

Incorporation of Western Education and Skill Acquisition in Almajiri System as a Panacea for Unemployment and Poverty Eradication in North-East Nigeria: A Case Study of Borno, Bauchi and Yobe States

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Abstract: *This study examined the incorporation of western education and skills acquisition in Almajiri system of education as a panacea for unemployment and poverty eradication. The integration of both western and almajiri system of education into meaningful achievement with regard to knowledge development and youth empowerment have become relevant in the society. The training of almajiri children into various fields of endeavour for them to shoulder responsibilities can sustain them as person and contribute their quota to the development and progress of humanity. The findings table 4.6 showed that all items can be adopted as strategies for improving the Almajiri system of education which are the system should be integrated into UBE curriculum. Government should fund the system, vocational skill should be introduced into the system, infrastructural facilities should be provided into the system, private sectors should participate, parents should be charged fees, policies should be enacted. The study recommends that Government should consider addressing the general welfare of the Almajiri to avoid street begging and its social effects on the pupils as well as the society at large. Government should also formulate policies that will incorporate both western and skills acquisition capable of sustaining innovation and educational development of Almajiri system through designing curriculum research purposes.*

Keywords: *Education, Skill Acquisition, Unemployment & Poverty*

Background to the Study

The western education was European's system of education that has been developed, introduced and spread in the worldwide especially African countries in the general view. As the Western form of education was associated with Christianity it was approved by the missionary influenced the traditional belief system of other related system. This practice was not common but their occasional occurrence provided enough grounds for western societies to look down upon African culture. Western education also created a new class of educational people who could understand each other's point of view and could overcome tribal and local differences more easily than those who were not educated. By mastering foreign ideas and concepts, communication became easier, even many countries through western education gave the background for struggle for freedom of their various country's independence

including Nigeria that helped the acquaintance with western concepts of democracy, equality and justice.

“Almajiri” in Hausa languages means ‘disciples’ immigrant children in search of knowledge on Quranic education. The Quranic School is the primary level of traditional Islamic education. It is an institution which as its origin traced to the prophetic period of Islamic education. Historians have traced the Almajiri system of education to the beginning of the 11th century, largely promoted by leading light of Isla who were determined to spread Islamic knowledge and learning long before the amalgamation of the Northern and Southern protectorate of British Nigeria. The word Almajiri coined from the Arabic word “Almuhajirin” which came as a result of Prophet Muhammad’s migration from Mecca to Medina. From the Islamic perspectives, the word was first used by the Prophet Muhammad to indicate those of his companies (European Scientific Journal) Muhajirin who migrated with him for the sake of Islam from Mecca to Medina.

The Hadith did not discriminate against age or status, in another Hadith collection by Walial-din (1997), the Prophet said “go in search of knowledge”, and the above Hadith shows that the search for knowledge is the lost property of the believer wherever he see, he pick it up”. These and many other similar Hadith propelled Muslims to go in search of knowledge. The Almajiri system started in the 11th century, as a result of the involvement of Borno rulers in Quranic literacy. Seven hundred years later, the Sokoto Caliphate was founded principally through an Islamic revolution based on the teachings of the Holy Qur’an. These two empires run similar Quranic learning system which over time came to be known as the Almajiri system.

Concept of Skill Acquisition

According to Speelman (2019) a skill is seen as ability to do something well usually gained through training or experience. It is the science that under movement, learning and execution and is commonly termed (William & Ford, 2015). Each stage embodies unique characteristics relative to an athlete’s of performance of a skill or activity. Musa & Isa (2016), skill acquisition may be viewed as a process of making superlative output a general characteristics of one’s behaviour in a given field. It involved gradual change from less affective behaviour, extremely proficient one, a skilled worker is one who adopt in his trade or a person who attained excellence in a particular trade undertaken. Skill acquisition therefore involve painstaking effort, discipline, practice and drilling well as reviewed.

According to Musa (2018), unemployment is a key economic indicator because it signals the ability or inability of workers to readily obtain gainful employment to contribute to the product output of the economy. More unemployed workers mean less total economic production will take place than might have otherwise. This means an economy with high unemployment has lower output with a proportional decline in the need for basic consumption. Persistent unemployment can signal serious distress in an economy and even lead to social and political upheaval Rowsco (2020) unemployment is clear economists divide unemployment into many different categories. The two broadest categories of unemployment are voluntary and involuntary unemployment or

according to Diggers (2019) unemployment is often misunderstood, it includes people who are waiting to return to a job after being discharged,

Research Methodology

The Study Area

The political zone referred to as North-eastern Nigerian comprises of the present state Bauchi, Yobe and Borno, among the prominent factors that make an area a unit of historical study are its geography and human activities. The area shares various geographical, economic, social and political features. We shall examine how the geography of the area provided for the favorable human settlements in which agriculture and pastoralism flourished, we shall also look at how migration, trade and commerce brought the people together for peaceful co-existence. It concludes with an analysis of this peaceful living and the lesson it entails for the contemporary zone and Nigeria at large.

Source of Data

The study utilizes both primary data collection with all interview guides for the communities translated into the local Hausa language. This were combined with observation studies of the Almajiris on the streets and in their school/honest. FGHDs were held with selected parents and the Almajiris, key information interviews with mallams, government officials, Imams, civil society representatives, former Almajiri and a principal of an islamiyya secondary school in summary, 60 respondents participated in the study, also utilized the secondary data source as information were obtained from Sangaya, journals, textbooks, internet facilities and other relevant documents.

Population of the Study

According to 2006 population and almajiri tsangaya counting statistically in North-eastern was estimated to have a 2,197,897 almajiri language schools. The research is a descriptive research with a target population which contains parents, Almajiris, malam, government officials, Imam and civil societies were selected areas in North-East, with a total number of three hundred and six (306) people:

i.	Parents	80
ii.	Almajiris	90
iii.	Mallam	40
iv.	Government officials	36
v.	Imam	20
vi.	Civil society	40
	Total	306

Sample Size and Sampling Techniques

The researcher adopted purposive sampling techniques, followed by random sampling from some selected North-East, the sample size for the study is 306 respondents,

Method of Data Collection

The method employed survey methods which involves drawing questionnaire were divided into two sections A and B. Section A is concerned with the biodata of the respondents while Section B were used in answering the questionnaire. A four point Likert scale with Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with total number of 18 items. The questionnaire were validation by four lecturers in the Department of Education, Government officials, civil societies and mallams. Useful corrections were made for reliability before the actual data collection piloting of instruments were settlement base on convenience sampling.

Method of Data Analysis

The study will use descriptive statistics using frequency distribution, tables, simple percentage, inferential statistics (Chi-square) and mean were used for computation. To demonstrate the presumed incorporation of western education and skill acquisition in Almajiri system as a panacea for unemployment and poverty eradication in Northern-east Nigeria, Borno, Bauchi and Yobe State.

Results and Discussion

Data Presentation

A total of three hundred and six (306) questionnaire were distributed but only two hundred and eighty-six (286) were duly completed and returned. The data analysis is based on the 286 valid questionnaires, the presentation is divided into two sections i.e. Sections A and B. Section A. deal with biodata of the respondents and Section B deal with the main research. Similarly, the study was simple percentage, inferential statistical (Chi-square), descriptive statistical to test the distinctive in response to incorporation of western education and skill acquisition in Almajiri system as a panacea for unemployment and poverty eradication in Northern-east Nigeria, Borno, Bauchi and Yobe State. Table 4.1: The respondents were required to indicate their age, gender and occupation as a source of information. The summary of respondents' responses to item of their background information is shown in Table 4.1 and 4.2 respectively.

SECTION A: BIO DATA

Table 4.1: Distribution of respondents by Age

Age	Frequency	Percentage (%)
20-30 years	90	31.47
31-40 years	100	34.97
41 years and above	96	33.57
Total	286	100

Field Survey, 2021

Table 4.1 showed that 31.47% of the respondents are within the range of 31-40 years, 33.57% of the respondents are within the range of 41 years and above.

Table 4.2: Distribution of respondents based on occupation

Occupation	Frequency	Percentage (%)
Trading	80	27.97
Civil servant	76	26.57

Farming	70	24.47
Others	60	20.97
Total	286	100

Source: Field Survey, 2021

Table 4.2 showed that 27.97% of the respondents were civil servants, 26.57% of the respondents were mallam, 24.47% of the respondents were housewives while 20.97% of the respondents engage in other businesses. Research Question One: What are the challenges facing Almajiri system

Table 4.3: Distribution of Respondents Challenges

S/N	Items	SA	A	D	SD	U
1.	Lack of facilities	40	80	70	40	56
2.	Poor funding	28	75	60	65	58
3.	Lack of adequate training for teachers	30	70	66	80	40

Source: Field Survey, 2021

Table 4.5 showed the distribution of respondents by challenge of the Almajiri system of education. The result showed that all variable had a mean rating of 3.00. The second variable were considered as the highest rate by 3.70 while the 3rd and 5th variable were the lowest rated by 3.00. This means that they were accepted as the challenges facing the Almajiri system of education.

Research Question Two: What are the adequate of the Almajiri school curriculum system?

S/N	Items	SA	A	D	SD	U
1.	The curriculum provide opportunity for literacy numeracy	48	60	25	78	75
2.	The curriculum of Almajiri for opportunity for career guidance	75	86	40	60	25
3.	The curriculum of Almajiri system of education prepares the learners for total development of the individual	80	51	25	90	40
4.	The curriculum of the Almajiri provide vocational training	23	83	90	30	60

Source: Field Survey, 2021

Table 4.4 showed that the distribution of respondents by the adequacy of Almajiri school's curriculum. The result showed that all variables had a mean rating below 3 points. The highest variable is the 1st variable rating 2.80 while the lowest variable is the 3rd variable rating of 1.90. This means that the Almajiri school curriculum because is not adequate.

Research Question Three: What are the strategies for improving the Almajiri system of education?

Table 4.6: Distribution of respondents by strategies for improvement

S/N	Items	SA	A	D	SD	U
1.	Integrating UBE into Almajiri system of education funding	80	30	76	25	75
2.	Introduction of variation skills in the	90	25	96	40	35

	curriculum					
3.	Government should provide essential facilities to Almajiri schools	70	40	83	28	65
4.	Parents should be charged fed to support the system	56	40	75	85	30
5.	Government should enact policies and ensure the implementation to discourage begging	95	25	60	80	26

Source: Field Survey, 2021

Table 4.6 showed the distribution of respondents by strategies for improving the Almajiri system of education. The result showed that all variable had a mean rating above 3 point while the strategies for improving the Almajiri system of education variable 4 is considered. The high rate variable which is rating is 3.60 and low rated variable are 6th and 7th by 3.20.

Chi-square Computation table

- O = Observed Score
- E = Expected Score
- Σ = Summation
- DF = Degree of Freedom

O	E	I-E	(O-E) ²	$\frac{(O-E)^2}{E}$
80	40	40	1600	40
90	45	45	2025	45
40	20	20	400	20
36	18	18	324	18
20	10	10	100	10
40	20	20	400	20
				X ² = 150

Source: Field Survey, 2021

$$\text{The degree of freedom } (C - 1) \quad (r - 1)$$

$$(6-1) \quad (2-1)$$

$$5 \times 1 = 5$$

At $\alpha = 0.05$ level of significance, the critical table value is 153 while the table value is 11.071, is less than the calculated value, the null hypothesis (Ho) and conclude that there is no significant relationship between the Almajiri system and poverty eradication.

Discussion of Major Finding

The findings of the study are discussed based on the research questions raised in Chapter one of this research study. The finding on table 4.3 showed that items 1, 2, 3 a and 4 which states that Almajiri are denied basic needs, families sometimes loss their loved ones, the health of Almajiri is at risk, Almajiri's are exposed to environmental hazards were identified as some of the implication of Almajiri system of education. The finding on Table 4.4 showed that items 1-7 which are the curriculum provides

opportunity for literacy, numeracy, the curriculum of Almajiri offers opportunity for career guidance, the curriculum provides vocational; training, the curriculum of Almajiri prepares the learner for total development of individual, the curriculum offers experiences that enable the Almajiri fit well into present society. The finding in Table 4.5 showed that all items were accepted as the challenges facing the Almajiri system of education which are: lack of facilities, poor funding, teacher's lack of adequate training, poor implementation of policies and inadequate curriculum. The findings table 4.6 showed that all items can be adopted as strategies for improving the Almajiri system of education which are the system should be integrated into UBE curriculum. Government should fund the system, vocational skill should be introduced into the system, infrastructural facilities should be provided into the system, private sectors should participate, parents should be charged fees, and policies should be enacted. Dukka (2018) suggested that more determined efforts should be made to support Quranic and Islamiyya schools. The welfare of mallams and Almajiri and the expansion of Quranic education curriculum should be looked into by the Government.

Policy Implication of the Finding

The focus of this research is on incorporation of western education and skill acquisition in Almajiri system as a panacea for unemployment and poverty eradication in North East in order to strengthen peace and economic development, the north should plan to formulate new policies on good governance, transparency and accountability to achieve its aims of Almajiri system of education in North-east. The study also disclosed that proper formulation of policies on Almajiri school system that will be supported by government to tackle the problems facing in Almajiri school system and respect rule and regulation to retrieve our teaching Almajiri and insecurity and also affect the Almajiri curriculum school system in North-east to improve all system of Almajiri.

Conclusion

The Almajiri children abuse is prevalent and falls within a region where natural resources are severely limited and growth infinite sustainable solution to the problems of addressing the Almajiri issue, in that check children migration into the cities for almajiri Quranic education. The improved material well being of human kind that would aid developing countries. The quality of education in Nigeria has continued to motivate and incentives for mallam and other teachers in the society. Education is an instrument meant for human and material development, it is through education of western and Almajiri system that moral, ethical and cultural values of the society are imparted. The type of education one receives determines one's perception and productivity.

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