

Enhancing the Productivity of Almajiri Education in Northern Nigeria through Integration of Edupreneurship Curriculum

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Abstract

This study evaluated the incorporation of entrepreneurial elements into the Tsangaya Almajiri education system in Northern Nigeria. Employing a descriptive survey design, the research focused on teachers and students from Tsangaya Almajiri schools within three geopolitical zones: North Central, North West, and North East. A multi-stage sampling procedure was adopted to select 563 teachers and 600 students from Kaduna, Bauchi, and Niger states. Data was gathered using questionnaires and analysed through percentage and t-test statistics. The results showed that teachers generally supported the curriculum's objectives, which align with the educational roles of promoting peace, security, and cultural harmony. While the curriculum content was considered sufficient, teaching methods primarily relied on traditional approaches with limited interactive strategies. There was a significant lack of advanced resources, such as projectors and computers. Both teachers and students viewed the inclusion of entrepreneurial education as beneficial, equipping graduates with skills for self-employment and employment, fostering self-reliance. However, notable differences were observed between teacher and student perceptions of the curriculum's effectiveness, with students expressing greater confidence in its ability to promote self-employment. The study concluded that this holistic approach could prepare individuals for academic and professional success, contributing to the development of Northern Nigeria. Recommendations included addressing resource gaps, improving teaching methods, and aligning curriculum goals with practical outcomes to maximize its impact.

Keywords: Almajiri, Edupreneurship, Education, Islamic, Tsangaya

Introduction

To enhance previous educational programmes in Nigeria, the Universal Basic Education Commission (UBEC) established specific goals and a scope of implementation. The primary objectives are to cultivate a strong appreciation for education nationwide, provide free basic

education for all children, drastically reduce dropout rates, cater to out-of-school learners, and empower marginalized groups. The programme aims to equip individuals with essential literacy, numeracy, and life skills while fostering ethical and civic values. To achieve these goals, UBEC focuses on early childhood care, formal education from primary to junior secondary level, and non-formal programs for adults and out-of-school youth. The Nigerian government prioritized accessible basic education through the Universal Basic Education (UBE) program, aiming to enroll and support all citizens in achieving personal development. UBE encompasses both formal and non-formal education, addressing the needs of marginalized groups like the Almajiri. By providing functional education, UBE seeks to create employment opportunities and reduce unemployment rates (Aliyu, 2015 & Elechi, 2015).

Subsequently, the Nigerian Educational Research and Development Council (NERDC) restructured the curriculum to align with the UBE's nine-year framework. This revised curriculum emphasizes value reformation, poverty alleviation, and job creation skills. Subjects like Science, Technology, Mathematics, and Vocational Education were specifically designed to drive socio-economic progress (Igbokwe, 2015). The Tsangaya Almajiri system, a cornerstone of Islamic education in Northern Nigeria, traditionally focused on religious teaching, leaving students inadequately prepared for modern workforce demands. This skills gap hinders their academic and economic prospects. Contemporary education, aligned with the Sustainable Development Goals, emphasizes comprehensive development beyond religious literacy. The Nigerian government's growing interest in the Almajiri system reflects global trends towards inclusive education. This study aims to enhance the Tsangaya system by integrating entrepreneurship education, addressing economic challenges faced by Almajiri graduates, and contributing to the region's development through skill building and self-reliance.

According to Owoyale-Abdul Ganiyu and Abdur-Rafiu (2020), the Tsangaya system is a longstanding pillar of Islamic education in Northern Nigeria. These traditional Quranic schools have served as a vital source of religious instruction and basic education for generations. While they have successfully preserved Islamic values and heritage, their isolation from formal education has limited opportunities for Almajiri students. The Nigerian government's push for universal education, exemplified by initiatives like Education for All (EFA) and the Millennium Development Goals (MDGs), has highlighted the need to integrate the Tsangaya system into the mainstream education system. By combining traditional Islamic teachings with modern

curricula, the Tsangaya system can better prepare students for the challenges of the 21st century (Sirajo, et al., 2022; Dahiru, 2011; Sulaiman, 2023).

The Almajiri system emerged as a cornerstone of Islamic education in Northern Nigeria, tracing its roots to the early days of Islam (Rahman, 1998 & Saifur-Rahman, 2016). The spread of Islam through trade and conquest in the region laid the groundwork for the establishment of Quranic schools. These schools, often referred to as Tsangaya, prioritized Quranic learning and Islamic studies. While they have contributed significantly to preserving Islamic heritage, the traditional focus on religious education has isolated them from mainstream schooling (Fafunwa, 1974; Alkali, 1983; Usman, 2013). The introduction of Western education and the Nigerian government's emphasis on universal education have created a need for integrating the Tsangaya system into the formal school structure (Oladosu, 2012).

The term "Almajiri" originates from the Arabic "Almuhajir," signifying a migrant, similar to the Prophet Muhammad's companions who sought refuge. In the context of Islamic education, an Almajiri is a student who leaves home to pursue knowledge under a renowned teacher, mirroring the historical practice of scholars seeking knowledge (Oladosu, 2014). This concept was adapted into the Hausa term "Almajiri" to describe Quranic school students, while their teachers is known as "Mallam." The Almajiri system, resembling the Prophet's mosque-based education, primarily focuses on Quranic teachings (Maigida, 2018). Initially, learning occurred in mosques or open spaces, with basic materials like the Quran, writing tools, and mats. Strong teacher-student bonds and community support characterised the early Almajiri system. However, the term "Almajiri" has evolved to encompass a broader population, including children who beg for sustenance or engage in labor due to various circumstances (Bashir & Garba, 2017).

The Almajiri system, rooted in the Islamic tradition of seeking knowledge, emerged as a significant educational model in Northern Nigeria. Initially characterized by a rigorous focus on Quranic memorization and Islamic studies, these schools operated within a structured hierarchical system. While boarding schools, where students lived with their teachers, were common, day schools also existed. The system flourished under pre-colonial rule, with strong support from rulers, communities, and parents. However, colonial influence disrupted this model, leading to a decline in the system's quality and the emergence of associated challenges (Fafunwa, 1974; Alkali, 1983; Abdulkadir, 2003; Usman, 2013).

The once revered Almajiri system has faced criticism due to issues such as limited curriculum, inadequate resources, and the prevalence of child begging. This has contributed to the system's waning popularity and its association with social problems. Recognising the need for reform, various stakeholders, including government agencies, NGOs, and community groups, have initiated efforts to integrate Almajiri education with the mainstream school system. While challenges persist, these initiatives offer hope for the future of Almajiri students (Adeyemi, 2016; Abubakar, 2009; Tilde, 2009; Hoechner, 2013).

This study adopts the Holistic Integrated Curriculum (HIC) theory as its framework. The HIC, developed by Embong et al. (2015), provides a comprehensive approach to education that emphasizes the interconnectedness of different learning components. This theory is particularly relevant to this research as it offers a lens through which to examine the integration of the traditionally isolated Tsangaya Almajiri curriculum into a broader educational context. HIC aligns with the growing recognition of the limitations of compartmentalized education, as highlighted by Miller (1992) and Nava (2001). By focusing on underlying worldviews rather than isolated subjects, HIC promotes a more holistic and balanced learner development. Its flexibility accommodates diverse educational systems, making it suitable for exploring the integration of entrepreneurship education into the Tsangaya Almajiri framework.

Furthermore, HIC's emphasis on both theoretical and practical learning resonates with the principles of edupreneurship, which combines entrepreneurship with Islamic values. This approach aligns with the Islamic ethos of self-reliance, social responsibility, and ethical conduct. In essence, the HIC theory offers a robust foundation for understanding how to integrate the Tsangaya Almajiri curriculum into a contemporary educational landscape that fosters well-rounded individuals equipped with both academic knowledge and practical skills.

Statement of the Problem

The integration of the Tsangaya Almajiri curriculum into the formal education system in Northern Nigeria faces significant challenges. Primarily, ideological resistance from Mallams (Islamic teachers) and parental mistrust hinders the implementation process. Financial incentives derived from begging and child exploitation contribute to the Mallams' opposition to reform. Aso, Almajiri pupils are subjected to abuse and neglect, both within the Tsangaya system and upon integration into formal schools. This vulnerability increases their risk of involvement in anti-social

behaviors and hinders their successful transition into adulthood. The limited training of Mallams and their inadequate preparation to teach the integrated curriculum pose additional obstacles. Previous studies such as Rufa'i (2003), Akko (2003), Onuoha (2015), Jimba (2017), Babagana et al, (2018) and Abdulganiy (2019) have highlighted various challenges, including curriculum disparities, teacher shortages, and infrastructural deficiencies within the Almajiri education system. Despite existing research, a critical gap remains in understanding the challenges of integrating entrepreneurial components into the Almajiri curriculum. This study aims to address this gap and contribute to the development of more effective integration strategies.

Purpose of the Study

The general purpose of this study was to assess the inclusion of entrepreneurial components into the curriculum of Tsangaya Almajiri education system. Specifically, the research examined the:

- i. appropriateness of the objectives of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system;
- ii. adequacy of the content of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system;
- iii. suitability of teaching methods adopted for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system;
- iv. adequacy of the teaching resources for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system;
- v. teachers and students' views on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment; and
- vi. difference in the teachers and students' views on the on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Research Questions

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

1. How appropriate is the objectives of the entrepreneurial components in the curriculum of Tsangaya Almajiri education system?
2. How adequate is the content of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?
3. What are the teaching methods adopted for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?
4. How adequate are the teaching resources for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?
5. What are the teachers' views on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment?
6. What are the students' views on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment?
7. Are there differences in the teachers and Almajiri students' views on the value and effectiveness of the edupreneurship curriculum equip Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment?

Research Hypotheses

Two null hypotheses were tested in this study:

Ho1: There is no significant difference in teachers and Almajiri students' views on the value of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Ho2: There is no significant difference in teachers and Almajiri students' views on effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Methodology

Descriptive survey design was adopted for the study. Teachers and Almajiri students in the three geo-political zones in Northern Nigeria where Tsangaya Almajiri schools are established constituted the population of the study. Multi-stage sampling procedure was adopted

as sampling technique for this study. The first stage, purposive sampling technique was used to group the states into three geo-political zones, i.e. North Central, North West and North Central. The second stage, random sampling technique by drawing lots (selection by lot technique) was employed to select one state from each zone; hence, Kaduna, Bauchi and Niger states were randomly sampled in the study. The third stage was random sampling of schools, teachers and students in the selected states. Hence, 563 teachers and 600 Almajiri students across all the categories of Tsangaya *Almajiri* schools that are functioning in implementing the entrepreneurial components of the curriculum for Tsangaya Almajiri education system in the selected states were sample for the study. Questionnaire was used to elicit information from the respondents. While percentage and the t-test statistics were used for the analysis of the data collected.

Results

Demographic Characteristics of the Respondents

Out of 600 teachers proposed to sample for this study, the researcher was able to obtain data from 563 teachers and 600 Almajiri students across all the Tsangaya Almajiri schools in Northern Nigeria.

Answering of Research Questions

This section presents data that provide answers to the research questions that were raised during the course of this study.

Research Question One: How appropriate are the objectives of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?

Table 1: Appropriateness of the Objectives of the Entrepreneurial Components in the curriculum of Tsangaya Almajiri education system

Appropriateness of Objectives	Score Range	Frequency	Percentage
Very Appropriate	21 – 24	318	56.5%
Appropriate	16 – 20	181	32.1%
Fairly Appropriate	11 – 15	64	11.4%
Not Appropriate	6 – 10	-	-
Total		563	100.0%

Table 1 reveals that out of 563 teachers sampled, 318 (56.5%) attested that the objectives were very appropriate; 181 (32.1%) of them affirmed that the objectives were appropriate; while 64

(11.4%) indicated that the objectives were fairly appropriate. Thus, majority of the participants affirmed that the objectives of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system UBE were very appropriate in the curriculum of Tsangaya Almajiri education system, Nigeria.

Research Question Two: How adequate is the content of entrepreneurial components of the curriculum of Tsangaya Almajiri education system?

Table 2: Adequacy of the Content of the Entrepreneurial Components in the curriculum of Tsangaya Almajiri education system

Adequacy of the Content	Score Range	Frequency	Percentage
Very Adequate	21 – 24	162	28.8%
Adequate	16 – 20	273	48.5%
Fairly Adequate	11 – 15	92	16.3%
Not Adequate	6 – 10	36	6.4%
Total		563	100.0%

Table 4 reveals that 162 (28.8%) of the teachers sampled affirmed that the content was very adequate; 273 (48.5%) of them indicated that the content was adequate; 92 (16.3%) asserted that the content was fairly adequate while 36 (6.4%) showed that the content was not adequate. Therefore, majority (48.5%) of the participants affirmed that the content of the entrepreneurial components of the curriculum of Tsangaya Almajiri education system was adequate in the curriculum of Tsangaya Almajiri education system Nigeria.

Research Question Three: What are the teaching methods adopted for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?

Table 3: Teaching Methods Adopted for the Entrepreneurial Components of the curriculum of Tsangaya Almajiri education system

S/N	Teaching Methods	Mean	Rank	Remark
2.	Discussion method	3.72	1st	Always Adopted
3.	Demonstration method	3.63	2nd	Alaways Adopted
1.	Lecture method	3.56	3rd	Always Adopted
4.	Group discussion	2.83	4th	Occasionally Adopted
7.	Tutorial method	2.64	5th	Occasionally Adopted

9.	Field trips	2.37	6th	Occasionally Adopted
8.	Cooperative learning	2.12	7th	Occasionally Adopted
6.	Value Clarification method	2.07	8th	Occasionally Adopted
5.	Role play method	1.81	9th	Occasionally Adopted
10.	Concept mapping	1.75	10 th	Occasionally Adopted

As revealed in table 3, discussion method, demonstration method and lecture method were always adopted, while group discussion and tutorial methods were occasionally adopted for teaching the entrepreneurial components of the curriculum of Tsangaya Almajiri education system. In addition, field trips, cooperative learning, value clarification method, role play method and concept mapping were also occasionally adopted for teaching the entrepreneurial components of the curriculum of Tsangaya Almajiri education system in the curriculum of Tsangaya Almajiri education system Nigeria.

Research Question Four: How adequate are the teaching resources for the entrepreneurial components of the curriculum of Tsangaya Almajiri education system?

Teachers' responses on the adequate teaching resources were subjected to item-by-item analysis using mean statistics. Since the questionnaire items were structured in a four-response type, items found with the mean scores closed to 4.0, 3.0, 2.0 and 1.0 (cut off scores) were remarked as Very Adequate; Adequate; Fairly Adequate and Not Adequate respectively. The summary statistics of the participants' responses is presented in table 4.

Table 4: Adequacy of Teaching Resources for the Entrepreneurial Components in the curriculum of Tsangaya Almajiri education system

SN	Adequacy of the Teaching Resources	Mean	S.D	Remark
VISUAL				
1.	Models	2.82	0.81	Adequate
2.	Picture	3.11	0.92	Adequate
3.	Charts	2.57	0.84	Adequate
4.	Slide projector	1.27	0.81	Not Adequate
5.	Textbook	3.08	0.83	Adequate
6.	Wall maps	2.88	0.78	Adequate
7	Learner centred textual materials	2.85	0.71	Adequate
8	Real objects (coins, paper money, tools, office symbol etc.)	2.42	1.01	Fairly Adequate
10	AUDIO			
	Radio	2.83	0.93	Adequate

11	Tape recorder	2.41	1.02	Fairly Adequate
12	Podcast	1.33	0.76	Not Adequate
13	Audio cassette player	2.59	1.11	Adequate
14	AUDIO-VISUAL			
	Film projector	1.26	0.91	Not Adequate
15	VCD player	2.63	1.14	Adequate
16	Computer	2.07	1.28	Fairly Adequate
17	Virtual classroom	1.13	0.86	Not Adequate
18	Educational software	1.06	0.81	Not Adequate

Table 4 indicates that traditional teaching resources such as models, pictures, charts, and textbooks were deemed adequate for teaching entrepreneurial components within the Tsangaya Almajiri curriculum. While resources like real objects, tape recorders, computers, and television were considered fairly adequate, more advanced technology such as projectors, podcasts, and educational software were found to be lacking.

Research Question Five: What are the teachers' views on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment?

Table 5: Teachers' Perceptions of the Value of the Edupreneurship Curriculum

Value	Number of Respondents	Percentage(%)
Very Valuable	851	75.80%
Valuable	268	23.80%
Somewhat Valuable	5	0.40%
Not Valuable at all	0	0%
Total	1124	100%

The data in Table 5 shows that reveals that a significant majority of teachers (75.8%) perceive the edupreneurship curriculum as "Very Valuable" in equipping Almajiri graduates with the necessary skills and knowledge for self-employment or securing employment. This strong positive perception suggests that teachers believe the curriculum offers a valuable pathway for these students to improve their economic prospects.

Research Question Six: What are the students' views on the value and effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment?

Table 6: Students' Perceptions of the Value of the Edupreneurship Curriculum

Value	Number of Respondent	Percentage(%)
Very Valuable	798	66.50%
Valuable	407	34%
Somewhat Valuable	4	0.30%
Not Valuable at all	21	1.70%
Total	1200	100%

The results in Table 6 shows that a substantial majority of students (66.5%) perceive the edupreneurship curriculum as "Very Valuable" in equipping them with the necessary skills and knowledge for self-employment or securing employment. This strong positive perception indicates that students believe the curriculum effectively addresses their needs and aspirations.

Table 7: Teachers' Perceptions of the Effectiveness of the Edupreneurship Curriculum

	Number of Respondent	Percentage(%)
Effectiveness	2058	86.30%
Very Effective	322	13.50%
Effective	2	0.10%
Somewhat Effective	0	0%
Total	2382	100%

The data from Table 7 indicates that reveals that an overwhelming majority of teachers (86.3%) perceive the edupreneurship curriculum as "Very Effective" in achieving its intended outcomes. This strong positive perception suggests that teachers believe the curriculum is a valuable tool for improving the lives of Almajiri graduates.

Table 8: Students' Perceptions of the Effectiveness of the Edupreneurship Curriculum

	Number of Respondent	Percentage(%)
Effectiveness	2475	82.50%
Very Effective	440	14.70%
Effective	47	1.60%
Somewhat Effective	18	0.60%
Total	3000	100%

The data from Table 8 reveals that an overwhelming majority of students (82.5%) perceive the edupreneurship curriculum as "Very Effective" in achieving its intended outcomes. This strong positive perception suggests that students believe the curriculum is a valuable tool for improving their future prospects.

Testing of Hypotheses

H01: There is no significant difference in teachers and Almajiri students' views on the value of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Table 9: t-test Statistics Showing the Difference in Teachers and Students' Views on the Value of the Edupreneurship Curriculum

School Location	No	Mean	SD	df	t-value	Sig	Decision
Teachers	563	2060.5	16.5	2	5.12	0.000	Rejected
Students	600	1900	176				

*Significance at $p < 0.05$

Since the p-value (0.025) is less than the significance level of 0.05, we reject the null hypothesis and conclude that there is a statistically significant difference between the means of the teachers' and students' perceptions of the value of the edupreneurship curriculum. Therefore, there is significant difference in teachers and Almajiri students' views on the value of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Hypothesis Two: There is no significant difference in teachers and Almajiri students' views on effectiveness of the edupreneurship curriculum in equipping Almajiri graduates with the necessary skills and knowledge to pursue self-employment or secure employment.

Table 11: t-test Statistics Showing the Differences in Teachers and Students' Views on the Effectiveness of the Edupreneurship Curriculum for Tsangaya Almajiri Education in the Curriculum of Tsangaya Almajiri education system Nigeria

	N	Mean	S. D.	df	t-value	Sig	Decision
Teachers	563	110.289	11.82	561	8.520	0.000	Rejected
Students	600	97.894	16.13				

*Significance at $p < 0.05$

The results show a clear difference in how teachers and students view the effectiveness of edupreneurship curriculum. This is because the p-value (0.025) is lower than our chosen significance level of 0.05. Since the p-value is so low, we can reject the idea that there's no difference (the null hypothesis). In other words, there's a statistically significant difference between their opinions of teachers and Amajiri students on the effectiveness of edupreneurship curriculum.

Discussion of Findings

The study found that teachers generally approved of the curriculum's goals, which align with previous research emphasising education's role in fostering peace, security, and cultural harmony (Ofojebe, 2014; Lawanson & Gede, 2011). Curriculum content was also deemed adequate, corroborating Mohammed's (2019) findings on security education content. Teaching methods predominantly consisted of traditional approaches like lectures, demonstrations, and discussions, with limited use of interactive strategies such as group work, field trips, and technology-integrated methods. This aligns with previous studies (Mohammed, 2019; Mezieobi, 2013). While basic resources like models, charts, and radios were deemed sufficient, there was a notable shortage of advanced materials such as projectors, computers, and educational software. This aligns with research highlighting the need for improved resources, teacher training, and curriculum knowledge (Mohammed, 2012; Ogo et al., 2014).

In addition, the study found that both teachers and students viewed the edupreneurship curriculum as a valuable addition to the Tsangaya Almajiri education system. They perceived it as effectively equipping Almajiri graduates with the skills and knowledge necessary for employment or self-employment. Moreover, the curriculum was seen as instrumental in cultivating an entrepreneurial mindset, fostering self-reliance, and improving the overall well-being of Almajiri graduates. These findings align with previous research, which highlights the growing recognition of the importance of Western education for Almajiri students (Shehu, 2010). The integration of entrepreneurship into the curriculum is also consistent with Islamic principles of self-reliance and social responsibility (Rozikan, Rahmanto & Satyarini, 2020; Yusuf & Yahaya, 2021). Furthermore, the study's results support the idea that a strategic integration of educational approaches can transform the Tsangaya system and empower Almajiri students (Sirajo et al., 2022).

More so, the study identified significant disparities between teacher and student perceptions of the edupreneurship curriculum's value and effectiveness. While both groups generally held positive views, students expressed greater confidence in the curriculum's ability to equip them with self-employment skills compared to teachers. Teachers, on the other hand, seemed more optimistic about the curriculum's role in preparing students for traditional employment. These differences might stem from students' more practical focus on immediate business skills, while teachers consider a broader range of employment possibilities. It's also possible that variations in question interpretation contributed to the observed differences. Ultimately, the study indicates that students strongly believe in the edupreneurship curriculum's potential to enhance their self-reliance and overall well-being, although their confidence in its job-placement benefits is somewhat lower than that of teachers.

Conclusion

This study assessed the integration of entrepreneurship education within the Tsangaya Almajiri system to enhance students' employability and economic prospects in Northern Nigeria. While the curriculum's goals and content were generally well-received, a shortage of advanced teaching resources emerged as a significant challenge. Moreover, discrepancies between teacher and student perceptions regarding the curriculum's effectiveness underscore the need for further research to accurately assess its impact on students' economic well-being and regional development. Despite these limitations, the integration of entrepreneurship into the Almajiri system is seen as a promising approach to equipping students with practical skills and fostering self-reliance. By addressing resource gaps and conducting more in-depth evaluations, policymakers and educators can optimize the curriculum's potential to contribute to the socio-economic advancement of Northern Nigeria.

Recommendations

Based on the study's findings, it is hereby recommended that:

1. There is a need for the adoption of enhanced teaching methods. While traditional methods such as lectures and discussions are common, the limited use of interactive strategies like group work, field trips, and technology-integrated methods should be addressed. Training teachers in more dynamic, student-centered approaches could

enhance engagement and improve learning outcomes. The integration of modern pedagogies, including project-based learning and collaborative activities, should be encouraged to foster deeper understanding and critical thinking.

2. Despite the availability of basic resources, the shortage of advanced materials such as projectors, computers, and educational software is a significant gap. Efforts should be made to improve the technological infrastructure in classrooms, as this could not only enhance the learning experience but also equip students with digital literacy skills essential for the modern job market. This may involve partnerships with tech companies or government initiatives to provide necessary resources.
3. Teachers should receive regular training on integrating new resources, especially technology, into their teaching practices. Additionally, training programs should focus on contemporary pedagogical strategies to encourage more interactive, learner-centered approaches in the classroom.
4. There is need further alignment between the curriculum's theoretical goals and its practical outcomes. Teachers should be encouraged to adapt their teaching methods to better reflect the students' entrepreneurial aspirations. Moreover, curriculum content should increasingly focus on hands-on skills and experiences that support self-employment and entrepreneurial ventures, aligning more closely with students' expectations.
5. Address resource gaps in Edupreneurship Programmes. Although the curriculum was seen as a valuable addition to the Tsangaya Almajiri education system, the lack of resources to support entrepreneurial activities should be addressed. This could include setting up entrepreneurial hubs or providing mentorship programmes, where students can receive practical business training and guidance. Public-private partnerships could be explored to support this initiative, ensuring the necessary resources for entrepreneurship training are available.
6. There is a need for a closer collaboration between teachers and learners. This could involve regular feedback sessions where teachers and students engage in dialogue about their expectations and experiences, ensuring that both parties understand and support the curriculum's goals. Such dialogue would help align curriculum delivery with student needs and ensure the program's continued relevance.

7. Incorporate holistic support systems. Since students feel more confident about the self-employment aspect of the curriculum but are less optimistic about job placement, holistic support systems should be established to bridge this gap. Career counseling, mentorship programs, and internships with local businesses could provide students with clearer pathways to employment and self-employment, while also enhancing their practical skills and networks.

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