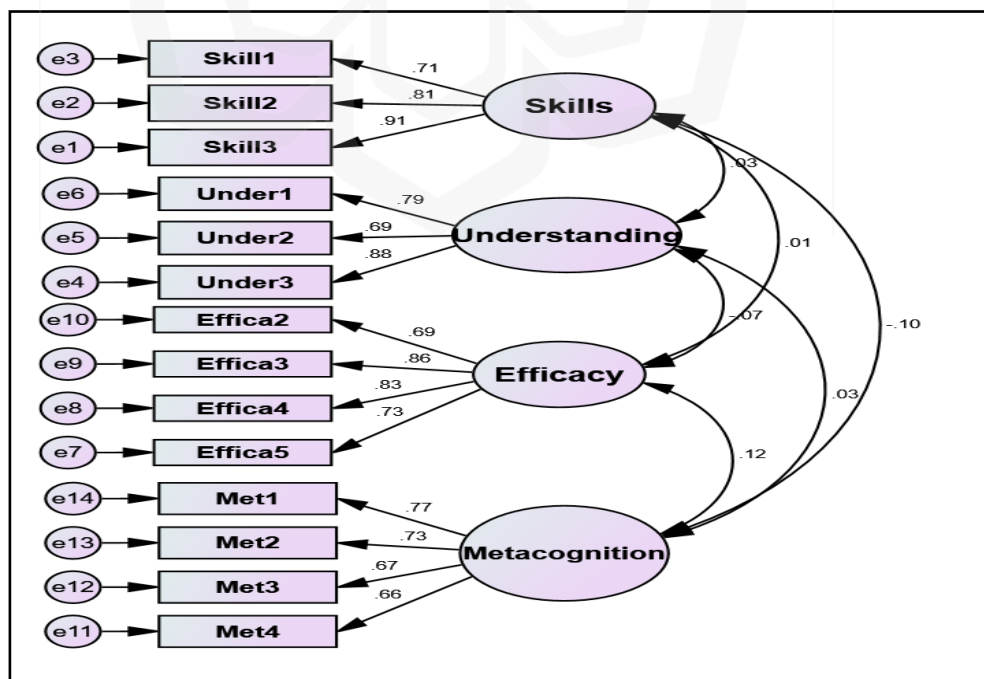


Figure 4.3 Measurement Model of Graduate Employability

4.20 Goodness-of-Fit Indices for Graduate Employability Model

CMIN/df	X²	df	AGFI	GFI	CFI	TLI	IFI	NFI	RMSEA
1.525	108.273	71	.938	.958	.981	.975	.981	.947	.039

Figure 4.3 demonstrates the measurement for the graduate employability model with three (3) indicators that reported a Goodness-of-Fit in the data collected for this study. Ten fit Indices were highlighted in this study. The reported Indices include the normed chi-square ($\chi^2/df = 1.525$, GFI = .958, AGFI = .938, NFI = .947, IFI = .981, TLI = .975, CFI = .981, RFI = .932, RMSEA = .039). Based on this report, the CFA of the Goodness-of-Fit of graduate employability measurement has been achieved according to (Hair et al., 2020).

Furthermore, the standardized coefficient (factor loadings) assessment demonstrated that the graduate employability construct's items fit the study's data.

Table 4.21 Construct Validity for Graduate Employability

Constructs	Item	Estimate	S.L.	AVE	C.R.
Skills	Skill3	0.913			
	Skill2	0.811	0.447	0.200	0.856
	Skill1	0.713			
Understanding	Under3	0.812			
	Under2	0.785	0.614	0.377	0.831
	Under1	0.860			
Efficacy	Effica5	0.730			
	Effica4	0.831			
	Effica3	0.860	0.625	0.391	0.861
	Effica2	0.688			
Metacognition	Met4	0.661			
	Met3	0.672			
	Met2	0.732	0.704	0.496	0.802
	Met1	0.769			

Note: S.L. = Squared Loading, AVE = Average Variance Extracted, C.R. = Composite Reliability

Therefore, table 4.21 summarizes the report on construct reliability and validity for the graduate employability model using AMOS 24. For the composite reliability, all the items used to measure the graduate employability model loaded above .08 indicate an excellent validity and model fit for the construct. However, the standardized loading of all the items retained above .70 demonstrates that all the items loaded well. All the items loaded above the threshold of .035, and the average variance extracted (AVE) from all the items loaded below $<.05$, which is considered acceptable if the composite reliability (CR) is above .06 (Edeh et al., 2023; Nair et al., 2017)



Table 4.22 Unstandardized and Standardized Regression Weights of Graduate Employability Model

<i>Unstandardised</i>							<i>Standardised</i>			
	Weight	Constructs	Estimate	S.E.	C.R.	p	Items	Weight	Constructs	Estimate
Skill3	<---	Skills	1.000				Skill3	<---	Skill3	.913
Skill2	<---	Skills	.899	.057	15.662	***	Skill2	<---	Skill2	.811
Skill1	<---	Skills	.773	.055	13.982	***	Skill1	<---	Skill1	.713
Under3	<---	Understanding	1.000				Under3	<---	Under3	.881
Under2	<---	Understanding	.882	.067	12.350	***	Under2	<---	Under2	.686
Under1	<---	Understanding	.933	.069	13.511	***	Under1	<---	Under1	.789
Effica5	<---	Efficacy	1.000				Effica5	<---	Effica5	.730
Effica4	<---	Efficacy	1.132	.079	14.419	***	Effica4	<---	Effica4	.831
Effica3	<---	Efficacy	1.202	.082	14.736	***	Effica3	<---	Effica3	.860
Effica2	<---	Efficacy	.922	.076	12.076	***	Effica2	<---	Effica2	.688
Met4	<---	Metacognition	1.000			***	Met4	<---	Met4	.661
Met3	<---	Metacognition	1.159	.116	9.998	***	Met3	<---	Met3	.672
Met2	<---	Metacognition	1.279	.121	10.591	***	Met2	<---	Met2	.732
Met1	<---	Metacognition	1.294	.119	10.851	***	Met1	<---	Met1	.769

Table 4.22 shows the graduate employability model's unstandardized and standardized regression weight. Since it is necessary to report the unstandardized and standardized when conducting the reliability and validity of a construct using AMOS. (Richards, 1982). The results from the table indicate that all the unstandardized loadings of the items are significantly acceptable as they all loaded above .05. Furthermore, all the items under the standardized loading loaded above .05, which shows that they are all perfect and fit.

***Hypothesis one B (H1b):** The graduate employability constructs sound in terms of reliability and validity.*

To analyse the hypothesis that stated that the constructs of graduate employability are sound in terms of reliability and validity, the researcher analysed path analysis for the construct of graduate employability. The findings reported that the estimate of the graduate employability constructs loadings was above .60 with a p-value of 0.001; this indicated that the hypothesis was met with the square loading of the constructs ranging from 0.447 to 0.704, and the composite reliability, which ranged from 0.802 to 0.861 respectively.

4.5.3 Measurement Model of Career Advancement

Confirmatory Factor Analysis (CFA) was used to measure the career advancement model based on a survey of Arabic graduates at selected Nigerian universities. This analysis was done using AMOS (version 22.0) to know if the model meets the Goodness-of-Fit Indices. Below is the CFA model for career advancement.

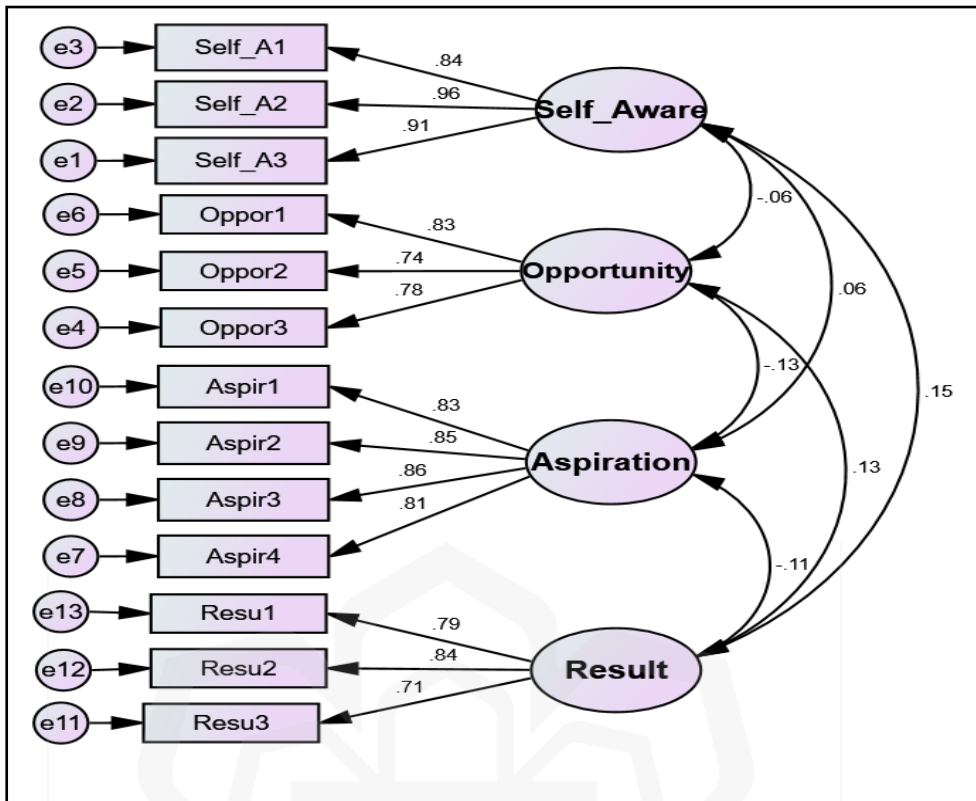


Figure 4.4 Measurement Model of Career Advancement

Table 4.23 Goodness-of-Fit Indices for Career Advancement Model

CMIN/df	X²	df	AGFI	GFI	CFI	TLI	IFI	NFI	RMSEA
1.508	.007	59	.939	.961	.988	.984	.988	.966	.038

Table 4.23 demonstrates the Goodness-of-Fit Indices for the measurement model of career advancement. The following Ten fit Indices were reported in this study. The reported indices include the normed chi-square ($\chi^2/df = 1.505$, $GFI = .961$, $AGFI = .939$, $NFI = .966$, $IFI = .988$, $TLI = .984$, $CFI = .988$, $RFI = .955$, $RMSEA = .038$). Based on these results, it is apparent that the CFA of the Goodness-of-Fit of the career advancement measurement meets the expected threshold of Goodness-of-Fit Indices of the CFA, according to Cho et al. (2020). Furthermore, the standardized coefficient (factor loadings) assessment demonstrated that the career advancement construct's items fit the study's data.

Table 4.24 Construct Validity for the Career Advancement Model

Constructs	Item	Estimate	S.L.	AVE	C.R.
Self-Awareness	Self-aware3	0.914		0.181	0.931
	Self-aware2	0.957	0.426		
	Self-aware1	0.840			
Opportunity	Oppor3	0.780		0.286	0.829
	Oppor2	0.744	0.535		
	Oppor1	0.833			
Aspiration	Aspir4	0.811		0.297	0.904
	Aspir3	0.862	0.545		
	Aspir2	0.848			
	Aspir1	0.832			
Results	Resu3	0.708		0.393	0.822
	Resu2	0.838	0.627		
	Resu1	0.786			

Note: S.L. = Squared Loading, AVE = Average Variance Extracted, C.R. = Composite Reliability

Table 4.24 summarizes the report on construct reliability and validity for the career advancement model using AMOS 24. For the composite reliability, all the items used to measure the career advancement model loaded above .08 indicate an excellent validity and model fit for the construct. However, the standardized loading of all the items loaded above .70, which means the satisfaction of all the items; however, all the items loaded above the threshold of .035, and the average variance extracted (AVE) from all the items loaded below <.05 which is considered acceptable if the composite reliability (CR) is above .06 (Fornell, C., & Larcker, 1981; L. W. Lam, 2012; Roslan & Zabidi, 2019).

Table 4.25 Unstandardized and Standardized Regression Weights of Career Advancement Model

<i>Unstandardised</i>							<i>Standardised</i>			
Items	Weight	Constructs	Estimate	S.E.	C.R.	p	Items	Weight	Constructs	Estimate
Self-aware3	<---	Self-Awareness	1.000				Self-aware3	<---	Self-Awareness	.914
Self-aware2	<---	Self-Awareness	1.222	.042	29.094	***	Self-aware2	<---	Self-Awareness	.957
Self-aware1	<---	Self-Awareness	.773	.048	22.711	***	Self-aware1	<---	Self-Awareness	.840
Oppor3	<---	Opportunity	1.000				Oppor3	<---	Opportunity	.780
Oppor2	<---	Opportunity	.882	.078	12.937	***	Oppor2	<---	Opportunity	.744
Oppor1	<---	Opportunity	.933	.082	13.398	***	Oppor1	<---	Opportunity	.833
Aspir4	<---	Aspiration	1.000				Aspir4	<---	Aspiration	.811
Aspir3	<---	Aspiration	1.132	.063	18.078	***	Aspir3	<---	Aspiration	.862
Aspir2	<---	Aspiration	1.202	.064	17.825	***	Aspir2	<---	Aspiration	.848
Aspir1	<---	Aspiration	.922	.067	17.511	***	Aspir1	<---	Aspiration	.832
Resu3	<---	Results	1.000			***	Resu3	<---	Results	.708
Resu2	<---	Results	1.159	.093	12.214	***	Resu2	<---	Results	.838
Resu1	<---	Results	1.279	.096	12.366	***	Resu1	<---	Results	.786

Table 4.25 shows the unstandardized and standardized regression weights for the career advancement model. In addition, it is necessary to report the unstandardized and standardized when conducting the reliability and validity of a construct using AMOS. (Padgett & Morgan, 2021; Richards, 1982). The results summarized in Table 4.25 indicate that all the unstandardized loadings of the items are significantly acceptable as they all loaded above .05. Furthermore, all the items under the standardized loading loaded above .05, which shows that they are outstanding and fit.

***Hypothesis one C (H1c):** The career advancement constructs sound in terms of reliability and validity.*

To analyse the hypothesis that stated that the constructs of career advancement are sound in terms of reliability and validity, the researcher analysed path analysis for the construct of career advancement. The findings indicated that the estimate of the career advancement constructs loadings was above .70 with a p-value of 0.001; this shows that the hypothesis was met with the square loading of the constructs ranging from 0.426 to 0.627, and the composite reliability, which ranges from 0.827 to 0.931 respectively.

4.6 PATH ANALYSIS

In a qualitative study, the links between variables in the route model are described in terms of correlations and represent the researcher's hypotheses since path analysis evaluates the relative strength of several influences on a result (Fabregat et al., 2017). As a result, neither the linkages, pathways, nor the models themselves can demonstrate causality through statistical testing. Nonetheless, path models represent theories of causation and can help the researcher determine which causal model fits the data set's pattern of correlations the best. Path analysis has the advantage of forcing researchers to clearly state how the variables connect, which promotes the creation of rational and understandable theories about the processes influencing a given outcome. Another benefit of path analysis is that it enables researchers to divide the components that affect an effect into direct and indirect effects (Ge et al., 2018).

However, path analysis, a statistical approach, is used in this study to compare the strength of direct and indirect correlations between variables used in this study. Statistically, it is tested by solving one or more structural equations to estimate a set of parameters to check the fit of the correlation matrix between the models and to know if the researcher's hypothesis fits the data.

To determine the effects of the Arabic undergraduate curriculum on graduate employability and career advancement of Arabic graduates at the selected Universities in Nigeria. This statistical approach was used to answer objectives five, six, and seven.

For AMOS to do the path analysis, the researcher converted each set of items into a construct. The "compute variable" function in SPSS was used to do this. Figure 4.5 below shows the outcomes of the construct and model loadings in AMOS. The table below presents the model's fit measurement on the effect of the Arabic Curriculum on employability, and career advancement.

Table 4.26 Model fit of Path Analysis for the Effect of Curriculum on Graduate Employability and career advancement of Arabic Graduate

Model Fit								
	X²	X²/DF	DF	GFI	RMR	P	AGFI	RMSEA
Fit Indices				≥ 0.09	≤ 0.08		≥ 0.09	≤ 0.05
Value	53.952	1.285	42	0.971	0.39	0.001	0.955	0.30
	Incremental Fit Measures					Parsimony Fit Measures		
	RFI	NFI	IFI	CFI	TLI	PCFI	PNFI	PRATIO
Fit Indices	≥ 0.09	≥ 0.09	≥ 0.09	≥ 0.09	≥ 0.09	≥ 0.50	≥ 0.50	≥ 0.50
Value	0.961	0.936	0.985	0.985	0.980	0.752	0.714	0.764

Table 4.26 reports the results of the model fit indices of the path analysis for the effect of Curriculum on Graduate Employability and career advancement of Arabic Graduates at selected Universities in Nigeria. However, all the indices in the

table show that the model fits the data used in this study. According to Cho et al. (2020) when the Goodness-Fit Index (GFI) is $\geq .90$, the Comparative Fit Index (CFI) is $\geq .90$, Adjusted Goodness-of-Fit Index(AGFI) is $\geq .90$, Normal Fit Index (NFI) is $\geq .90$, the Tucker-Lewis Index (TLI) is $\geq .90$, the Incremental Fit Index (IFI) is $\geq .90$, the Relative Fit Index (RFI) is $\geq .90$, and the Root Mean Square Error of Approximation RMSEA is $\leq .05$ shows the model met the threshold Indices and good fit for that data. As a result of this, the table above indicates the following results: GFI = .971, CFI = .985, AGFI = .955, RMR = .039, NFI = .936, RFI = .916, IFI = .985, TLI = .980, $X^2 = 1.285$, and RMSEA = 0.30 were all achieved and met the Goodness-Fit-Indices. However, the parsimony fit, including PCFI, PNFI, and PRATIO, is above the threshold > 50 , indicating a better fit for the model (Marsh et al., 2020).

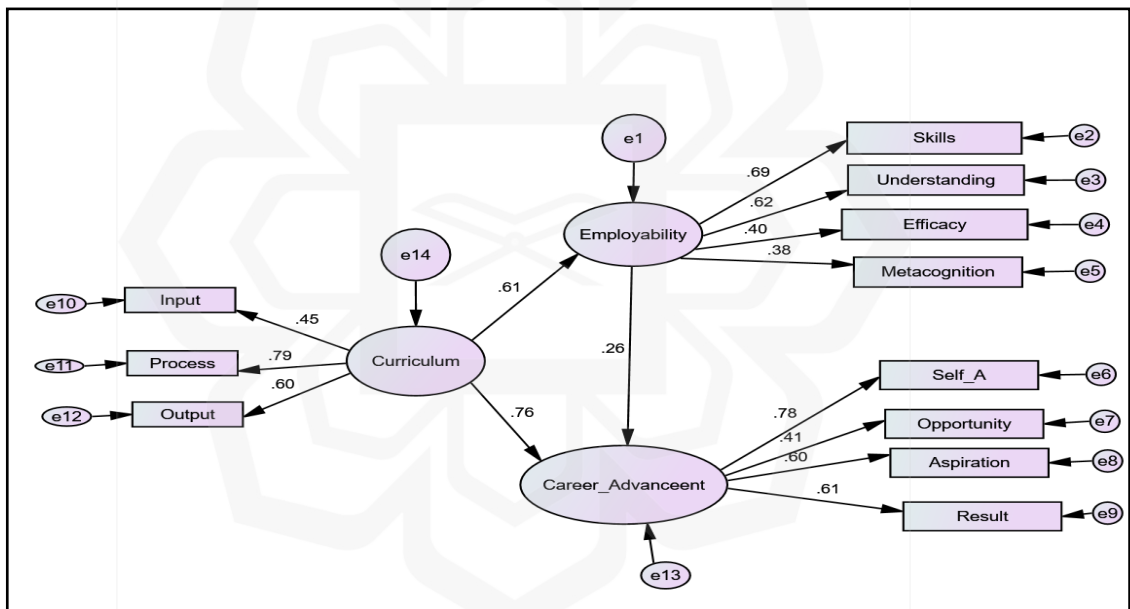


Figure 4.5 Model of the Effect of the Arabic Curriculum on Employability and Career Advancement

Figure 4.5 shows the factor loading of the constructs of the variables. The results indicated that the following items (efficacy, metacognition, opportunity, input) loaded within the range of .38 to .50, while the order of the remaining (aspiration, results, output, process, understanding, skills, and self-awareness) loaded within the range of .05 to .78. However, all the loadings are accepted based on the study of (Rahi, 2017).

4.6.1 Effect of Arabic Curriculum on Career Advancement

In this section, the researcher investigated if the National Undergraduate Arabic Curriculum (NUAC) significantly affects the career advancement of Arabic graduates in Nigeria. However, this objective has two hypotheses, which include the following:

***Hypothesis Two (H2a):** The Arabic Curriculum has a significant direct effect on career advancement.*

In answering the first hypothesis, which stated that the *Arabic Curriculum has a significant direct effect on career advancement*, the researcher analysed the measurement model of the Arabic Curriculum and career advancement. The findings show that the Arabic Curriculum has a high and significant positive direct effect on career advancement (0.76, at 0.001 p-values), which indicates that the Arabic curriculum influences the career advancement of Arabic graduates in selected universities in Nigeria. Furthermore, every development applied to the curriculum will create more opportunities for Arabic graduates' career development. In other words, if the Arabic Curriculum has been improved by one standard deviation, there is a tendency for a 0.76 increment in career advancement among Arabic graduates.

4.6.2 Effect of Arabic Curriculum on Graduate Employability

In this section, the researcher investigated the effect of the Arabic Curriculum on graduates' employability.

***Hypothesis Two (H3a):** The Arabic Curriculum has a significant direct effect on graduate employability.*

The researcher further estimates the model to analyse the Arabic Curriculum and graduate employability of Arabic graduates' employability. Since the result of the figure portrayed the significant direct effect of the Arabic Curriculum on Arabic graduate employability with the value of (0.61, at 0.001 p-values), meanwhile the Arabic Curriculum determines the employability skills that the graduates of Arabic

would need to secure the job required for their career. Therefore, the higher loading of the Arabic Curriculum with 0.61 enhances the employability of the graduates.

4.6.3 Effects of Graduate Employability on Career Advancement

The researcher investigates the effect of graduate employability on career advancement. To answer the research objective, the researcher developed the following hypothesis.

Hypothesis Four (H4a): Employability has a significant direct effect on career advancement.

The last research question examines the significant impact of employability on career advancement. To answer this question, the researcher estimates the employability and career advancement model, shown in Figure 4.6.

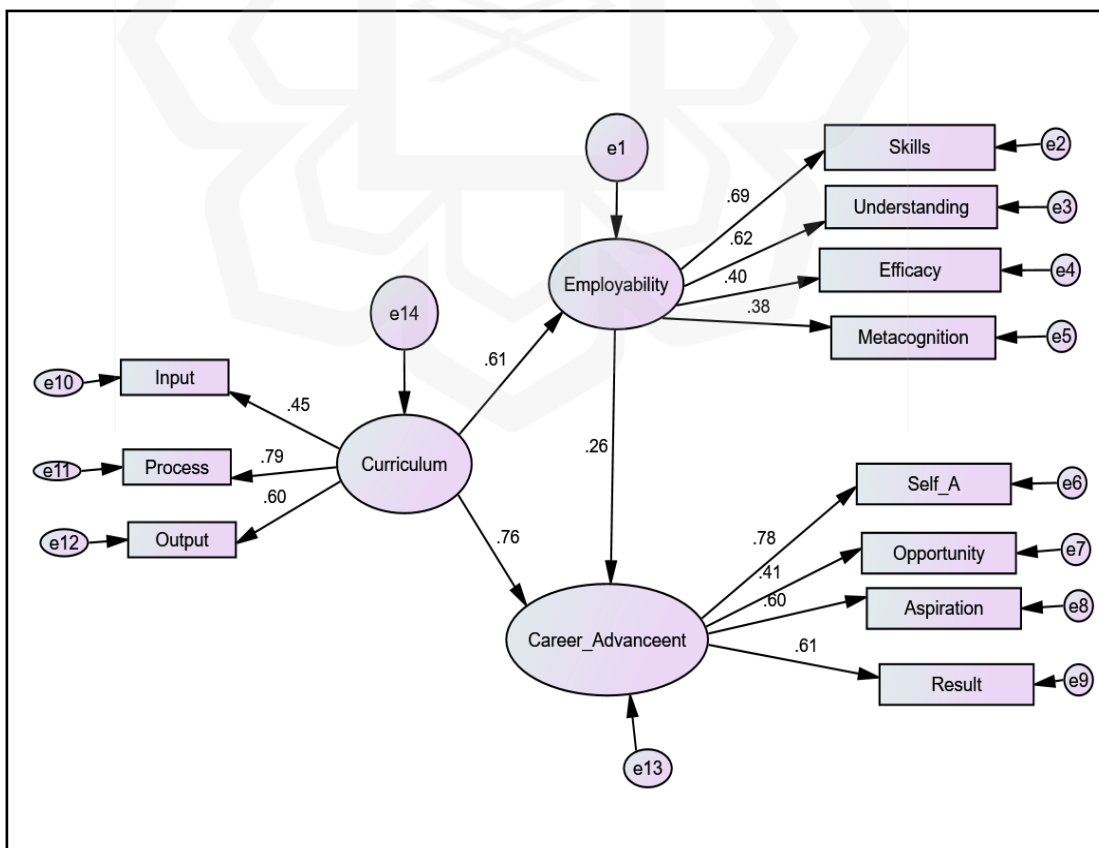


Figure 4.6 Model of the Effect of Employability and Career Advancement

Additionally, the findings in Figure 4.6 indicate that there is a significant direct effect of employability on career advancement with values of (0.26, with 0.001 p-values), which means that the increment of the focus of curriculum on employability by 0.26 would affect the career advancement of Arabic graduates in Nigeria. Hence, the results align with Azmi and Hashim (2020), who stated that employability significantly affects career advancement.

4.7 RELATIONSHIP BETWEEN THE NATIONAL UNDERGRADUATE ARABIC CURRICULUM, GRADUATE EMPLOYABILITY, AND CAREER ADVANCEMENT

After analysing the National Undergraduate Arabic Curriculum's effect on graduate employability and career advancement, the researcher further investigated the relationship between the National Undergraduate Arabic Curriculum, graduate employability, and career advancement. For the researcher to answer this research objective, three hypotheses were examined.

Hypothesis Five (H5a): There is a significant relationship between the Arabic curriculum and the construct of career advancement.

Hypothesis Five (H5b): There is a significant relationship between the Arabic curriculum and the construct of graduate employability.

Hypothesis Five (H5c): There is a significant relationship between graduate employability and the construct of career advancement.

To examine the relationship between the model for the Arabic, graduate employability, and career advancement, the researcher checked the measurement fit for the models. Table 4.27 summarizes the report of the Goodness-of-Fit Indices for the models.

Table 4.27 Model Fit Indices for the Relationship between the Arabic Curriculum, Graduate Employability, and Career Advancement

Model Fit								
	X²	X²/DF	DF	GFI	RMR	P	AGFI	RMSEA
Fit Indices				> 0.09	< 0.08		> 0.09	< 0.05
Value	42.679	1.285	42	0.976	0.032	0.001	0.962	0.011
	Incremental Fit Measures					Parsimony Fit Measures		
	RFI	NFI	IFI	CFI	TLI	PCFI	PNFI	PRATIO
Fit Indices	≥0.09	≥0.09	≥0.09	≥0.09	≥0.09	≥0.50	≥0.50	≥0.50
Value	0.932	0.949	0.998	0.998	0.997	0.744	0.707	0.745

Table 4.27 reports the results of the model fit indices of the relationship between the Arabic Curriculum, graduate employability, and career advancement of Arabic graduates at selected Universities in Nigeria. However, all the indices in the table show that the model fits the data used in this study. According to Cho et al. (2020) when the Goodness-Fit Index (GFI) is $\geq .90$, the Comparative Fit Index (CFI) is $\geq .90$, Adjusted Goodness-of-Fit Index (AGFI) is $\geq .90$, Normal Fit Index (NFI) is $\geq .90$, the Tucker-Lewis Index (TLI) is $\geq .90$, the Incremental Fit Index (IFI) is $\geq .90$, the Relative Fit Index (RFI) is $\geq .90$, and the Root Mean Square Error of Approximation RMSEA is $\leq .05$ shows the model met the threshold indices and acceptable for the study.

As a result of this, the table above indicates the following results: GFI = .976, CFI = .998, AGFI = .962, RMR = .032, NFI = .949, RFI = .932, IFI = .998, TLI = .997, $X^2 = 1.285$, and RMSEA = 0.011 were all achieved and met the Goodness-Fit-Indices. However, the parsimony fit, including PCFI, PNFI, and PRATIO, is above the threshold > 50 , indicating a better fit for the model. These findings correspond to Cho et al.'s (2020) recommendation. In addition, figure 4.7 below shows the confirmatory factor analysis for the relationship between the Arabic Curriculum, employability, and career advancement model.

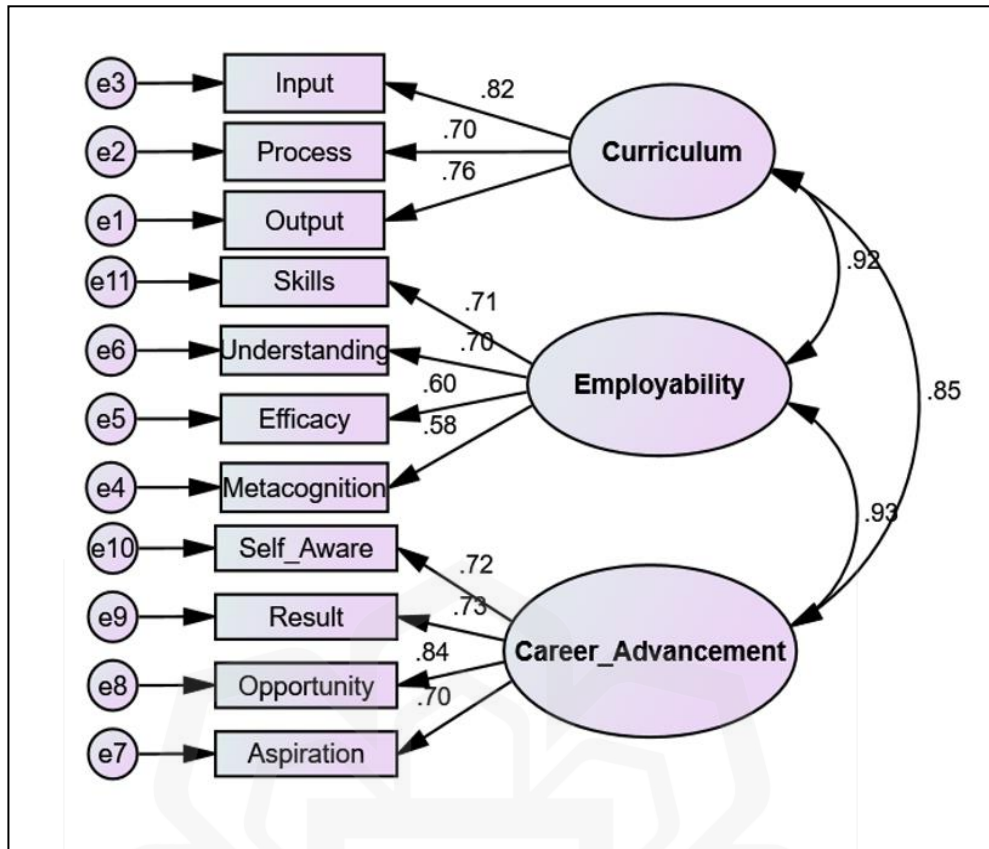


Figure 4.7 Measurement Model for the General Relationships Arabic Curriculum, Employability, and Career Advancement.

Figure 4.7 demonstrates the general relationship between the Arabic Curriculum, employability, and career advancement variables. Figure 4.7 concluded that there is a strong relationship between the variables of this study.

Table 4.28 Unstandardized and Standardized Regression Weights of Curriculum, Graduate Employability, and Career Advancement (Model)

<i>Unstandardised</i>							<i>Standardised</i>			
Construct	Weight	Constructs	Est.	S.E.	C.R.	p	Items	Weight	Constructs	Estimate
Output	<---	Curriculum	1.000				Output	<---	Curriculum	.762
Process	<---	Curriculum	.921	.069	13.282	***	Process	<---	Curriculum	.701
Input	<---	Curriculum	1.075	.069	15.530	***	Input	<---	Curriculum	.818
Metacognition	<---	Employability	1.000				Metacognition	<---	Employability	.585
Efficacy	<---	Employability	1.101	.116	9.472	***	Efficacy	<---	Employability	.601
Understanding	<---	Employability	1.329	.126	10.507	***	Understanding	<---	Employability	.697
Aspiration	<---	Career Adavan.	1.000				Aspiration	<---	Career Adavan.	.695
Opportunity	<---	Career Adavan.	1.377	.095	14.554	***	Opportunity	<---	Career Adavan.	.837
Result	<---	Career Adavan.	1.178	.091	12.968	***	Result	<---	Career Adavan.	.733
Self-awareness'	<---	Career Adavan.	1.131	.089	12.731	***	Self-awareness'	<---	Career Adavan.	.718
Skills	<---	Employability	1.241	.116	10.667		Skills	<---	Employability	.713

Table 4.28 shows the curriculum's unstandardized and standardized regression weights, graduate employability, and career advancement (model). However, all the loadings were above the threshold of 0.5. The only construct at the range of 0.5 is (metacognition under employability loaded 0.585); this construct was retained since it is above the threshold of 0.5 (Hayduk, 2016).

Table 4.29 Estimate of Correlation and Covariance of Curriculum, Employability, and Career Advancement

Constructs		Constructs	Estimate	S.E.	C.R.	Correlation	P Level
Curriculum	<-->	Employability	.517	.062	8.368	.915	***
Curriculum	<-->	Career Advancement	.554	.062	8.984	.847	***
Employability	<-->	Career Advancement	.421	.052	8.170	.935	***

Table 4.29 shows the estimate of correlation and covariance, which indicate the relationship between the Arabic Curriculum, graduate employability, and career advancement constructs. Based on the results, it is clear that the construct of the Arabic Curriculum is significantly and positively related to graduate employability. The value of 0.915 indicated a significant correlation between the two variables. That might be because having a good curriculum with the necessary skills required for the labour market and providing the promised service would necessarily lead to the graduate's employability in Arabic specialization. Furthermore, a significant relationship is also observed in the values obtained for the relationship between the Arabic Curriculum construct and the career advancement construct. The p-value of .847 showed a positive correlation between the variables. That indicated that the quality of the curriculum gives Arabic graduates a better opportunity for career advancement.

The model of the study confirms the final hypothesis that investigates the relationship between employability and career advancement. The p-value obtained

was significant at 0.935, which is $>$ than the level of 0.001. Therefore, it can be concluded that there is a substantial relationship between employability and career advancement. To summarize, Table 4.30 presents all the hypotheses tested and their conclusion based on the study's findings.

Table 4.30 Summary of Hypotheses

Hypothesis	Statement	Result
H1a	<i>The constructs of the Arabic curriculum are sound in terms of reliability and validity.</i>	Supported
H1b	<i>The employability constructs are sound in terms of reliability and validity.</i>	Supported
H1c	<i>The constructs of career advancement are sound in terms of reliability and validity.</i>	Supported
H2a	<i>Arabic Curriculum has a significant direct effect on career advancement.</i>	Supported
H3a	<i>Arabic Curriculum has a significant direct effect on employability</i>	Supported
H4a	<i>employability has a significant direct effect on career advancement</i>	Supported
H5a	<i>There is a significant relationship between the undergraduate Arabic curriculum and the construct of career advancement.</i>	Supported
H5b	<i>There is a significant relationship between the Arabic curriculum and the construct of employability.</i>	Supported
H5c	<i>There is a significant relationship between employability and the construct of career advancement.</i>	Supported

Finally, it is indicated in the above table that all the hypotheses examined in this study were supported based on the reported findings. In addition, the Arabic Curriculum, employability, and career advancement constructs are significantly sound regarding reliability and validity. However, the Arabic curriculum has a significant impact on employability. At the same time, the Arabic Curriculum also has a significant positive effect on the career advancement of Arabic graduates. In terms of the relationship between the variables of this study, findings indicated a significant

relationship between the Arabic Curriculum construct and the employability construct. At the same time, the findings also confirmed a positive significant relationship between the Arabic Curriculum construct and the career advancement construct.

Finally, the findings supported a significant relationship between the employability and career advancement constructs. Furthermore, it can be concluded that all the hypotheses tested in this study were confirmed and ascertained.

4.8 CHAPTER SUMMARY

This chapter presented the study's findings, and the study's objectives were addressed based on the data collected. The data was screened to check for any missing values, while skewness and kurtosis were used to check the normality of the data. The findings from the normality demonstrated that all the variables' distributions can be regarded as standard and are ready to be applied to this study's testing model. Furthermore, outliers screening and multicollinearity were also done to know if each construct's tolerance and variance inflation factor VIF values remained below the suggested threshold. The results showed no missing data, met the expected threshold of the data screening, and were fit for the analysis.

However, descriptive analysis was used to analyse the demographic section of the questionnaire using SPSS 23.0. the total number of survey respondents was 347; 84.4% were male, while 15.6% were female. The universities were categorized into two geographical zones: the North-Central and South-West. The academic level indicated that 58.5% were degree holders, 35.4% had master's degrees, and 6.1% were PhD holders. The academic year of the respondents was also analysed, which indicated that 53.3% graduated 2 and above while 46.7% graduated 2 years and below. This section also revealed that 55.0% were self-employed, 27.4% were Government employees, and 17.6% were private employees.

Descriptive analysis was also used to analyse research questions one and two. The objective of the two questions is to know the role of the National Undergraduate Arabic Curriculum on Arabic graduate employability and career advancement. The

result of the analysis shows that the Arabic graduates disagreed with the Arabic curriculum in terms of employability and career advancement.

Principal component analysis was also used in this chapter to identify the factors loading for the variables of this present study: the Arabic Curriculum, graduate employability, and career advancement. The factors loading for each dimension retained in the study were above .70, which is acceptable. Meanwhile, factors that loaded below .50 were removed, factors with cross-loading factors were removed, and some were not loading.

Confirmatory factor analysis (CFA) was used to examine whether the Arabic Curriculum, graduate employability, and career advancement constructs are valid, reliable, and meet the minimum requirements of SEM's model-fit indices. The convergent and discriminant validity shows that the Arabic Curriculum, graduate employability, and career advancement construct are valid, reliable, and meet SEM's model-fit indices minimum requirements for this study. CFA was also used to check the effect of variables, indicating a significant effect on the variables. Finally, the hypotheses were analysed after the general analysis, in which they all met the p-value of 0.001 as reported for each hypothesis and noted that all the study hypotheses were supported in this study. The researcher will proceed to Chapter Five to discuss the study's findings.

CHAPTER FIVE

SUMMARY, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents the conclusions obtained from the findings of this research on the effect of the Arabic Curriculum on graduate employability and career advancement in Nigerian universities. The chapter gives the general conclusions based on the reports analysed in chapter four of this study after the research questions were analysed based on the proposed objectives. This study aims to investigate the effect of the Arabic Curriculum on Arabic graduate employability and career advancement using structural equational modelling (SEM). Data was gathered from 347 Arabic graduates in the two geographical zones, including North-Central and South-West in Nigeria. Additionally, this chapter includes recommendations for future study directions, constraints, and discoveries, all of which were highlighted in this chapter.

5.2 APPRAISAL OF RESEARCH OBJECTIVES

This present study investigated the effect of the Undergraduate Arabic Curriculum on graduate employability and career advancement in Nigerian universities. The following questions were posed to direct and reflect the goals of this study to correspond to this objective and give empirical evidence on the impact of the Arabic Curriculum on graduate employability and career advancement:

- i. What role does the Arabic Curriculum play in Arabic language graduates' career advancement and employability?
- ii. What employability skills and career advancement are needed for Arabic language graduates in Nigerian Universities?

- iii. Are employability and career advancement constructs valid and reliable, and do they meet SEM's model-fit indices minimum requirements for the Arabic Curriculum in Nigerian Universities?
- iv. Does the Arabic Curriculum significantly affect the Career Advancement of Arabic graduates in Nigeria?
- v. Does the Arabic Curriculum significantly affect Arabic graduates' employability in Nigerian Universities?
- vi. Does graduate employability significantly affect Arabic graduates' Career Advancement in Nigerian Universities?
- vii. What are the relationships between the undergraduate Arabic curriculum, employability, and career advancement of Arabic graduates in Nigeria?

To achieve the goal of this research study, the researcher conducted a structured literature review in Chapter Two, using a theoretical framework and structural model as guidance. Fundamentally, three models were used in this study to investigate the effects of the Arabic Curriculum on graduate employability and career advancement. The effect and relationship between the exogenous and endogenous variables were described empirically in Chapter Two, based on which nine hypotheses were put forth, examined, and predicted in the theoretical framework.

A quantitative method was used to achieve the objectives of this research. A survey was used to gather data from the respondent and analysed based on their respective goals, Statistical Package for the Social Sciences (SPSS) 23.0 and AMOS Graphic 24.0. Additionally, based on the findings, the following discussions were detailed.

5.3 SUMMARY AND DISCUSSION OF RESEARCH FINDINGS

5.3.1 Research Objective One: To Investigate the Role Played by the Arabic Curriculum on Arabic Language Graduates' Career Advancement and Employability

The primary objective of this study was to investigate the role played by the Arabic Curriculum on Arabic language graduates' career advancement and employability. The role was revealed through the descriptive analysis of the study, where it was shown that the Arabic Curriculum lacks the necessary skills needed for Arabic graduates to secure their career advancement. Furthermore, the result from the descriptive analysis indicated that the Arabic Curriculum did not give them the experience needed to advance their career. The results showed that most Arabic graduates are not even aware of the opportunities in the field of Arabic since they are not confident in collaborating with any team; this is in line with the result of Bennett (2018), which indicated that the majority of the graduates are not well prepared for their career advancement in various of education.

According to Abdul Ghani et al. (2019), Arabic graduates cannot collaborate and constituent, making their careers unrealistic. Furthermore, the result shows that the input of the curriculum, which is regarded as the curriculum's content, does not match the employer's demand. According to Misni et al. (2020), most employers face issues when it comes to employing Arabic graduates because they lack adequate skills such as soft skills and competence to work in teamwork, as expected by the labour market demands.

The result from the descriptive analysis shows that there is a mismatch in the Arabic curriculum. In addition, the process in which the Arabic Curriculum has been delivered has identified a need for re-designing the curriculum to fit the modern method of teaching and learning Arabic. 71% of the respondents reported that the teaching strategies (e.g., interactive learning, collaboration, and problem-solving) are not used in the classroom to teach or connect them with their future. Moreover, 66% of the respondents emphasized that the Arabic Curriculum does not promote their career advancement; this result is in line with the study (Solahudeen et al., 2022).

In general, the Undergraduate Arabic Curriculum does not prepare Arabic graduates with the adequate skills expected of them by employers. It also indicates that the course does not present students with modern strategies and methodologies, which makes them have little interest in the program. In addition, the student assessment is not available across the selected universities for this study, which indicates that the students are not allowed to evaluate the content, process, and outcomes of the Arabic Curriculum. The findings show that the Arabic Curriculum outcomes in the selected universities in Nigeria did not prepare their graduates for the labour market requirements (Abdullahi et al., 2021).

5.3.2 Research Objective Two: Investigate the Employability Skills and Career Advancement Needed for Arabic Language Graduates in Selected Nigerian Universities

The descriptive result demonstrated that 80% of the respondents are not equipped with any employability skills expected from employers. However, the USEM model by Yorke and Knight (2007), cited by Bennett and Ananthram (2022), which has four dimensions (skills, understanding, self-efficacy, and metacognition), was used to measure graduate employability. Regarding skills, the descriptive analysis reported that 80.8% of employers are not eager to employ Arabic graduates since they lack employability skills such as communication skills, file creation, teamwork, and organizational skills. There is no doubt based on the result that majority of the respondents graduated with no employability skills, which has made them unemployable. The result shows that the graduates need employability skills for them to be employed and relevant in the labour market. Furthermore, findings of this study indicated that only 27.4% were employed by the government, 55.0% were self-employed which means that they are having their private local Arabic schools with no structured curriculum just for them to be able to feed themselves and their families, while 17.6% were private employees. This shows that Arabic graduates have a low opportunity of employment in the geographical zones North-Central and South-West.

“Understanding” indicates the graduate level of knowledge and understanding of what society needs from them to be employed. 73.2% of the respondents are

unaware of the nature of the job they can do. That has made them not ready to face the tasks of their employers. They rarely pass their interviews with employers since the study results show they lack good communication skills and cannot quickly adapt to the modern employment system.

Regarding their personal qualities, including efficacy beliefs, the result shows that the Arabic graduates who had graduated from the selected universities in Nigeria hardly achieved their goals after all their years of study in the university. There is no doubt a gap between the respondents' self-efficacy and employability skills. Maree and Nortjé (2023) emphasized that employability skills remain a significant factor in deciding a better future career for a graduate student. However, the findings of this study confirmed that (skills, understanding, efficacy beliefs, and metacognitions) are factors that determine good employability and career advancement. Nurbayan and Nurzaman (2018) also supported the findings that Arabic graduates need skills to be employed and secure their career advancement. Moreover, the conclusions of this study implied that employability enhances the graduates' career advancement in all aspects of the workplace.

In addition, Arabic graduates are not optimistic about their career advancement in all aspects. Graduate can only be sure of their career if they can be sure of their employability skills. Employability prepares graduates with the expected skills to secure jobs and meet their targeted goals. These findings supported the study by McKenzie et al. (2017) that the characteristics of the labour market influence graduates' employability. Nevertheless, Abdullahi and Oladosu (2021) confirmed in their study conducted among the students of Arabic that the outcome of the undergraduate Arabic curriculum did not provide proper career advancement and employability for Arabic graduates.

To sum up, the findings of this present study added that graduates' employability and career advancement are essential to secure a great future. However, the findings confirmed that the graduates of Arabic need adequate and modern skills such as (soft skills, ICT, collaboration, communication skills, teamwork, and creativity skills) to secure employability and achieve their career advancement.

During the data collection, the researcher realized that most Arabic graduates' communication in Arabic did not seem up to standard. Hence, the Undergraduate Arabic Curriculum plays a significant role.

5.3.3 Research Objective Three: To Determine Whether the Arabic Curriculum, Employability, and Career Advancement Constructs Are Valid and Reliable and Meet the Minimum Requirements of SEM's Model-fit Indices

Effectively, the third objective of this study was to determine whether the measures of all constructs were valid and reliable. More specifically, it tested whether the underlying constructs of the Arabic Curriculum employability and career advancement are valid and reliable and meet the minimum SEM fit indices.

In response to the specific question of whether the Arabic Curriculum, employability, and career advancement latent construct determinants are valid and reliable, it was discovered that each construct was valid and reliable in its respective measurement. As a result, it was found that each indicator of the Arabic Curriculum, employability, and career advancement reflected its corresponding construct.

In line with the constructs of the Arabic curriculum, its measure as used in this study was confined to three sub-scales of input, process, and output based on the IPO model that was found out that that the model is fit with the conceptual-based learning outcomes and suitable to measure the content, process, and output of a standard school curriculum (Kumar & Shukla, 2011; Alshaye et al., 2019). In addition, the model appropriately fits the data utilized in this study to reflect this construct, demonstrating the validity and reliability of the input, process, and output.

Furthermore, the determinants of graduate employability ascertain the constructs; hence, the USEM constructs by Yorke and Knight (2007), i.e. skills, understanding, efficacy-beliefs, and metacognition were also valid and reliable, while the career advancement model by Reddan, (2015) consisting of self-awareness, opportunity awareness, aspirations, and the result was also valid and reliable.

5.3.4 Research Objective Four: To determine whether the Arabic Curriculum significantly affects the Career advancement of Arabic graduates in Nigeria

The fourth objective of this study was to determine whether the Arabic Curriculum significantly affects the career advancement of Arabic graduates in Nigeria. The findings in this study demonstrated a positive significant effect of the Arabic Curriculum on the career advancement of Arabic graduates in selected universities in Nigeria. However, it was hypothesized that the Arabic Curriculum directly affects career advancement. The present findings in this study confirmed a positive, significant direct effect between the Arabic curriculum and career advancement. Researchers such as Okolie et al. (2019) mentioned that curriculum is crucial in determining graduates' careers in any country. Furthermore, Garba (2023) added that one of the significant obstacles teachers and Arabic graduates face is the lackadaisical attitude towards the National Undergraduate Arabic Curriculum used in Nigeria.

The findings supported that the Arabic Curriculum has a high and significant positive direct effect on career advancement, which indicates that the Arabic curriculum influences the career advancement of Arabic graduates in selected Universities in Nigeria. Similarly, there is no doubt that if the Arabic Curriculum has improved by one standard deviation, there will be a tendency for increments in career advancement among Arabic graduates, as indicated in the findings.

Muhammed et al. (2021) stated that there is a need for Malaysian universities to improve the Arabic curriculum to match employers' demands. The study further mentioned that the curriculum significantly impacts the graduates' employability in Malaysia.

To sum up, the findings of this present study, which investigated the effects of the Arabic Curriculum on graduate employability and career advancement in Nigerian universities, concluded that there is a positive significance of the effect of curriculum on career advancement among Arabic graduates.

5.3.5 Research Objective Five: To Determine Whether the Arabic Curriculum Significantly Affects the Arabic Graduates in Selected Universities in Nigeria

This research investigated if the Arabic Curriculum significantly affects the graduate's employability in the selected universities in Nigeria. The researcher hypothesized that the Arabic Curriculum directly affects the Arabic graduate's employability. Based on the testing of the hypothesis, it was supported that the Undergraduate Arabic Curriculum significantly affects the employability of Arabic graduates. In Chapter Two, the literature demonstrated that the curriculum is vital to Arabic graduates' employability. The primary goal of a quality curriculum is to equip the students with the necessary skills needed to secure jobs in the future (Azmi & Hashim, 2020). Research in Nigeria also supported the findings of this study result (Folorunsho, 2019; Ibraheem & Jami'u, 2019; Lawal, 2017b). Therefore, the findings revealed that the higher loading of the National Undergraduate Arabic Curriculum enhances the employability of Arabic graduates in Nigeria.

Similarly, a study in Malaysia revealed that the Arabic curriculum directly affects graduates' employability (Sahrir et al., 2016). In Indonesia, a request was made to develop and standardize the Arabic curriculum in line with the employers' demand since the literature indicated that most Arabic graduates lack employability skills (Nurbayan et al., 2021). However, based on this finding, it is clear that this study's findings support the hypothesis.

5.3.6 Research Objective Six: To investigate whether graduate employability significantly affects Arabic graduates' Career Advancement in selected Nigerian Universities

The primary goal of this objective was to investigate if graduate employability significantly affects Arabic graduates' career advancement in selected universities in Nigeria. A hypothesis was investigated to answer the research objective. The findings revealed that employability has a direct effect on career advancement. Some literature cited in Chapter Two suggested that employability directly affects career advancement (Ahmad et al., 2017; Azmi & Hashim, 2020). The findings indicated a medium

significant effect of employability on career advancement, which means that the increment of the curriculum's focus on employability would affect the career advancement of Arabic graduates in Nigeria.

In addition, it is essential to know that career advancement needs skills, attributes, and knowledge to be achieved. There is no way for a graduate to secure his targeted goals without employability skills. It is necessary to ensure that an individual's career is achieved through learning (Cole et al., 2022; Reddan & Rauchle, 2017b). Bello et al. (2022) revealed that the only way to enhance Arabic graduates' career advancement is through employability skills.

In conclusion, findings have revealed that employability and career advancement cannot be separated from one another regarding career advancement among Arabic graduates in selected universities in Nigeria, as confirmed by previous studies discussed in Chapter Two.

5.3.7 Research Objective Seven: To Investigate Whether There Is A Relationship Between Arabic Graduates' Undergraduate Curriculum, Employability, and Career Advancement in Nigeria

This research objective investigated the relationship between the undergraduate curriculum, employability, and career advancement of Arabic graduates at the selected universities in Nigeria. Based on the nature of the research objective, three hypotheses were examined to know the level of the relationship between the constructs of the Arabic Curriculum, employability, and career advancement.

Firstly, the first hypothesis stated that there is a significant relationship between the Arabic Curriculum constructs and the construct of career advancement. Findings indicated a significant relationship between the Arabic curriculum and the career advancement construct. However, findings show that the estimated levels of correlation and covariance indicate the relationship between the Arabic Curriculum and career advancement constructs.

The results revealed a significant relationship between the Arabic Curriculum and career advancement, showing a positive correlation between the two constructs, which indicated that the quality of the curriculum gives Arabic graduates a better opportunity for career advancement. In addition, this result is supported by Leary (2017) and Sofia (2020), as cited in Chapter Two.

Secondly, the Arabic Curriculum construct is significantly positively related to graduate employability. The p-value of the findings indicated a significant correlation between the two variables. That might be because having a good curriculum with the necessary skills required for the labour market and providing the promised service would necessarily lead to the graduates' employability in Arabic specialization. Tentama and Abdillah (2019) added that a quality curriculum construct significantly relates to employability.

Finally, the hypothesis investigating the relationship between employability and career advancement constructs confirmed that it is significant based on the p-value obtained. Therefore, it can be concluded that there is a substantial relationship between employability and career advancement. The findings in this study supported the literature review in Chapter Two, which shows a robust positive significance between the construct of employability and career advancement since career advancement will help the graduate realise if they have acquired the knowledge and skills expected by the employers.

In summary, graduate employability is determined by various factors, including the capacity to promote broader abilities such as problem-solving, interaction skills, communication, efficiency, and demonstrating initiative. However, it is crucial to note that the relationship between employability and career advancement has not been doubted when designing a quality curriculum, especially in Nigeria, where studies have emphasized a mismatch in the National Undergraduate Arabic Curriculum.

5.4 RESEARCH CONTRIBUTIONS AND IMPLICATIONS

This present study examined nine hypotheses investigating the effect of the National Undergraduate Arabic Curriculum on employability, and career advancement in Nigeria. However, this study will be considered unfinished without emphasizing its specific contributions and ramifications. The contributions and implications of a study should be added to the body of knowledge, focusing on theoretical, methodological, and practical contributions, according to Rashid et al. (2019).

This part of the study describes this research's theoretical, methodological, and practical contributions. In addition, Universities in North-Central and South-West could find the implications offered to be a thorough and insightful understanding for the National Universities Commission (NUC) and the Nigeria Association of Teachers of Arabic and Islamic Studies (NATAIS) in the field of Arabic graduate employability and career advancement in this study.

5.4.1 Theoretical Implication

Fundamentally, this study provides strong evidence to use the IPO model as the underlying theory, particularly when considering Nigeria's National Undergraduate Arabic Curriculum, for instance, which is in line with the study of Kumar and Shukla's (2011) conceptualization of the construct of a quality curriculum which comprises input, process, and output; employability as illustrated by Yorke's (2005) USEM model to demonstrate the skills, understanding, efficacy-beliefs, and metacognition; and career advancement as mentioned by the SOAR model introduced by Cole et al., (2022) which comprises of self-awareness, opportunity awareness, aspiration, and results respectively.

This present study investigated the effect of Arabic curriculum (as predicted by Kumar & Shukla, 2011) on employability (as predicted by Knite & Yorke, 2005) and career advancement (as predicted by the SOAR model Cole et al., 2022). Theoretically, the present study provided an impetus for the theory of the Arabic

Curriculum, employability, and career advancement of Arabic graduates at selected universities in Nigeria. This study reviewed several qualitative studies that have been done on the National Undergraduate Arabic Curriculum qualitatively. Few studies have been done using the quantitative approach, making it difficult for the present researcher to identify the theories most used to investigate Nigeria's National Undergraduate Arabic Curriculum.

However, the researcher recommends a need for quantitative research to investigate Nigeria's National Undergraduate Arabic Curriculum to fill the gap as to why most Arabic graduates are unemployed (Adeyemi, 2017; Ajape et al., 2015; Oladejo, 2021). The findings of this present study have confirmed that the model used to investigate the National Undergraduate Arabic Curriculum, graduate employability, and career advancement was a suitable choice.

The IPO model findings in this study have validated the findings of Adeyemi (2017), stating that researchers urgently need to evaluate the content, process, and output of the National Undergraduate Arabic Curriculum in Nigerian universities.

Furthermore, Knite 's (2005) model for employability has contributed to the way out of Arabic graduate employability in Nigeria. Based on the model's construct evidence, there is a need to develop the National Undergraduate Arabic Curriculum to cater to Arabic students so that they can be employable after their undergraduate education since that is the primary goal of every institution. The dimensions of the USEM model were also supported by Okunuga and Ajeyalemi (2018) which revealed that, generally, most graduates in Nigeria universities did not acquire any employability skills, making them unemployable. The study suggested that further research must be done to fill the gap in graduate employability among graduates in various departments across the universities in Nigeria.

Regarding the career advancement (SOAR) model, the descriptive analysis indicated that the model supported the objective of this study to reveal the issues regarding the advancement of the Arabic graduate career. The dimension of the model has contributed to the research problem. The four dimensions were measured by items that revealed the graduate's readiness for career advancement.

In summary, this current study has confirmed that the components of the curriculum model, employability, and career advancement model can be used by the NUC and NATAIS to improve, re-design, and standardise the National Undergraduate Arabic Curriculum to enable the Arabic graduates' employability and to allow them to achieve their targeted goals.

Moreover, the study would enhance the relevance of the curriculum, employability, and career advancement model within the framework of a developing country. Thus, by incorporating entrepreneurial skills orientation, work experience, generic skills, degree subject knowledge skills understanding, ICT acceptance, and career development learning, this study improved the variables studied in the context of Arabic graduates' employability and career advancement in Nigeria.

5.4.2 Practical Implication

This study provided new perspectives and methods for analysing the factors that influence the National Undergraduate Arabic Curriculum's impact on Arabic graduates' employability and career advancement in Nigeria. This study has practical implications for all parties involved, including the university, policymakers (NUC, NATAIS), governments, and other stakeholders.

It could improve the National Undergraduate Arabic Curriculum's effectiveness and quality, which would help Arabic students improve their chances of finding employment after graduation, and help the National Universities Commission, the National Association of Teachers of Arabic and Islamic Studies (NATAIS), and the National Board for Arabic and Islamic Studies (NBAIS). It would also greatly aid in developing an efficient and high-quality Arabic curriculum in Nigeria.

Furthermore, as a measure of their employability, it is crucial to allow prospective undergraduate students to select their professional path while still in study. That is made possible by a high-quality and efficient curriculum in collaboration with relevant organizations, including educational institutions and

support groups that offer guidance and training through planning conferences, seminars, workshops, and lectures, particularly for undergraduate students.

Regarding policymakers, this study's results suggest that effective and efficient measures are required to support Arabic undergraduate students who may graduate as early as possible and enhance their employability. In summary, the current strategy would reduce the unemployment and layoff rates that our prospective Arabic graduates currently experience. The study's model shows how important it is for Arabic graduates to have the abilities necessary to manage their professional resources and subjectively grow their careers. Comprehending the correlation between the country's undergraduate Arabic curriculum, employability, and career advancement provides significant perspectives for scholars and decision-makers in devising tactics and programs to enhance Arabic graduates' employability and career advancement consistently. Additionally, in terms of the NUC, NATAIS, and NBAIS policies, it is essential for long-term success in human capital sustainability.

Regarding parents, they have to send their children to college or other higher education institutions, particularly universities, to gain the knowledge and skills necessary to be employable. By doing this, they can ensure that they would not depend on the government for employment, as the government is also currently unable to fill positions for students who may graduate from universities.

Based on this present finding, research on the employability of undergraduate students has primarily focused on developed countries, which limits the generalizability of the findings to other contexts. Due to a shortage of literature on Arabic graduate employability and career advancement, academic researchers, policymakers, and other stakeholders cannot make informed decisions on practice, policy direction, and research due to poor access to data. A few studies in Nigeria highlighted the need for more research on Arabic graduate employability and career advancement.

5.4.3 Methodological Implication

Methodologically, the impact of the Arabic curriculum on the employability and professional advancement of Arabic graduates in Nigeria is a noteworthy aspect of the current study. This study provided various appropriate elements to assess the variables in the context region and measures for each component. Furthermore, four items frequently used in a different context, mainly in wealthy nations, are taken and included in this study.

Most of the instruments were created and tested outside of Nigeria and had not yet been validated for that country's needs. This study validated the instruments before deciding to use them to meet the needs of Nigeria's Arabic graduates. This has improved the study's methodology by creating a 5-point Likert scale construct and testing the instrument and constructs using various statistical methods. The model's measurements led to findings that were well-structured, suited the research's models, and appropriate for the data.

Confirmatory factor analysis and path analysis are two statistical techniques combined to create SEM. The goal of confirmatory factor analysis, which has its roots in psychometrics, is to assess hidden psychological qualities like satisfaction and attitude (Wang et al., 2020).

Since the analysis is quantitative research, With the integration of several theories and models, Structural Equation Modelling (SEM), which has been recognised as a valid and more consistent method, was used to examine the effect and relationship between the undergraduate Arabic curriculum and graduates' employability and career advancement among Arabic graduates in Nigeria. Subsequently, SEM was used to estimate the interrelationship between the variables.

5.5 RESEARCH LIMITATION

This study has several limitations that would allow for more research on the National Undergraduate Arabic Curriculum, even though it has offered several significant contributions to the body of knowledge on the impact of the National Undergraduate Arabic Curriculum on graduate employability and career advancement at universities in Nigeria. This research primarily focused on a limited sample of Arabic graduates from selected North Central and Southwest universities. Therefore, it is impossible to extrapolate the results to all of Nigeria.

Furthermore, the research strategy of this study primarily relied on self-administered assessments to collect the data. Based on self-reported research, employability, career advancement, and factors influencing the graduate students' efficacy were also recognized. Furthermore, the degree of honesty and openness exhibited by the Arabic graduate affected the correctness of the data. In each portion of the questionnaire, however, detailed instructions were provided to minimize prejudice among Arabic graduates. Furthermore, the study required that the questionnaire's length be restricted to eliminate some possible variables.

Finally, the study has been hampered by the lack of prior research studies on the topic, which examines the impact of the National Undergraduate Arabic Curriculum on graduate employability and career advancement at a few Nigerian universities. In particular, the study has encountered difficulties due to a shortage of literature supporting the dependent and independent variable relationships. The National Undergraduate Arabic variable, the independent variable derived from the IPO model, also encountered similar difficulties. Furthermore, it has impacted conversations regarding the study's conclusions because the researcher must present additional earlier research to either corroborate or refute the results.

5.6 RECOMMENDATION

As mentioned above, this research investigated the National Undergraduate Arabic Curriculum on graduate employability and career advancement in Nigeria universities. To sum up, the study presented the following recommendations based on the findings from the survey.

5.6.1 Recommendation For Practice And Policy

The following recommendation includes the following:

1. Nigeria's National Undergraduate Arabic Curriculum has been exclusively divided into which has called for a dualistic system in learning Arabic, i.e., government-owned and public curriculum for teaching Arabic and privately owned Muslim scholars' school curriculum. Therefore, the Nigeria Universities Commission (NUC) should balance the right of the graduates of Arabic specialization to employability through the implementation of various skills in their optimal subjects from junior schools to higher institutions.
2. The development and evaluation of the National Undergraduate Arabic Curriculum have not received sufficient attention from local and international researchers. Therefore, it is recommended that stakeholders, school authorities, and Arabic teachers be encouraged to participate in curriculum development through the decision of the input, process, and output that will promote communication change through the daily needs of the labour market in Nigeria.
3. The findings of the current study identified the effect of the National Undergraduate Arabic Curriculum on the graduate employability and career advancement of the Arabic graduate; hence, the current implementation of the present National Undergraduate Arabic Curriculum in the Nigerian university should be critically observed by re-designed so

that the students will have the opportunity to face their future challenges in all ramifications aspects of the economy, social political and intellectual advancement needed for their job security. Meanwhile, the National Undergraduate Arabic Curriculum must be overhauled to encourage conformity with student needs.

4. More importantly, the National Undergraduate Arabic Curriculum needs to be reviewed by specialists in the field of curriculum and designed to reflect the needs of learners to compete effectively for scarce job opportunities after graduation. The policymakers and educators in the field of Arabic should ensure that the curriculum's content not only includes courses that would empower the graduate of Arabic to be self-employed but also visible to the graduates of other specializations. That would benefit graduates immensely in terms of quality and resourcefulness in their specialisation and in creating job advancement for them. The numerous political challenges facing Arabic education in Nigeria today would be reduced if the graduates were trained with effective communication skills, employability skills, and career paths that would result from their experiences at their school level.
5. Furthermore, non-government organisations, known as NGOs in Nigeria, should undertake a cooperative assessment of the performance and achievement of Arabic graduates in Nigeria. Non-government organisations, especially Islamic corporations and organisations should contribute to the essential development of the Arabic language and pay close attention to monitoring and supervising teaching and learning in Arabic schools. This will enable progressive performance and the provision of quality Arabic language specialisation, which will not only provide content knowledge but also skills in terms of employability and career path. In terms of the policy, it is essential to understand that learning the Arabic language is very important, and the role of non-governmental organisations should be to support the government in ensuring quality education for Arabic graduates.

6. Additionally, since the findings of this study have confirmed the relationship and the impact of the national Arabic curriculum on employability and career advancement, the federal government of Nigeria, with the cooperation of NUC and NBAIS, need to review the budget and regulatory body for Arabic and Islamic education in N Nigeria. The Federal Executive Council (FEC) are required to approve the waivers for the Ministry to establish the national board for the Arabic language and support them in achieving the goals of employability and career path. Lastly, the Ministry of Education in the Federal Republic of Nigeria should design essential Arabic and Islamic examinations as part of its technical support rendered to the state, and this will ensure the standard and quality of the graduates.
7. Teaching the Arabic language should advance from its regular repetition and memorisation of facts to the application of modern technology in teaching the Arabic language. Communication, collaboration, and digital and assistive technology tools are required to make learning more meaningful and accessible in the 21st century. Thus, Arabic language teachers and lecturers are required to experience training and professional development workshops on the inclusion and adoption of technology and innovation in their teachings.

5.6.2 Recommendation for Future Research

Presently, this study focused on ten universities in the two geographic zones of North-Central and Southwest Nigeria, and its findings suggest that future research should include a larger population of Arabic graduates from other geographical zones across Nigeria. Additionally, it suggested the following areas for further study:

1. Although this research has provided robust evidence that supports the influence of the National Undergraduate Arabic Curriculum on the employability and career advancement of the graduate, consequently, the

stakeholders, government authorities, NUC, NBAIS, and NATAIS, among others should continue to provide a necessary fund and support in enhancement of the research that will enable that contributes meaningfully to national building and national aspirations.

2. This research was conducted quantitatively, and the data was collected using a questionnaire to gauge the information from the respondents. The findings may not suffice to conclude the National Undergraduate Arabic Curriculum on employability and career advancement. Thus, future research should be conducted using a qualitative approach through the interviews of the scholars' stakeholders, educators, and policymakers, including revising the National Undergraduate Arabic Curriculum.
3. Comprehensive research is required to compare the qualities of traditional Arabic school curricula owned privately by some scholars in Nigeria and their impact in reviving radical changes facing Arabic graduates in Nigeria in terms of job opportunities and career paths after graduation. Furthermore, future research should focus on developing a regulatory model that balances Nigeria's National Undergraduate Arabic Curriculum and career advancement, streamlining it with privately owned Arabic schools in Nigeria.
4. The new curriculum, launched in the last 6 months of 2023, has emphasized and inspired graduates who can tackle the challenges facing Arabic students in the 21st century, especially in terms of a multi-faceted relationship with the world around them and beyond. However, it is recommended that pilot research evaluating this curriculum be conducted before its implementation and dissemination across Nigerian higher institutions.
5. Implementing the new curriculum of the Arabic language is deeply related to the general growth and development of humans in this life, including but not limited to traditional, economic, and political life. Thus, it is recommended that a yearly follow-up research is conducted to gather the

impact and viability of the current National Undergraduate Arabic Curriculum and provide a comprehensive report for graduates who have been employed in the field of Arabic language.

5.7 CONCLUSION

This study investigated how the National Undergraduate Arabic Curriculum affected graduates' employability and career advancement in Nigerian universities. The study used an instrument that had already been established and modified in earlier research.

In Chapter One, the researcher introduced the research in a general overview, and the study background and problem statement were illustrated. The study explored the relationship between employability skills, career advancement, and the undergraduate Arabic curriculum among Arabic graduates in selected Nigerian universities. The researcher suggested how this study can help the National Universities Commission (NUC) stakeholders reduce unemployment among Arabic graduates in Nigeria and how the study will enhance the language policy in Nigeria. Thus, three theories emerged as the theoretical underpinning in this study, which is the USEM theory with four dimensions (understanding skills- efficacy beliefs- metacognition), the IPO model with three dimensions (input-process-output), SOAR model with four dimensions (self-awareness-opportunity-aspiration-results). The justification for using the mentioned theories resulted from the previous studies that showed the connection between career advancement, graduate employability, and curriculum.

Furthermore, in Chapter Two, the researcher illustrated the historical background of Arabic language education in Nigeria. Literature related to the structure of Arabic language education in both Madrasah and government schools (JSS) and (SSS) was reviewed. It also investigated the curriculum used for the JSS, SSS, tertiary institutions, and universities across Nigeria.

The chapter further highlighted the role of language policy in Nigeria's educational system and reviewed the literature on the effect and relationship between

this study's three variables: undergraduate Arabic curriculum, graduate employability, and career advancement. The researcher then examined how each variable is related to one another. The literature showed that graduates' employability and career advancement is a significant study that must be done frequently due to technological improvement in the world, especially in Nigeria, where the literature also showed a gap in the National Undergraduate Arabic Curriculum due to the challenge of ensuring graduate employability and career advancement.

The researcher provided the methodology and data collection procedure, including the analysis used in Chapter Three, to examine the effect of the undergraduate Arabic curriculum on graduates' employability and career advancement at selected universities in Nigeria. The researcher summarized the research design study's philosophy, methodology, and processes to gather the required data.

A positivistic paradigm was adopted in this study to help the researcher generalise the research findings. Following an explanation of the research methodology and design, this section covers the population of Arabic graduates from the chosen Nigerian universities. The instrument used in this study was adopted from a previous study, which surveyed self-efficacy in the relationship between predictor variables and employability among undergraduate students in northeast Nigeria. A five-point Likert scale was later used to modify the original instrument, which used several differently worded statements intended for undergraduate students and career paths. Many of these statements were not necessary in the context of the current research and were thus removed. The original instrument used a multi-method approach to measure graduate employability, quality curriculum, and career path.

Therefore, the questionnaire on curriculum was self-developed and was used to investigate the National Undergraduate Arabic Curriculum, and the questionnaire on graduate employability and career path was adopted. All items were examined with the assistance of four research assistants, and the final version of the questionnaire was personally presented to Arabic graduates at the selected Nigerian universities. A five-Likert scale was used to anchor each statement. It was represented as mentioned: *1 represents "Strongly Disagree," 2 represents "Disagree," 3 represents "Undecided,"*

4 represents "Agree," and 5 represents "Strongly Agree." Furthermore, to analyse data and evaluate the effect and relationships between the research variables, the study used AMOS Graphics Version 24.0 and SPSS Version 23.0.

For the sample size, the model matches the observed data satisfactorily. However, the literature and findings of this current study supported the effect and relationship between the National Undergraduate Arabic Curriculum, graduate employability, and career advancement in selected Nigerian universities. The study used descriptive and inferential analysis to analyse the study's objectives. The descriptive analysis indicates that the Arabic graduates disagreed with the national Arabic curriculum regarding employability and career advancement.

Confirmatory factor analysis (CFA) was used to examine whether the National Undergraduate Arabic Curriculum, graduate employability, and career advancement constructs are valid, reliable, and meet the minimum requirements of SEM's model-fit indices. The convergent and discriminant validity shows that the National Undergraduate Arabic Curriculum, graduate employability, and career advancement construct are valid, reliable, and meet SEM's model-fit indices minimum requirements for this study. In sum, all the hypotheses tested by the study were supported by the findings.

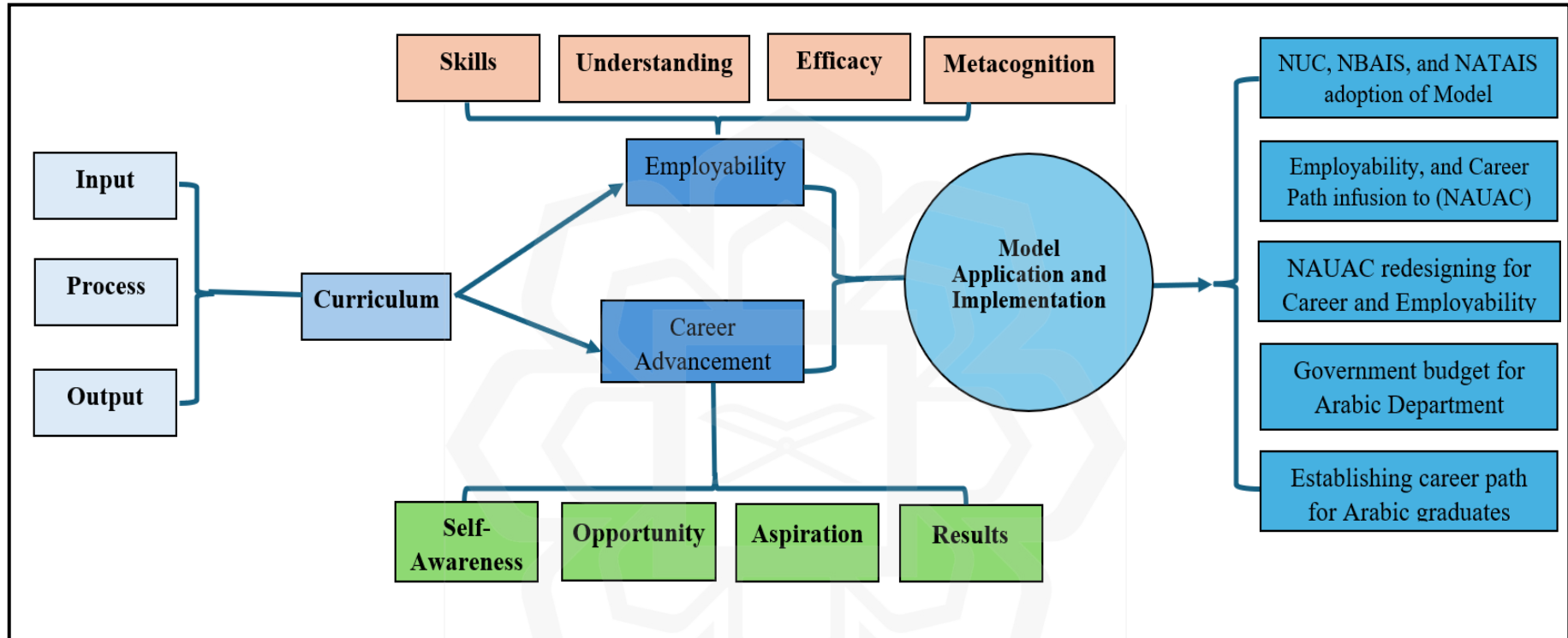


Figure 5.1 Research Model and Its Application for Arabic Language

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APPENDIX A

RESEARCH QUESTIONNAIRE BEFORE PILOT STUDY

Ph.D. Thesis Questionnaire

Name of Candidate: Mustapha Toyiyb Abiodun
University/Kulliyah: PhD of Education, Curriculum and Instruction, IIUM, Gombak
Email/Mobile No: ibnushaykh2020@gmail.com /+61082822705

Dear Respected Colleague,

The main goal of this study is to **INVESTIGATE THE EFFECTS OF THE NATIONAL UNDERGRADUATE ARABIC CURRICULUM ON GRADUATE EMPLOYABILITY AND CAREER ADVANCEMENT AT SELECTED NIGERIAN UNIVERSITIES**. Also, this study aims to investigate the relationships between the undergraduate Arabic Curriculum, employability, and career advancement at selected Nigerian universities. Your answers will help researchers, Nigeria's National Policy of Education (NPE), and the National Board of Arabic and Islamic Studies (NBAIS) in addressing the challenges facing Arabic students in various universities in Nigeria. Hence, your identity will never be known throughout the research process.

Thank you for taking your valuable time to fill in this questionnaire:

Section A: Demographic Data

Please read the below carefully and select the appropriate choices.

1- Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>
--

2- University	University of Ilorin		Summit University Offa	
	Kwasu University		Osun State University	
	Al-Hikmah		Fountain University	
	Lagos State University		University of Ibadan	
	Lagos State University of Education		Emmanuel Alayande University of Education	
	Adeyemi University		Ekiti State University	

3- Academic level: Degree Master PhD

5- Employment Status:	Government Employee		Self-Employment	
	No Employment		Year of Employment	

4- Year of Graduation: 2 years and below 2 years above

Section B: Undergraduate Arabic Curriculum

To what extent do you agree with the following items?

1= Strongly Disagree, 2= Disagree, 3=Undecided, 4= Agree, 5= Strong Agree

No	Statement	SD	D	U	A	SA
1- Input						
1	The content of the Arabic language curriculum is aligned with the mission and vision of Arabic language in Nigeria.					
2	I believe the Arabic language curriculum is suitable for me.					
3	The resources available in the Curriculum are suitable for learning Arabic language.					
4	The Arabic language curriculum (grammar) content enables me to meet our societal needs.					
5	The curriculum of Arabic language content (personal skills) needs to be updated to align with societal needs.					
6	The knowledge imparted by learning areas/subjects was substantial enough to secure jobs in our society.					
7	I believe the content of the Arabic Curriculum is very holistic.					
2- Process						
8	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.					
9	The textbooks that were used to teach Arabic language are suitable for me					
10	Teaching strategies, e.g. (seeking clarification and exploring further information), were used when teaching the Arabic language.					
11	The time devoted to teaching the Arabic language is enough to connect me with social skills.					
12	The majority of Arabic lecturers possessed a modern teaching strategy.					

13	Teaching the Arabic language requires total reform. (Teaching method, content update, and references)					
14	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.					
3- Output						
15	The learning outcome of the Arabic language programme promotes career advancement for graduates.					
16	The information obtained from the Arabic language courses, e.g. (Syntax, morphology, and Arabic literature) prepared me for the job opportunity.					
17	Career services/information about the future plan are included in the outcome of all courses.					
18	Student learning assessment and feedback are used to improve the Arabic language programme.					
19	my degree in Arabic language specialization contributes to my career path					
20	There is an available job related to the program's structure for the Arabic language graduate.					
21	The Arabic language programme prepared me for the labour market requirement.					

Section C: Graduate Employability

No	Statement	SD	D	U	A	SA
4- Skills						
21	I achieved high grades in my Arabic studies					
22	Employers are eager to employ graduates from my specialization.					
23	My chosen course(s) rank(s) highly in terms of social status					
24	People in the career I aim for are in high demand in the labour market.					
25	There is generally a strong demand for graduates in my field of specialization presently.					
26	The skills and abilities that I possess are what employers are looking for.					
27	I am generally confident of success in job interviews and selections.					
5- Understanding						
28	I manage my time effectively.					
29	I am satisfied with my academic performance so far.					
30	My academic performance so far is in line with my career aspirations.					
31	I have good planning in my area of specialization.					
32	I am well organized in my area of specialization.					
33	I work well independently.					

6- Efficacy						
34	I can achieve most of the goals that I have set for myself.					
35	When facing all complex tasks, I am confident that I will accomplish them.					
36	In general, I can obtain outcomes that are important to me.					
37	I believe I can succeed at any endeavour, I set my mind to.					
38	I will be able to overcome many challenges.					
39	I am confident that I can perform effectively on many different tasks.					
7- Metacognition						
41	I can adapt quickly to new situations.					
42	I have good oral communication skills in Arabic language.					
43	I am good at knowing how I can feel at a given time.					
44	As a specialist in Arabic language, I am good at working out what other people are feeling.					
45	I am good at coming up with new ideas in my field of Arabic language.					
46	I am prepared to accept responsibility for my decisions in my career.					
47	I am good at making presentations in my field of specialisation.					

Section C: Career Advancement

8- Self-Awareness						
48	I frequently observe my performance in achieving my goals.					
49	I feel optimistic about my behaviour, which will be helpful.					
50	I am consistent in different situations with different people.					
51	I can take a step back from situations to understand them better.					
52	I always think my personality aligns with my work.					
53	I recognise the stress that I encounter when looking for a job in this field.					
54	I have had to revisit difficult experiences in this field of Arabic language.					
9- Opportunity						
55	I am confident in collaborating with my team.					
56	I am aware of the problem-solving required in the field of Arabic language.					
57	I am capable of managing my career advancement.					

58	I understand the opportunities related to my degree specialisation.					
59	searching for the occupations available in my area of degree is easy for me.					
60	I am confident in collaborating with my team.					
10- Aspiration						
61	I am very realistic in setting my goals in this field of Arabic language.					
62	I plan carefully before deciding to take action in my area of specialization.					
63	I act more than the time spent planning for action.					
64	I make my decision for my career plan when I aspire for it.					
65	I have a vision and mission for studying the Arabic language.					
66	I always strive to achieve my personal goals in the field of Arabic language.					
67	I intended to become an Arabic scholar in my field of Arabic language.					
11- Result						
68	I focus on the end more than the process before choosing my study area in the field of Arabic language.					
69	I am very aware of the result of my achievement when I get a promotion in the field of Arabic language.					
70	I took a risk when I started my degree in the field of Arabic language.					
71	I consulted many people before choosing Arabic language as my area.					
72	I dedicate my time to completing any task related to my study area.					
73	I assisted my friends in choosing Arabic language as specialization to achieve their desired results.					
74	I like to complete the tasks assigned to me.					

Thank you.

APPENDIX B

RESEARCH QUESTIONNAIRE AFTER PILOT STUDY

Ph.D. Thesis Questionnaire

Name of Candidate: Mustapha Toyiyib Abiodun
University/Kulliyyah: PhD of Education, Curriculum and Instruction/IIUM, Gombak
Email/Mobile No: ibnushaykh2020@gmail.com /+61082822705

Dear Respected Colleague,

The main goal of this study is to investigate the effects of the National Undergraduate Arabic Curriculum on graduate employability and career advancement in Nigeria universities. Also, this study aims to examine the relationships between the undergraduate Arabic Curriculum, employability, and career advancement at selected Nigerian universities. Your answers will help researchers, Nigeria's National Policy of Education (NPE), and the National Board of Arabic and Islamic Studies (NBAIS) in addressing the challenges facing Arabic students in various universities in Nigeria. Hence, your identity will never be known throughout the research process.

Thank you for taking the time to fill out this questionnaire.

Section A: Demographic Data

Please read the below carefully and select the appropriate choices.

1- Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>				
2- University	University of Ilorin		Osun State University	
	Kwasu University		University of Ibadan	
	Al-Hikmah		Emmanuel Alayande	
	Lagos State University		Ekiti State University	
	Lagos State University of Education		Adeyemi University	

3- Academic level: Degree <input type="checkbox"/> Master's <input type="checkbox"/> PhD <input type="checkbox"/>
4- Year of Graduation: 2 years and below <input type="checkbox"/> 2 years above <input type="checkbox"/>

Section B: Undergraduate Arabic Curriculum

To what extent do you agree with the following items?

1= Strongly Disagree, 2= Disagree, 3=Undecided, 4= Agree, 5= Strong Agree

No	Statement	SD	D	U	A	SA
1- Input						
1	The Arabic language curriculum equipped me with essential communication skills needed at my work.					
2	The Arabic language curriculum helped me to think creatively at my workplace.					
3	The Arabic language curriculum gives me work experience relevant to the industry.					
4	The Arabic language curriculum exposed me to ICT skills (e.g., online communication, file creation, internet usage, and others) needed to do my job efficiently.					
5	The Arabic language curriculum enhances my soft skills, such as teamwork, collaboration, and organizational skills.					
2- Process						
6	All teaching methodologies used in Arabic language courses are suitable for enhancing my knowledge.					
7	The textbooks that were used to teach Arabic language are suitable for me.					
8	The time devoted to teaching the Arabic language is enough to connect me with social skills.					
9	The teaching strategies, e.g. (interactive learning, collaboration, and problem-solving) used in Arabic language classrooms connect me with my future career plan.					
10	Modern teaching strategies (e.g., problem-based learning, individualized learning, project-based approach, etc.) are used to teach the Arabic language.					
3- Output						
11	The learning outcome of the Arabic language programme promotes career advancement for graduates.					
12	Career services/information about the plan are included in the outcome of all courses.					
13	Student learning assessment and feedback are used to improve the Arabic language programme.					
14	my degree in Arabic language specialization contributes to my career path					
15	There is an available job related to the programme's structure for the Arabic language graduate.					
16	The Arabic language programme prepared me for the labour market requirement.					

Section C: Graduate Employability

No	Statement	SD	D	U	A	SA
4- Skills						
17	I achieve high grades in my Arabic studies					
18	Employers are eager to employ graduates from my specialization.					
19	My chosen course(s) rank(s) highly in terms of social status					
20	People in the career I aim for are in high demand in the labour market.					
21	There is generally a strong demand for graduates in my field of specialization presently.					
22	The skills and abilities that I possess are what employers are looking for.					
23	I am generally confident of success in job interviews and selections.					
5- Understanding						
24	I perceived the Arabic language profession to be good for me.					
25	I understand the nature of my job effectively.					
26	I understand the skills related to my job perfectly.					
6- Efficacy						
27	I can achieve most of the goals that I have set for myself.					
28	When facing all complex tasks, I am confident that I will accomplish them.					
29	I believe I can succeed at any endeavour I set my mind to.					
30	I will be able to overcome many challenges.					
7- Metacognition						
31	I can adapt quickly to new situations.					
32	I have good oral communication skills in Arabic language.					
33	I am good at coming up with new ideas in my field of Arabic language.					
34	I am prepared to accept responsibility for my decisions in my career.					
<u>Section C: Career Advancement</u>						
8- Self-Awareness						
35	I feel optimistic about my behaviour, which will be helpful.					
36	I am consistent in different situations with different people.					
37	I always think my personality aligns with my work.					
38	I recognize the stress I encounter when looking for a job in this field.					
39	I have had to revisit difficult experiences in this field of Arabic language.					

9- Opportunity					
40	I am confident in collaborating with my team.				
41	I am aware of the problem-solving required in the field of Arabic language.				
42	I can manage my career advancement.				
43	I understand the opportunities related to my degree specialization.				
10- Aspiration					
44	I am very realistic in setting my goals in this field of Arabic language.				
45	I act more than the time spent planning for action.				
46	I make my decision for my career plan when I aspire for it.				
47	I have a vision and mission for studying the Arabic language.				
48	I intended to become an Arabic scholar in my field of Arabic language.				
11- Result					
49	I focus on the end more than the process before choosing my study area in the field of Arabic language.				
50	I am very aware of the result of my achievement when I get a promotion in the field of Arabic language.				
51	I took a risk when I started my degree in the field of Arabic language.				
52	I like to complete the tasks assigned to me.				

APPENDIX C



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بنيانها على القرآن والقيم الإسلامية
Garden of Knowledge and Virtue

LEADING THE WAY
KORUNGAN AMANAH TERBUKA - BAKHARAH IS ALAMAH

SUSTAINABILITY INSTITUTION OF THE YEAR

KULLIYAH OF EDUCATION

Our Reference : IUM/312/RNP/01/2
Date : 6th November 2023

TO WHOM IT MAY CONCERN

Assalamualaikum wrt. wbt.

Dear Sir/Madam,

PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSE AT YOUR UNIVERSITY BY BR. MUSTAPHA TOYYIB ABIODUN (MATICR NO: G2210223)

May this letter find you in your best of situation.

This is to certify that Br. Mustapha Toyyib Abiodun (Maticr No: G2210223) is a Ph.D student at Kulliyah of Education, IUM.

Currently he is writing a thesis entitled "*Investigating the Effects of the National Undergraduate Arabic Curriculum on Graduate Employability and Career Advancement at Selected Nigerian Universities*" under the supervision of Assoc. Prof. Dr. Abdul Shakour Duncan Preece. As part of the preparation, we would like to seek your good office to allow him to collect data for the abovementioned research at your university.

The data he plans to collect will be treated with strict confidentiality and according to the standard research ethics.

Please feel free to contact our office should you require further information.

Any assistance rendered to him is greatly appreciated.

Thank you. *Wassalam.*



ASST. PROF. DR. MOHAMMAD AZANEE SAAD
Deputy Dean (Postgraduate and Responsible Research)
Kulliyah of Education
International Islamic University Malaysia

Note : This letter is issued upon student's request.

KULLIYAH OF EDUCATION (KORD)
International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur.
(Company No: 521007-P)

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APPENDIX D

Request for Questionnaire Validation

To, Prof. Dawud Elegu

Dear Prof

Assalamu alaikum wa rahmatullahi wa barakatuh

I am a PhD candidate at the Kulliyah of Education, IIUM Gombak, undertaking research on Investigating the Effects Of The National Undergraduate Arabic Curriculum On Graduate Employability And Career Advancement At Selected Nigerian Universities

With your expertise, I am humbly asking your permission to check the appropriateness of the tools and validate the attached questionnaire on investigating the effects of the national undergraduate Arabic curriculum on graduate employability and career advancement at selected Nigerian universities.

I am looking forward that my request would merit your positive response.

With kind regards,

Yours faithfully,

Mustapha Toyyib Abiodun

Ibnushaykh2020@gmail.com

Supervisors:

Assoc. Prof. Abdul Shakour Duncan Preece

Assoc. Prof Ismail Hussein Amzat

Kulliyah of Education, Depart. Of Curriculum & Instruction

International Islamic University Malaysia, 53100, Selangor, 53100, Selangor.