

Almajiri Education and The Mainstream Nigeria Education System in North West Geo-Political Zone: The Journey So Far

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Abstract- Almajiri as a Hausa concept originated from Arabic word MUHAJIRUN, meaning an emigrant. It is widely used to people who migrate from their homes mostly living behind all their luxuries to other places in search for safety, knowledge or religious freedom. The term Almajiri in Nigeria is used to describe those children or youths who left their home towns in search for Islamic education. This system started in the 11th century as a result of the involvement of Borno rulers in Qur'anic literacy. Over seven hundred years later, the Sokoto Caliphate was founded principally through an Islamic revolution based on the teaching of the holy Qur'an. These two empires ran similar Qur'anic learning system which over time came to be known as the Almajiri system. With the arrival of colonialist in Nigeria, Almajiri and the education system lost their prestige and fathers. The education was rendered insignificant by the imperialists government because western education was placed above it and Almajiri and their teachers (Mallams) were left in hunger because their guardians were either dethroned, killed or changed ideology of leadership. This phenomenon compelled the teachers and pupils (Almajiri) to resort to begging (Bara) and Menial jobs in order to survive. The Federal Government of Nigeria is making attempt to integrate western education with Islamic education so as to transform the Almajiris to functional members of society. In order to improve enrolment of Almajiris in schools, the government has built ultramodern schools as well as declared free education across states where Almajiris exist. The present study examined the journey so far in the process of this integration. Five research questions were formulated to guide the study using descriptive survey design. The target population of 240 Almajiris/pupils and 60 mallams/teachers were used to respond to questionnaires of the study, while 33 community leaders and school heads were used for interview. The findings revealed that, there were two types of Almajiri integrated schools. The modern Almajiri integrated schools and locally established ones (adopted ones). And modern ones were further divided into model I, II and III. It further reveals that admission into Almajiri integrated schools can be in a number of ways, thus, through; traditional rulers, through Qur'anic mallam, education secretaries, Islamiyya and Qur'anic schools Management Board and it is sometimes opened to all applicants. The findings further revealed that pupils/students' retention was ensured by the pupils/students' ability to read and write and speak English and Arabic languages. The findings also revealed that good students care like school uniform, feeding, sporting

activities, morality, good security, and control assist students retention and completion in Almajiri integrated schools. The findings revealed that, category one with model I and II has good infrastructure and category two (small centres) suffered dilapidated buildings and acute shortage of school infrastructure without government support. It therefore recommended that, Government should establish an agency for Almajiri education and construct at least two Almajiri integrated schools in each Local Government Area or one in each ward within the area of study. The adopted integrated schools should be supported and fully regulated to take primary and secondary school subjects respectively. The students/pupils basic needs should be taken care of, and ensure quality education, vocational training and morality among the pupils and students. The authorities concern should employ adequate and qualified teachers especially for specialized areas like: Tahfeezul Qur'an, computer studies, English Language, Mathematics, Arabic and Integrated Science. Adequate instructional materials should be supplied to the schools and publish textbook series for primary 4-6.

I. INTRODUCTION

Education is a right to every Nigerian child irrespective of tribe, religion and section or economics background. The Nigeria's policy on education stated that, the philosophy of education is based on the following set of beliefs: education is an instrument for national development and social change; education is vital for the promotion of a progressive and united Nigeria; education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society (FGN, 2013). But yet over nine million (9m) school age children were believed to be *Almajiris* who were totally out of school (FGN, 2015). In our contemporary life, education is considered to be the driving force for any development. Nigeria as a nation could not afford to alienate this great number of her population without active contribution to national development.

The Federal Government of Nigeria under President Goodluck Ebele Jonathan led a campaign for the national integration of *Almajiri* Education, which was before then handled by the individual state governments in some Northern states. Basically the aim of the integration by the Federal Government as stated in its policy implementation includes:

- i. provide access and equity to basic education for all *Almajiri* school age;
- ii. Discourage and gradually eliminate itinerancy and begging of *Almajirai* in the country; and
- iii. Support the emergence of an enabling environment that could facilitate the effective integration of Islamic discipline into basic education programme (FGN, 2015).

Despite the laudable objectives much had not been achieved by this integration programme. Even in the areas where a reasonable number of *Almajiris* are found, the ratio of purely western education schools and *Almajiri* Integrated schools is incomparable. For instance, the Federal Government Implementation Committee on *Almajiri* integrated programme reported an allocation of fifty (50) schools in north western Nigeria whereby a significant number of this amount is still on paper. Many parents are still reluctant to send their children, the few that are willing to give their wards could not get the admission. The programme and schools are not heard of until one reach to their destination. Even in state government programme on education is very rear to hear financial allocation or attention paid to this programme.

There must be reasons for this silence and lack of rapid development by the programme. The research work was set to find out the level at which *Almajiri* education was integrated into mainstream Nigeria education.

II. BACKGROUND TO THE STUDY

Different nations of the world introduced various policies approaches towards integrating their minorities into the mainstream national life. For instance, Sibley (1981) explained that in the western industrialized nations, the state is ostensibly concerned with the welfare of minorities. Making provision for housing, medical facilities, special education, market opportunities and employment training programmes to indigenous minorities living in peripheral regions, these were all done with the intention of integrating the peripheral minorities into the mainstream society. Sibley also stated that settlement policies in the old coal mining area of northwestern England, in Durham and Northumberland, for example were for a long period designed to concentrate population in order to provide better access to shopping, education and welfare services. Notwithstanding the preferences of the residents in the mining villages, in general, the benefits of living in large settlements, which oneself- evident to planners, may not be recognized by the client population.

Based on the National policy on Education transformation agenda of Goodluck Jonathan's administration in the country, the Federal Authority took special interest in integrating the *Almajiri* system of education into the mainstream educational system in the country. This was formally signed into law and presented to the National Economic Council in July 2013. On the occasion, the then Minister of State for Education, Nyesom Wike reiterated that the authority had set up the National Committee on implementation of *Almajiri* education programme to ensure that the pupils are provided with opportunities to access Basic Education. The Programme, would also involve acquisition of various skills to enable them participate more positively in the development of their immediate environment and the nation at large. Facilities were also provided to all the 26 *Almajiri* integrated

schools in Nigeria as well as intervention through the Tertiary Education Trust Fund (TETFund) and Universal Basic Education Commission which culminated in the provision of day and boarding facilities for the pupils and their teachers.

Almajiri is a person who is sent out early in life to become a pupil of a Qur'anic school under a teacher known as *mallam*. Okumo (2012) reported that federal government has inaugurated the first *Almajiri* model boarding school in Gagi, Sokoto state. This school which would be replicated across the country is dedicated to the *Almajiri* to ensure education for all Nigerian children to sustain access to quality education. Former president of Nigeria in his inaugural speech stated that "our administration believe that the time has come for the nation to build on the moral foundations of the traditional system by providing the *Almajiri* with conventional knowledge and skills that will enable them to fully realize their creative and productive potentials." An elder statesman Kwande commended the president for the inauguration, he stated that "what the president did was right because if you are a leader, you cannot allow your citizens to be roaming aimlessly on the streets. If they are on the street they are endangered and anything can happen to them. By creating *Almajiri* school their future is now control, in terms of saving their health" (Okumo, 2012).

Almajirishad constituted a segment of Nigerian population poses tremendous challenges to attainment of Education For All (EFA) and millennium Development Goals (MDGs) as well as other notable international conventions and protocols. To neglect this group does not only deny their fundamental human rights but also their innate potentials would remain largely untapped and this may eventually jeopardized the country's pursuit of her home grown technological development and economic transformation. In order to reduce inequality and provide access, the Federal Government set up a committee on implementation of *Almajiri* education programme and charged it with the responsibility of ensuring that this more than nine million (9m) *Almajirai* are integrated into the UBE programme. This is without prejudice to their acquisition of sound Qur'anic knowledge. Obviously, the programme will equip the *Almajiri* pupils with knowledge and vocational skills that will enable them to integrate into the Nigerian society and ensure realization of their potentials.

III. PURPOSE OF THE STUDY

The manner by which *Almajiri* education is pursued in Northern Nigeria raises alarm from different perspectives. The pupils and their teachers (*Mallans*) mostly appeared untidy sending a message of poverty, hardship, child abuse and diseases. In the process of searching for food through begging (*Bara*) or menial jobs, the *Almajiri* endangered both their life and health, mostly through contact with rituals, bad gangs and street violence. Eventually after graduation this group of people is considered unskilled and therefore unemployable. Fafunwa cited by Goodluck & Juliana (2017) described that, apart from Islamic religious teaching the *Almajiri* schools did not provide any form of literacy and training that will make the graduants functional members of civil society. Mostly their lives and families (dependents) continued in misery.

Goodluck and Juliana (2017) described that the Federal Government of Nigeria is making attempt to integrate western education with Islamic education so as to transform the *Almajiris* to functional members of society. In order to improve enrolment of *Almajiris* in schools, the government has built ultramodern schools as well as declared free education across states where *Almajiris* exist. Western education provided a formalized way of learning which make a distinctive difference in the life of its students and teachers and eventually provided skills and employment opportunities for the graduants. For government to cater for the welfare of its citizenry and harness the full potentialities of everyone, government deemed it necessary to integrate the two systems of education without prejudice to anyone. But the main focus is to provide Qur’anic education which the *Almajiri* acquired in their schools (*Tsangaya* or *makarantunAllo*), at the same time acquire western education with employability status. North western Nigeria is a geo-political zone considered to have the highest number of *Almajiris* in Nigeria and one of the two zones where the education started. There are thousands of purely western education schools existing in the zone, but with a very few number of integrated *Almajiri* schools. For instance, the entire Sokoto and Kano states had only 25 formalized *Almajiri* integrated schools many of which had only 100 pupils enrolment, which is having only two sets of classes of 50 pupils each after years of existence. Even the few number that exists, most of the students were not purely street *Almajiri*. What are the issues involved in the process of this integration?

IV. RESEARCH QUESTIONS

The research questions of the study are;

- i. What are the processes involved in admission into *Almajiri* integrated schools in North West geo-political zone, Nigeria?
- ii. In which ways students/pupils were retained in *Almajiri* Integrated Schools in North West geo-political zone, Nigeria?
- iii. What are the government’s commitments towards provision of school buildings and infrastructure in *Almajiri* Integrated Schools in North West geo-political zone, Nigeria?
- iv. What are the government’s commitments towards provision human and material resources in *Almajiri* Integrated Schools in North West geo-political zone, Nigeria?
- v. What are the sources of funding and feeding of students/pupils in *Almajiri* Integrated Schools in North West geo-political zone, Nigeria?

V. METHODOLOGY OF THE STUDY

The study uses descriptive survey design with a target population of all the *Almajirisi*/pupils and their teachers/*Mallams* and community leaders like, village head, district heads, local government chairmen and the school heads of the area under study. The study covers North West geo-political zone of Nigeria which consists of seven states. In selecting the sample number of states, purposive sampling was used to select three mother states

in the zone; these include; Sokoto, Kaduna and Kano states. Similarly to obtain the number of local government areas for the study purposive sampling was used whereby the local government areas in the states where *Almajiri* Model Schools were established were sampled for the study. In this regard, Sokoto state has Sokoto South, Wamakko, Bodinga, Tureta, SabonBirni, and DangeShuni local government areas. Kaduna state comprises of Kaduna North, Igabi, BirninGwari and Zaria local government areas. Kano state consists of Dala, Doguwa, Madobi, DawakinTofa, Nasarawa, Wudil, Warawa, Tsanyawa, Bichi, Gaya, Albasu, Kibiya, Dawakin Kudu and Kobo. This gave a total of twenty five (25) local government areas for the study. Due to the qualitative nature of the study the researchers selected three local government areas from each state and Kaduna state was not visited for security reasons. Therefore a total of six local government areas were selected for the study. A purposive sampling was used to select 40 *Almajiris*/pupils and 10 *mallams*/teachers (except in model I and II who had reasonable number of teachers) that had filled in the study questionnaires in each local government area of the study. Therefore a total of two hundred and forty *Almajiri*/pupils filled the study questionnaires and seventy questionnaires for teachers/*mallams* whereas ten community leaders who comprises one (1) local government chairman, three (3) district heads 5 village heads and one school head making ten (10) respondents for each local government area under study except Kano state where each local government area has only one district head, therefore only two village heads were selected and one coordinator for Qur’anic and Islamiyya School Management of the respective LGEA this gave a total of forty five community leaders and school heads for the interview. As indicated on the table below;

S/N	State	Local Govt Area	<i>Almajiri</i> / Pupils	<i>Mallams</i> / Teachers	Community Leaders/ Sch. Heads	Total
1	Sokoto	Sokoto Sth.	40	10	10	60
2	Sokoto	Dange Shun	40	10	10	60
3	Sokoto	Wamakko	40	10	10	60
4	Kano	Dala	40	10	5	55
5	Kano	Nasarawa	40	10	5	55
6	Kano	Kobo	40	10	5	55
Total	3	6	240	60	45	345

Researchers’ Designed Questionnaires and Interview (structured) were used for data collection. The quantitative data were analyzed using descriptive statistics while qualitative data were analyzed in detail and explained in descriptive form of

analysis after transcription and coding the collected data, all what was recorded were described under the use of themes and sub-themes.

VI. DATA PRESENTATION AND ANALYSIS

This section deals with presentation and interpretation of data results collected through qualitative and quantitative design of the study. The quantitative data were presented and analyzed through the use of frequency table and percentages. Information obtained from qualitative data were analyzed in themes and sub-themes.

VII. PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

The target respondents for the interview were forty five, but due to various reasons ranging from respondents' personal and official commitments only thirty three respondents were captured. Therefore findings from the interview were presented and summarized under the following themes and sub-themes:

1 Admission into Almajiri Integrated Schools

At the beginning of every session the schools admit new students. The schools are of two categories with their mode of admissions and certain considerations before the admission was formalized.

1a Types of Integrated Almajiri Schools

There are two types of Almajiri integrated school

i. Ultra- modern Almajiri schools these consist of ultra-modern Almajiri schools with formalized primary and or secondary school section. This is further divided into model I, II and III

ii. Locally Integrated Almajiri Schools-These are locally established schools that were made to teach Qur'an and aspects of western education. On the other hand some Qur'anic schools were adopted to integrate by having a teacher that teach basic literacy and numeracy to the pupils.

Respondent 1 stated that:

In our area, Almajiri schools are of two categories higher level and lower level. For instance, The Almajiri school in Gagi is not mainly for Gagi community. It is regarded as higher category and their mode of admission is just the same with conventional primary schools. And second category involved those small sized Almajiri schools established locally and sponsored by international communities, but pupils in these schools were Almajiris that were found in the Qur'anic schools but aspects of western education were taught while learning the Qur'an in order to facilitate integration of the two systems. And the secular education teacher was either nominated by the mallam or within the immediate community. There were about ten centers in tudunwada district. And to the best of my knowledge no certificate is issued to such pupils.

This shows that there were two types of integrated Almajiri integrated schools. The modern Almajiri integrated schools and locally established ones. And modern ones were further divided into model I, II and III.

1b Mode of Admission into Integrated Almajiri Schools.

Applicants can be admitted into the schools through a number of ways, these include;

i- Through traditional rulers- there are traditional rulers that actively participate in the affairs of integrated schools in their areas, some parents or guardians can access their children's admission through them. Respondent 33 reported that; from the beginning Baraden Wamakko invited all the village heads (Hakimai) and gave them an allocation of four (4) pupils which we started with and still maintaining the same number. Before formalizing the admission we do interviewed the applicants on Qur'an.

Respondent 17 stated that:

Initially, district heads in Shuni and other districts were asked to bring candidates for the new Almajiri school in Shuni. The entire village heads of Shuni (11) were also asked to give candidates, and we have seen the advantage. What we mostly considered in choosing a child to the school is over-age, those who supposed to be in school already but they were not enrolled. Secondly, we also pick from those in qur'anic schools.

ii. Admission is open to all applicants.

Applicants from within and outside the states were free to apply for admission. It was opened to every applicant without any prejudice and discrimination.

Respondent 1, explained that,

Admission is opened to every interested person without any condition or restriction. I thought after the commission of Almajiri School by president Good Luck Jonathan the school personnel will be going round to get the itinerant Almajiris and admit them into the school. But such has not happened.

iii. Admission through Qur'anic mallams. Sometimes admission into the school can be through Qur'anic teacher {mallam}. Respondent 26 reported that; the admission used to be through Mallam of the Tsangaya schools. Application forms Used to be issued to the applicants. Respondent 6 has this to say,

Admission of new pupils was through their Qur'anic mallams and parents. There was a time we visited one Qur'anic school and requested the mallam to allow Almajiri school to admit his pupils. He lamented that only their parents has that right, so we should allow him to inform them. After which many parents agreed and the children were enrolled.

iv. Admission Through Islamiyya and Qur'anic Education Management Board

kano state government constituted Islamiyya and Qur'anic Education Management Board to oversee the affairs of Islamiyya and Qur'anic schools in the state. The board is therefore responsible for regulating admission of pupils into Tsangaya or Almajiri Integrated Schools in the state.

Respondent 31 added that;

The twelve schools in Kano state were under Kano state Qur'anic and Islamiyya school management board and it is responsible for issuance of guidelines on how admission should be made in the schools. The board examined the number of pupils to

be admitted in each school, after which the number will be distributed to all the forty four LGAs in the state. Stakeholders in the L.G.A like local government chairman, education secretary and district head can further make the distribution within the L.G.A.

v. Children of Traditional Rulers Were Used for First Admission

Village heads were the closest traditional rulers to the masses. Therefore they can be mirror to their masses on what affect their lives. The leaders therefore volunteer and gave their children for first admission in the school for easy acceptability and progress of the school.

Respondent 29 has this to say;

The first year admission was allocated among the entire village heads of Kobo L.G.A and Mallam Ibrahim (mal. Ibrahim was the Qur'anic mallam who gave his Almajiris for admission into the school for pilot alongside with the children of the village heads). In the secondary year, Kano state Qur'anic and Islamiyya schools management Board gave allocation to all the Neighboring L.G.A like RimiGado, Shanono, Gwarzo, BagwaiKaraye and the host kobo L.G.A, presently the admission was controlled by the board.

This shows that leaders can be used to pilot a programme for its success and acceptability

vi. Admission Through Education Secretary

Education secretaries are the executive officers on education in their respective local government areas. They were also involved in the admission process of pupils into the Almajiri schools.

Respondent 32 stated that;

Admission into the school used to be through education secretaries of the twenty three (23) local government areas in Sokoto state under the directive of Universal Basic Education Board. The Education Secretary will liaise with traditional rulers to select children from less privileged families and come to the school for interview which will be used for placement. The successful ones will fill admission form and will be given uniform and other relevant materials for the commencement of learning.

This shows that admission into Almajiri integrated schools can be in a number of ways, thus, through; traditional rulers, through Qur'anic mallam, education secretaries, Islamiyya and Qur'anic schools Management Board, children of traditional rulers were piloted for first admission and it is sometimes opened to all applicants.

1c Areas of Consideration for Admission into Almajiri Integrated Schools.

There are certain considerations before a child is admitted into the school. These include;

i. pupils from Qur'anic schools. Admission into the school used to be from Qur'anic schools.

Respondent 18 explained that,

Admission was opened to all interested applicants even outside the state like Kebbi, Zamfara and Niger states. Initially

only pupils from Qur'anic schools were admitted, but later, even those from other primary schools were transferred to the integrated schools.

ii. Qur'anic Background. Children's Qur'anic background used to be considered for admission into the schools. One of the important thing considered for admission into the school is applicants' Qur'anic education background from home.

Respondent 19 has this to say,

Admission is opened to all applicants, but the most suitable candidates for the school are those with Qur'anic education background, in addition the school admits our children that finished primary school, including those that finish JSS III

iii. Age and interview. The schools differed in age consideration. Some considered lower age of 4-5 years for the beginners while some considered over- age for instance 7-8 for beginners in order to reduce out of school children. Interview also need to be conducted.

Respondent 17 describes that, what we mostly considered in choosing a child to the school is over age, those who supposed to be in school already but they were not enrolled.

Respondent 5 added that,

Children between the ages of four, five and above were admitted into the school with emphasis on developing their morality. The admission was opened to all interested applicants in all the twenty three local govt. areas in the state and other neighboring states, after an interview.

iv. Children from weak families. These children used to be considered for admission in order to relief the parents and save the children from ignorance.

Respondent 16 describes that,

The integration school is important development especially to those in the rural areas and having difficulties in supporting the education of their children. The school is now an opportunity to admit children if the parents are interested.

This shows that before admission into Almajiri integrated schools certain considerations were made these include; pupils from Qur'anic schools, children's Qur'anic background, applicants also attend an interview and age also used to be considered, children from weak families were also considered for admission into the schools.

1d Problems of Students' Admission into Almajiri Integrated Schools.

There are problems surrounding the students' admission into the schools. Some of these problems include;

i. poor communication link between traditional rulers and school authorities. Some traditional rulers were not carried along by the school authorities therefore they were not in the picture of what happens in the schools, so as to encourage parents on that direction.

Respondent 9 revealed that, I have no idea about the school and program, both the district head and school authority

have not contacted me on any issue regarding the Almajiri school. Another respondent added that, "we were not carried along we only knew the school was constructed for the purpose of Almajiri Integration programme.

Respondent 14 explained that,

Parents used to take their wards directly to the school without any contact with village or district heads and we have no idea on the admission process, because we were not included in the process.

ii. Lack of public awareness. People were not much aware about the schools and their programmes,

Respondent 12 stated that,

Parents in my area were not sending their children to these integrated schools for now, because they were short inform about the school and the programme. Mostly people of the immediate communities benefitted much from the schools. Our people need the school but we do not have.

This shows that there were two major problems of pupils' admission into Almajiri integrated schools, these were, lack of public awareness and poor communication link between some traditional rulers and school authorities.

The study reveals that there were two types of Almajiri integrated schools. The modern Almajiri integrated schools and locally established ones. And modern ones were further divided into model I, II and III. It further reveals that admission into Almajiri integrated schools can be in a number of ways, thus, through; traditional rulers, through Qur'anic mallam, education secretaries, through Islamiyya and Qur'anic Education Management Board and it is sometimes opened to all applicants. It was also observed that before admission into Almajiri integrated schools certain considerations were made these include; pupils from Qur'anic schools, children's Qur'anic background, applicants also attend an interview and age used to be considered, children from weak families were also considered for admission into the schools. Children of Traditional Rulers Were Used for First Admission.

2 Students/Pupils Retention in Almajiri Integrated School.

Retention and completion is very important in every project or business embarked upon by any individual. Students and pupils of integrated Almajiri schools are also required to complete their studies after their admission into the schools. The study examined the avenues through which retention and completion were ensured in the schools.

2a Ability to Read and Write

Most of those children admitted into the school cannot read and write in English. But when started their studies in the schools, they can read and write at the same time speak English and Arabic languages. This has so much attracted many students/pupils to stay in the school and continue to benefit in that direction.

Respondent 4 explains that,

One of the important thing that take interest of those pupils to remain in school is the ability to read and write both in Arabic and English languages, they won't allow themselves to

miss this great opportunity. This made the pupils very curious to know more by enrolling themselves into the next level of education which motivate pupils and students towards retention and completion

The findings therefore revealed that students/pupils were impressed by their ability to read and write and speak English and Arabic languages.

2b Students/Pupils' Good Care and Morality

Students/pupils' good care in boarding schools contributes immensely in making them feel at home and comfortable for learning. Morality assists students/pupils to understand what is right and wrong and do the right things for their life and others.

Respondent 18 stated that,

Pupils were retained by taking care of their feeding, engaging them in sporting activities and making them to feel at home. Security of the pupils was also ensured by denying them from illegal exit and blocked any chance of intruding into the school.

This shows that good care and students/pupils' morality can influenced retention in Almajiri integrated schools.

2c Improvement in the Quality of Life

Quality of life involves development of good personality through personal hygiene, responsible life style and good human relation. Students in Almajiri integrated school learn to clean themselves and their clothes regularly and avoid tone clothes. They also learned formally and informally how life is and how things supposed to be done, this usually guide their conducts in their daily affairs.

Respondent 12 added that,

Both parents and children realized the importance of this integration through the improvement in the quality of life of the students. Some of the students were even sponsored to study abroad (Arab countries) after which they can speak three languages Hausa, Arabic and English.

The findings revealed that, the quality of life of the students has significantly improved by absence of begging for food, dirty and toned clothes, hatred on western education and have good accommodation (hostel), water electricity and sponsored abroad for international studies.

2d Provision of Food

Food is one of the basic necessities for life which every individual struggled to get for his survival. Students/pupils in Almajiri School required food for survival as individuals and need it for retention and completion in the school.

Respondent 19 added that,

From what I observed, there was high commitment in the process of teaching and learning, secondly, the student were fed daily with good dormitory for boarding students. All these are quite encouraging that aid retention in the schools.

The findings revealed that food served to students/pupils daily had assisted in retention and completion in Almajiri integrated schools.

2e Vocational Training

Vocational training is extra skills provided to students/pupils to enable them to function on their own, even without opportunities for further education. The training centers (mostly lower category) for Almajiri integration program provided this training. Even some of the upper category has the provision (for eg. Gagi integrated school in Sokoto) but was silent due to some technical reasons.

Respondent 3 stated that;

We Partner with Oando Foundation, our community, UNICEF and NEI+ to promote integration programme in the area. Classroom blocks were constructed, some were rehabilitated and vocational skills were taught to the pupils.

This shows that, the small centres offered various vocational skills that enabled the participant to engage themselves after the training period.

2f Good Advice to Parents by Traditional Rulers

Traditional rulers are the closest community leaders in our society. They enjoyed the honour and respect from their followers, as such they accept any policy or program that traditional leaders actively participated whole heartedly with full confidence that nothing negative would be found in such policy or program. Their advice in this direction has greatly influence students/pupils' retention in the school.

Respondent 8 added that,

After the introduction of the programme, we have a committee that meet with parents monthly to sensitized and enlighten them on the need to allow their wards to complete their education without any interruption up to the university level. And parents had responded positively, because we have no much report on students drop out in the area.

The findings therefore revealed that, traditional rulers' advice to parents/guardian plays a vital role to influence students/pupils' retention in Almajiri integrated schools.

2g Effective Learning and Quality Education

The essence of learning is to be able to have change in behavior which may lead to positive development of the individual and society. This can only be achieved through effective learning and quality education. It was discovered that some Almajiri integrated schools were opportune to enjoy this.

Respondent 30 stated that;

Most of the children admitted into the schools were from needy families who were weak in one aspect or the other while in the school their feeding had been taken care up even this can help them to stay in the school. The way they learn and understand also make them happy and stay for example many people used to compares the level of knowledge of the school children to that of Junior Secondary school, even though they were primary school pupils. This may be connected with the small size of class, staff development through seminar, workshop, as well the textbook series published for the schools.

This shows that effective learning and quality of education can keep pupils busy in the school and attract their interest towards retention and completion.

2h Provision of Basic Needs

In this context the pupils' basic needs were divided into two, thus, basic needs for life and basic needs to live in the school. For any pupil to study successfully the two needs must be met. The pupils must be able to eat food and drink good water, have accommodation and clothing (basic for life). They also need school uniform, reading and writing material, beds and mattresses, house and sport wears (basic needs in school).

Respondent 31 states that;

As you know, the school is for Almajiris, who traditionally beg for food. So the arrangement for good accommodation and three square meals (feeding) is actually attractive that make the pupils to be happy and stay in the school. And there were some specified days that the pupils used to eat chickens or eggs (Fridays). And eat variety of food according to the time table. The school also distributed five set of cloth to the pupils. Uniform two sets, house wear two sets and sport one set and every week each pupil used to receive one tablet of soap for washing. There used to be Qur'anic recitation early morning and evening after the normal lessons, considering the normal lessons all primary school subjects were taught including Tahfizul Qur'an. All these can attract pupils to stay in the school.

This shows that provision of pupils/students' basic needs in the Almajiri Integrated Schools can assist retention and completion.

2i Parents' Visit to Schools

Children in boarding schools sometimes do remember their parents and relatives at home. This at times made the pupils to run away from school or drop out. When parents use to visit them at regular intervals it will relief such children and feel at home so that they stay calm in their schools.

Respondent 32 stated that;

The children's basic necessities were being take care up in the school. Their feeding, accommodation, water, and teaching materials in addition their parent used to visit them mostly after each two weeks and they can bear witness on the condition of their children and there is full security in the school. There was also principal and vice principal quarters in the school. All these had added comfort to the children and promote retention.

This shows that parents' visit to their children in Almajiri Integrated Schools can help in the pupils' retention and completion in the schools.

The findings revealed that pupils/students' retention was ensured by the pupils/students' ability to read and write and speak English and Arabic languages. The findings also revealed that good students care like school uniform, feeding, sporting activities, morality, good security, and control assist students retention and completion in Almajiri integrated schools. It further revealed that, the quality of life of the students has significantly improved by absence of begging for food, dirty, toned clothes, hatred on western education and have good accommodation (hostel), water electricity and sponsored abroad for international studies. It equally reveals that food served to students/pupils daily had assisted in retention and completion in Almajiri integrated

schools. It was quite encouraging that the small centres offered various vocational skills that enabled the participant to engage themselves after the training period. It was also observed that, traditional rulers' advice to parents/guardian plays a vital role to influence students/pupils' retention in Almajiri integrated schools. Effective learning and quality education, provision of basic needs and parents visit to schools can play vital role towards retention and completion in the schools.

3 Infrastructure in Almajiri Integrated Schools

School infrastructures are those facilities in schools that enhance the welfare of students/pupils in schools. These include; the physical building (plant) class rooms and dormitories, electricity supply, water supply, health facilities, furniture, among others. Most Almajiri integrated schools were boarding, which made the infrastructure as basic necessity for the survival of the schools. Availability of good and enough infrastructures assist in arousing the interest of students in schools. They will be happy that they had enough water to use, good toilet facilities among others.

3a Different infrastructure for different schools

The school infrastructure differed based on the type of the school.

Respondent 4 described that,

Infrastructure of school differ, ultra-modern Almajiri integrated school (model I) has wide land and sufficient classes, the school still has empty classes, unlike the small centres which has small area and small classes. In the former, there were cleaners responsible for the school latrines, unlike the latter which is dependent upon the commitment of the teacher. In Gagi district we have about eleven (11) of such centres and one (1) ultra-modern Almajiri integrated school.

The findings reveal that, category one with model I and II has good infrastructure and category two (small centres) suffered dilapidated building and acute shortage of school infrastructure.

3b Health Facilities and Water Supply

Health facilities and water supply are very essential for human life. In Almajiri integrated schools there was provision for a school clinic or school first aid box, depending on the nature of the school. At the same time there was no school established without main source of water, but unfortunately in many schools the source was faulty and repaired, and in others the problem remained unsolved, for instance,

Respondent 5 describes that,

The school infrastructure is good, especially in the health sector there was a nursing staff dedicated to deliver health services to members of the school. The effective water supply was a result of water extension project made by the state government in the school.

This shows that some Almajiri schools had good health care services and effective water supply which was even connected to staff quarters.

3c Shortage of Water

Water is life there will be no rest of mind if there is no water to be use by people. Students in Almajiri schools need water for food, drinking, bath, washing, and religious obligations, among others. If the water is short or inadequately supplied to the schools it means a serious problem to these pupils/students. Unfortunately, some of the students had inadequate water supply. Respondent 18 described that,

Almajiris School has a good infrastructure, I know the school has a bowl hole (drilled) with overhead tank, I don't know what happened to it that I saw a water tanker usually bringing water into school. There was a local well-constructed by one National youth service corps member to complement the water supply in the school. Sometimes the pupils also went to the nearby fadama to fetch water, maybe there was a shortage of water in the school.

This shows that there was shortage of water in some schools. Most of the schools water sources were faulty. There was even a school that used to buy water for school food

3d Poor Condition of the schools

Some Almajiri integrated schools were in poor condition.

Respondent 24 stated that;

The children were in serious problems for instance during the rainy season the pupil used to be sent out of the school because everywhere was filled up with flowing water, there was refuse nearby when mixed the school turned to a different thing and right from the beginning the building was poorly constructed. There was a time when one of the school fence (wall) collapsed, the headmaster lamented to me and led us to see what was happening in the school. The situation compelled me to mobilized people and donated for the reconstruction of the temporary fence.

This shows that some Almajiri Integrated schools were in difficult situations and government could not give a quick response to their demands.

3e Organized Adopted Tsangaya Schools

These are Qur'anic schools solemnly run by their mallams but well organized in terms of classrooms structures, hostels and latrines that can be used for integrated Almajiri education programme. The mallams voluntarily adopted the schools for integration programme.

Respondent 26 explains that;

In Nasarawa L.G.A most of our Tsangaya schools were adopted ones mostly run by their Mallams. Presently within the L.G.A we have four Tsangaya schools that are of high ranking, they have all their structures as found in the conventional school. They have classes, hostels, latrines and water source. And there were primary and secondary schools among them.

This shows that there adopted Tsangayya Integrated Schools that meet standard and taught all primary and secondary schools subjects, that is beyond the teaching of basic literacy and numeracy.

3f Limited Classes and Hostels

Model III schools are small in size and had limited classes and hostels which make it impossible to admit students yearly. The capacity of the school is one hundred pupils only.

Respondent 28 stated that;

So far, the school is still using the existing structure and infrastructure since its inception. But we are still hoping for more infrastructures in order to have increased number of children in the school.

This shows that model III integrated Almajiri schools had limited classes and hostels. They can only accommodate one hundred pupils.

The findings revealed that, category one with model II and III has good infrastructure and category two (small centres) suffered dilapidated buildings and acute shortage of school infrastructure. It also revealed that model I schools had shortage of classrooms and hostels. And there was shortage of water in some schools, there was even a school that used to buy water for school food, though in other schools the situation was good. It further revealed that the schools had good health care services. And some schools were in poor condition and there were adopted Tsangaya Integrated schools that were organized.

4 Instructional Materials and Integrated Almajiri Schools

Instructional materials are those facilities that are used by teachers and students to facilitate effective teaching and learning in a given instruction. These materials include: chalkboard/whiteboard, exercise book, text books, pens/pencils, cardboard papers and other manufactured and improvised materials that can be used in various instructions.

4a Instructional Materials and Computers

Computer plays a vital role in our contemporary world of teaching and learning. Computer assistant instruction eased the task of teachers at the same time helped students to understand instructions easily and make learning more permanent

Respondent 32 described that;

Books were published in series basically for Almajiri schools, both for Qur'an, Arabic and western education. There was also a special curriculum for Almajiri schools and school heads were trained for eight months in Kaduna on the curriculum and its implementation. The school also has a computer lab for computer training.

It shows that some Almajiri schools had adequate instructional materials and computer lab for practical teaching and learning computer studies. It also shows that schools used to give pupils exercise books free and at times parents buy for their children. At the same time text books series were produced purposely for Almajiri schools.

4b International Agencies' Support on Instructional Materials

There are international agencies that take interest on education. Some provide aids or support on capacity training, resource persons, vocational training for self-reliance, text books and instructional materials among others.

Respondent 4 describes that, the centres were better equipped than conventional public schools, because of the support from USAID who designed and produced pupils' books and teachers' guide which teaches reading fluency. This shows that international agencies participate in the provision of instructional materials.

4c Inadequate Instructional Materials

Inadequate instructional materials used to affect the smooth delivery of instructions and its understanding. Some Almajiri integrated schools suffered the inadequacy of those materials and it has negative consequences on the teaching and learning in the schools.

Respondent 15 explains that,

Instructional materials were not always available but when there was shortage and government do not supply, philanthropists and donors in the community usually provided such as; books, biro, uniform etc.

This shows that there are no adequate instructional materials in some Almajiri integrated schools which made some community members to donate in that direction

4d Government Provided Books and Instructional Materials

Instructional materials are essential for the successful delivery of any instruction. In Almajiri integrated schools books and other instructional materials were supplied to the school by government.

Respondent 25 explains that; government used to provide textbooks, exercise books and other instructional materials because is a special programme by the federal government with special considerations. Respondent 30 added that; for the past five years government had provided text book and note books which the school was using. But now that the note books had finished we asked parents to be buying for their children.

This shows that government provides books and instructional materials to Almajiri Integrated Schools. But after sometimes it seizes and parents continue to be buying some for their children

4e There are Textbooks Series

As a new programme, the Federal Government had published textbooks series to be used in all the Almajiri integrated schools in Nigeria. This might guide the smooth and successful implementation of the programme.

Respondent 31 reported that; *the school used to give pupils exercise books whenever they were field up we also have series of text books for all subject from class one to three mainly published for the schools. The only challenged is lack of text books, for senior classes (i.e 4-6).*

This shows that federal government published textbooks series for classes 1-3. But those for classes 4-6 are yet to be published. Teachers were left with the task of researching for the relevant textbooks to use.

4f Local Government Council Provided Instructional Materials

Nasarawa Local Government Education Authority (LGEA) had registered all the Qur'anic schools that volunteer to integrate Qur'anic knowledge with western education. With the registration certain assistance and control used to be rendered.

Respondent 26 reported that about two to three years the Nasarawa L.G.E.A had been distributing instructional materials to twenty two registered Tsangaya schools in the L.G.A.

This shows that with good arrangement, local government education authority can render useful assistance to adopted Tsangaya Integrated Schools.

5 Feeding and Funding of Almajiri Integrated Schools

Food is one of the basic necessities for human life. Students/pupils required food for their survival in Almajiri integrated schools because they were not with their family (parents/guardians). And funding in schools is required for the supply of both human and non-human resources in the schools.

5a The Schools were Completely Funded and Fed by State Government

As mentioned earlier, the schools were of different categories. There are those that were established by the federal government of Nigeria and those established by their respective state governments. But the entire school feeding goes to the respective state government. Respondent 33 reported that; Ministry (i.e Sokoto State Government) is responsible for the funding of the school.

Respondent 1 described that,

The integrated Almajiri school at Gagi was completely founded by Sokoto state government. With good feeding to all students, but for other centers which has itinerant Almajiris has no provision for feeding, the students has to beg for food as usual.

These show that, Model Almajiri integrated schools were completely fed and funded by state governments. Adopted Quranic school centers were not feed and funded by any government. And the boarding model schools were served with three meals and day ones were served with only two meals.

5b Community Leaders do Compliment Government Effort

Government alone cannot cater for all the public demands at a time. As such concerted effort is required for the progress of the society. Community leaders as the closest leaders to people volunteer to compliment government effort for the smooth running of the Almajiri integrated schools.

Respondent 6 explained that;

I know the students were served with three meals daily. And government is trying in providing all the necessary materials like computers for effective teaching and learning. The school has vibrant PTA and SBMC under the chairmanship of District Head Alh. Sani Umar Jabbi. Minor problems and issues were solved and resolved by the district head, those that over powered him, then reported to appropriate authority.

This shows that, the model Almajiri integrated schools were fully funded by government community leaders were only complimenting its effort for the success of the schools.

5c Some Schools were Largely Funded by the Community

Community members having interest on education try their best to assist in one area or the other in the education sector. With their efforts some Qur'anic schools were adopted or converted to be used as Almajiri integrated centres. As such the funding of the schools was largely on the shoulder of that community.

Respondent 3 describes that,

Integration schools in our area were largely funded by the community. We were grateful to sultanate council by complimenting this effort by construction of more classrooms in all the districts in sokoto state.

This shows that community members were participating in Almajiri integration program through the funding of some independent centres. In their communities.

5d No Food Served to some Schools

One major problem in funding education as observed by an interviewee was lack of accountability. "I used to surmise on the huge investment of government on education annually with little impact, but consider the little funding from USAID with significant impact. This might be connected with leadership and accountability. It was concluded that pupils that attended year one to three (1-3) under USAID centre were better in knowledge than those who finished primary six. Because pupils can finish primary six without ability to read and write".

There were some Almajiri integrated schools that were not enjoyed the school pupils feeding. These were mostly adopted Quranic centres that were not directly under the care of government. These pupils have to go out and begged for food (mostly Sokoto state centres) and others were taken care by their Mallams or community (mostly in Kano state centres).

Respondent 16 stated that, 'there was no food provision for the pupils, because the school is not boarding. But if breakfast can be served is a welcomed idea because it will aid learning'.

This shows that the day Almajiri schools in Sokoto state have no provision, while those in Kano enjoyed two meals daily. But the adopted Quranic schools in both states had no official food provision.

5e Some Parents Fed Their Wards

In adopted almajiri integrated schools where government is not fully responsible for funding, the mallams used to make some arrangement with parents on how to feed their children while in the school, because the mallams in such schools do not give chance for begging.

Respondent 26 stated that;

In government constructed Tsangaya schools the pupils fully fed by the state government. In adopted Tsangaya school parent were responsible for the feeding of their words so that they don't go out and beg for food. The Mallams had made an arrangement on how parent will take of the feeding responsibility, and sometimes the Mallams personally do assist in that direction. This shows that some parents were responsible for feeding their children in some adopted Almajiri Integrated schools. Certain arrangements will be made between the mallam and parents on how to provide food for the children.

VIII. PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

The data collected from Almajiri/pupils and mallam/teachers through questionnaire was presented under the following tables;

Table 1: Distribution of Respondents by Gender

Category	Male F (%)	Female F (%)	Total F (%)
Pupils	240 (100.0)	0 (0.0)	240 (100.0)
Teachers	69 (98.6)	1 (1.4)	70 (100.0)

Source: Questionnaire administered (2019)

Table 1 above presented the age distribution of the respondents. From the result, all the pupils were male, 98.6% of the teachers were male while only 1.4% were female. This suggested that Almajiri schools could be dominated by male children and male teachers.

Table 2: Distribution of Respondents (Teachers) by Educational Qualification

Qualification	Frequency	Percentage
Primary	0	0.0
Secondary	6	8.6
NCE/Diploma	21	30.0
Others	43	61.4
Total	70	100.0

Source: Questionnaire administered (2019)

Result presented in table 2 shows distribution of teachers by educational qualification. From the result, the respondents were made up of 8.6 secondary certificate holders, 30% NCE/Diploma holders and 61.4% with other qualifications. This indicates that data were gathered from respondents that are educated enough to participate in the study.

Table 3: Distribution by Pupils or Almajiri

Qualification	Frequency	Percentage
Almajiri	60	25.0
Pupil	180	75.0
Total	240	100.0

Source: Questionnaire administered (2019)

Table 3 above shows whether children are pupils or Almajiri. From the result, it was gathered that 25% were Almajiris (in Qur'anic schools) while 75% were pupils (from integrated Almajiri schools).

Table 4: Response on pupils' admission into Almajiri integrated model schools

S/N	Items	Agree F (%)	Disagree F (%)	Undecided F (%)
1	Pupils were admitted into the integrated Almajiri model schools because of parental background	220 (71.0)	62 (20.0)	28 (9.0)
2	Pupils were admitted into the integrated Almajiri model schools because the child is street Almajiri	155 (50.0)	134 (43.2)	21 (6.8)
3	Pupils were admitted into integrated Almajiri model schools because of social integration	225 (72.6)	46 (14.8)	39 (12.6)

Source: Questionnaire administered (2019)

Table 4 shows response on pupils' admission into Almajiri integrated model schools. Result presented in the table indicates that 71% of the respondents were of the view that pupils were admitted because of parental background, although 20% objected this response while 9% were not certain. In item two, it can be observed that 50% of the respondents submitted their response upon agreement that pupils were admitted because they were street Almajiri children, however, 43.2% disagreed to this while 6.8% were not sure. In item three, 72.6% of the respondents believed that pupils were admitted due to social integration; however, 14.8% disagreed while 12.6% were not sure. Going by these results, it can be deduced that admission of students into Almajiri integrated model schools in Nigeria was due to parental background, street Almajiri, and social integration.

Table 5: Response on pupil retention in the Almajiri integrated model schools

S/N	Items	Agree F (%)	Disagree F (%)	Undecided F (%)
1	They receive good care	250 (80.6)	28 (9.0)	32 (10.4)
2	They are provided with expected knowledge	256 (82.6)	35 (11.3)	19 (6.1)
3	Their teachers are purely Muslims	257 (82.9)	41 (13.2)	12 (3.9)
4	The schools are closer to their domain	142 (45.8)	125 (40.3)	43 (13.9)

Source: Questionnaire administered (2019)

Table 5 shows response on pupil retention in the Almajiri integrated model schools. The result shows that the pupils received good care (80.6%), are provided with expected knowledge (82.6%), and their teachers are purely Muslims (82.9%). Mixed reaction was found on perceptions of whether schools the Almajiri integrated model schools were closer to students' domain. On this item, 45.8% of the respondents agreed, 40.3% disagreed while 13.9% were not sure. On the basis of the results, it can be deduced that pupils in the Almajiri integrated model Schools receive good care, they are provided with expected knowledge, and above all, their teachers are Muslims who stand a better chance to teach any school subject without deviation from Islamic norms and values of teaching Islamic religious knowledge in the context of modern times than their counterparts who are not Muslims. However, it was very clear that some pupils came from par places while others were still within the immediate environment of the school community.

Table 6: Response on Government commitment in the provision of facilities to Almajiriintegrated model schools

S/N	Items	Agree F (%)	Disagree F (%)	Undecided F (%)
1	Classes	112 (36.1)	185 (59.7)	13 (4.2)
2	Hostels accommodation	152 (49.0)	120 (38.7)	38 (12.3)
3	Furniture	191 (61.6)	105 (33.9)	14 (4.5)
4	Water supply	178 (57.4)	114 (36.8)	18 (5.8)
5	Electricity	222 (71.6)	47 (15.2)	41 (13.2)

Source: Questionnaire administered (2019)

Table 6 shows response on government commitment in the provision of facilities to Almajiri integrated model schools. The respondents submitted their agreement with regards to the following facilities: classes (36.1%), hostel accommodation (49%), furniture (61.6%), water supply (57.4%), and electricity (71.6%). These results indicated that the government is not adequately providing facilities to Almajiri integrated model schools in Nigeria.

Table 7: Response on Government commitment in the provision teaching and learning materials in Almajiri integrated model schools

S/N	Items	Agree F (%)	Disagree F (%)	Undecided F (%)
1	Instructional materials	176 (56.8)	109 (35.2)	25 (8.0)
2	Textbooks/Library	194 (62.6)	93 (30.0)	23 (7.4)
3	Computers	159 (51.3)	67 (21.6)	81 (26.1)
4	Laboratory facilities	89 (28.7)	162 (52.3)	59 (19.0)

Source: Questionnaire administered (2019)

Table 7 shows response on government commitment in the provision of teaching and learning materials in Almajiri integrated model schools. Result indicates respondents' agreement with the provision of the following teaching and learning materials: instructional materials (56.8%), textbooks/library (62.8%), computers (51.3%), and laboratories (28.7%). These results showed that the government has not adequately supply teaching and learning materials to Almajiri integrated models schools in North West geo-polical zone, Nigeria.

Table 8: Response on Comparison between Almajiri school system and western education system

S/N	Items	Agree F (%)	Disagree F (%)	Undecided F (%)
1	Funding	186 (60.0)	102 (32.9)	22 (7.1)
2	Quality of feeding of pupils	204 (65.8)	67 (21.6)	49 (15.8)
3	Quantity of feeding	206 (66.5)	89 (28.7)	15 (4.8)

Source: Questionnaire administered (2019)

Result presented in table 8 shows response on integration of Almajiri education programme into western education system. From the results, 60% of the respondents believe that the system is fully funded compared to western education, although 32.9% disagreed while 7.1% were not certain. Additionally, 65.8% of the respondents were of the view that pupils are fed with quality foods compared to western education system, whereas 66.5% submitted their response upon agreement that pupils are given enough food compared to secular schools. However, the significant percent of those who disagree and those who were not sure indicates this development might not cut across all states where Almajiri integrated schools were established. To this end, the government is not adequately funding the system.

IX. SUMMARY OF THE MAJOR FINDINGS

The major findings of the study are;

- i. The study reveals that there were two types of Almajiri integrated schools. The modern Almajiri integrated schools and locally established ones. And modern ones were further divided into model I, II and III. It further reveals that admission into Almajiri integrated schools can be in a number of ways, thus, through; traditional rulers, through Qur'anic mallam, education secretaries, Islamiyya and Qur'anic schools Management Board and it is sometimes opened to all applicants. The further study reveals that category two of the Almajiri integrated schools outnumbered the category one which was made of up the government controlled Almajiri integrated schools and the whole of the three states under study had a total of twenty five Almajiri integrated schools. All the model III schools has only one hundred (100) students i.e two sets of fifty, since inception. Most of the admitted students were not Almajiris whom the schools were

established for. These had clearly shown that Almajiri education was not well integrated into the main stream Nigeria education in consideration of the number of integrated schools, nature of the students/pupils and the number enrolled into the school yearly.

- ii. Although, the findings further reveals that pupils/students' retention was ensured by the pupils/students' ability to read and write and speak English and Arabic languages. The findings also revealed that good students care like school uniform, feeding, sporting activities, morality, good security, and control assist students retention and completion in Almajiri integrated schools. It further revealed that, the quality of life of the students has significantly improved by absence of begging for food, dirty, toned clothes, hatred on western education and have good accommodation (hostel), water electricity and sponsored abroad for international studies. It equally reveals that food served to students/pupils daily had assisted in retention and completion in Almajiri integrated schools. It was quite encouraging that the small centres offered various vocational skills that enabled the participant to engage themselves after the training period.
- iii. The findings revealed that, category one with model I and II has good infrastructure and category two (small centres) suffered dilapidated buildings and acute shortage of school infrastructure without government support. It also revealed that model III schools had shortage of classrooms and hostels. And there was shortage of water in some schools, there was even a school that used to buy water for school food, though in other schools the situation was good. It further revealed that the schools had good health care services. This shows that government is not doing well in terms of the schools infrastructure because new contracts are not awarded after the initial ones.
- iv. It shows that some Almajiri schools had adequate instructional materials and computer lab for practical teaching and learning computer studies. It also shows that schools used to give pupils exercise books free. At the same time text books series were produced purposely for Almajiri schools. But the publication stopped from series 1-3, 4-6 and that of secondary schools was left to teachers and students to battle with. But the study acknowledges the international agencies participation in the provision of instructional materials. The findings revealed a shortage of instructional materials in some Almajiri integrated schools which made some community members to donate in that direction. This had indicated that instructional materials were also inadequately supplied.
- v. The study also reveals that, Model Almajiri integrated schools were completely fed and funded by state governments. Adopted Quranic school centers were not fed and funded by any government. And the boarding model schools were served with three meals and day ones were served with only two meals. This shows that, some Almajiri integrated schools students were opportune to received enough food. It therefore reveals that, the model

Almajiri integrated schools were fully funded by government, community leaders only complimenting its effort for the success of the schools. It further reveals that community members were participating in Almajiri integration program through the funding of some independent centres in their communities. The study therefore discovered that the day Almajiri schools in Sokoto state have no provision for food, while those in Kano enjoyed two meals daily. But the adopted Quranic schools in both states had no official food provision. This shows that government is making effort in maintaining the pupils' feeding.

X. DISCUSSION OF FINDINGS

The discussion of the findings was done based on the order of the stated research questions of the study. Thus;

i. **What are the processes involved in admission into Almajiri integrated schools in Worth West geo-political zone, Nigeria?**

The study was set to assess the integration of *Almajiri* education into the mainstream Nigeria education system in North West geo-political zone, Nigeria. It reveals that there were two types of *Almajiri* integrated schools that is the modern *Almajiri* Integrated Schools and the Adopted *Almajiri* integrated schools. The total number of the modern integrated schools in Kano and Sokoto was twenty five (25) which is incomparable to the number of primary and secondary schools in the states. FGN (2015) describes that over nine million (9m) school age children were believed to be *Almajiris* who were totally out of school. With this number of schools how can twenty five (25) schools in the two giant states of Kano and Sokoto make a significant absorption of this numbered with model III admitting only one hundred students. The adopted *Tsangaya* Integrated schools that were made to support the programme were ill-equipped and not supported by government and most of them ended their programme on basic literacy and numeracy which has shallow provision for further education.

The mode of admission into the *Almajiri* integrated schools use to be in a number of ways. Through traditional rulers, through Quranic *Mallams* education secretaries, Islamiyya and Quranic school management Board and it is sometimes opened to all applicants. These multiple ways for admission indicated a sign of improper organization in the programme. A common way for admission supposed to be device. For instance, the three levels of education in Nigeria had common means for admission, primary school through headmaster/sells of forms, secondary schools through common entrance. Tertiary institutions, through Joint Admission and Matriculation Board (JAMB). The study further reveals that certain considerations used to be made before admission. These include; pupils from Qur'anic schools, Qur'anic background; age and interview and children from weak family. These considerations are just like guidelines or requirements for admission into any formal school system. For instance, before admission into primary and secondary schools certain things need to be considered like; Age, interview and qualification. Therefore the considerations for admission into integrated *Almajiri* schools only need to be organized and standardized to become guidelines for admission into *Almajiri* Integrated School.

ii. In which ways students/pupils were retained in Almajiri Integrated Schools in North West geo-political zone, Nigeria?

After admission of pupils/students into *Almajiri* integrated schools measurers used to be put forward to ensure retention and completion of learners in the schools. The quantitative data revealed all *Almajiris* and pupils were male. This shows the fact that popular *Almajirci* used to be carried out by male child. The study reveals that certain things used to assist pupils/students retention in the schools, they include; ability to read and write: pupils /students good care and morality; improvement in the quality of life; provision of food; vocational training: good advice to parents by traditional rulers: effective learning and quality education provision of basic needs and parents visit. One of the basic function of formal school is to provides basic intellectual skills - reading, writing and simple Arithmetic calculation (Mahuta, 2007). Pupils of *Almajiri* integrated schools were lacking these skills before joining the schools, as they now enjoy the skills, they still wish to continue in the schools. The school also teaches character and morality. That is why the personality and morality of the pupils improve significantly and clear difference appeared between the students/pupils and the itinerant children. *Almajiri* integrated schools used to provide food to students/pupils just as supplied to conventional boarding schools and this plays a vital role in retention and completion in the schools. The schools also provided vocational skills that prepared learners to become self-reliant. Vocational education (skills) prepares people for specific trades, crafts, and career at various levels (en.m.wikipedia.org/wiki/vocational-education). Effective learning and quality education also assisted retention in the schools. This provides meaningful learning and progressive education which will, make the children to feel the impact. This implies the John Locke's concept of education which he terms as "progressivism". For every life to survive it must be able to meet the basic needs of life. Most of those basic needs were supplied to the students/pupils in order to live as individuals and also live in the school successfully. These might be connected with the little number of pupils and limited number of schools. Because most of the things supplied to schools was done only once (First issue) which indicated government negligence on education and *Almajiri* Education Programme in particular.

iii. What are the government's commitments towards provision of school buildings and infrastructure in Almajiri Integrated Schools in North West geo-political zone, Nigeria?

The school infrastructure is still good in some schools like model I and II, but model III has limited classes and hostels and even occupied small area of land accommodating only one hundred pupils at a time. This is very meager compare to what is operating in conventional primary schools. Some schools had good water supply while in some schools it was inadequately supplied, electricity and furniture were mostly in good condition.

iv. What are the government's commitments towards provision human and material resources in Almajiri Integrated Schools in North West geo- political zone, Nigeria?

Government commitments towards the integration of *Almajiri* education in the mainstream Nigeria education system can be manifested in a number of ways thus: establishment of adequate *Almajiri* integrated schools: employment of adequate and qualified teachers; provision of instructional materials; school infrastructure; basic needs of students/pupils in the schools as well as training and retraining of staff. To what extent government was able to realize the above mentioned so that it can be found committed on the integration? For instance, qualified and enough teachers were not employed for the programme. A non-governmental organization has to employ the services of qualified *Alarammas* to taught *Tahfeezul Qur'an* in some schools. Secondly, some schools paid their *Alarammmes* through the efforts of Parents Teachers Association (PTA). Thirdly some schools were not properly teaching *Tahfeez* which is one of the important subjects in the schools. And lastly some schools had computers in store but had no qualified teachers to teach the subject the same thing applied to vocational training machines. This clearly shows that enough and qualified teachers were not employed for the programmed. Before, there used to be enough instructional materials. This happened when the programme was new and the necessary materials were issued to schools. Few years later the materials were used up where parents had to continue buying exercise books, pens, and uniform for their children. Teachers have to look for primary 4-6 and secondary school text books for teaching their relevant subject areas, because the text book series stopped at primary 1-3 even the computer systems can only be found in well managed schools, because all the materials were issued once.

v. What are the sources of funding and feeding of students/pupils in Almajiri Integrated Schools in North West geo-political zone, Nigeria?

The findings reveled that state government is completely responsible for funding the recurrent expenditure of the schools. Therefore the students/pupils received their normal square meal daily. Mattresses, beds and text books were first issued by the federal government since the inception of the schools and no more. On training and retraining of teachers, head teachers were trained on *Almajiri* Education curriculum and implementation, though such need to be extended to teachers and other areas of the integration program. These had clearly shown how government is less committed in maintaining and expanding the programme. Things are at stand still in almost all the *Almajiri* integrated schools and the adopted centres were not supported by government.

XI. RECOMMENDATIONS

The study recommends the following;

1. Government should establish an agency for *Almajiri* education and construct at least two *Almajiri* integrated schools in each Local Government Area or one in each ward within the area of study. The adopted integrated schools should be supported and fully regulated to take primary and secondary school subjects respectively. The constituted agency should be mandated to carry out all the admission exercise through liaison with tradition rulers in the areas.

Therefore traditional rulers should be fully engaged in the programme.

2. The students/pupils basic needs should be taken care of, and ensure quality education, vocational training and morality among the pupils and students.
3. The authorities concern should employ adequate and qualified teachers especially for specialized areas like: Tahfeezul Qur'an, computer studies, English Language, Mathematics, Arabic and Integrated Science. Adequate instructional materials should be supplied to the schools and publish textbook series for primary 4-6.
4. Re-visit the schools infrastructure in Almajiri Integrated Schools within the study area so that the needful can be down in terms of water supply, electricity and health facilities.
5. There should be cash allocation to *Almajiri* integrated schools. This will assist the school management to cater for any emerging problem within their capability. Seminars and workshops should be organized for teachers and heads teachers for advance knowledge. Special allowance should be paid to school heads and teachers as incentives to burst their morals.

XII. CONCLUSION

Almajiri education is not well integrated into the mainstream Nigerian education. Government is required to do the right things for the smooth integration. Traditional rulers can also play a vital role in admission process and supervision of school

activities. Government commitment was found to be very low which also affect the successful achievement for the set objectives of the programme.

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