ASSESSMENT OF THE MANAGEMENT OF ALMAJIRI MODEL SCHOOL SYSTEM OF EDUCATION IN KADUNA STATE, NIGERIA

BY

AHMAD ABUBAKAR SHARHI

MED/EDUC/36767/2012-2013

A DISSERTATION SUBMITTED TO THE POSTGARATE SCHOOL OF AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

JUNE, 2018

DECLARATION

I, Abubakar Ahmad Sharhi, with registration number M.ED/EDUC/36767/2012-2013, hereby declared that this Dissertation titled "Assessment of the Management of Almajiri Model School System of Education in Kaduna State, Nigeria" has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) of Ahmadu Bello University, Zaria under the supervision of Professor B.A. Maina and Dr. A.M. Jumare. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No any part of this Dissertation was previously presented for another degree or diploma in any other university.

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Name of Student   Signature   Date

CERTIFICATION

This Dissertation titled "Assessment of the Management of Almajiri Model School System of Education in Kaduna State, Nigeria" by Abubakar Ahmad Sharhi meets the requirements and regulations governing the award of Master of Education Degree in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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Prof. B.A. Maina   **Date**
Chairman, Supervisory Committee

_____   _____

Dr. A.M Jumare   **Date**
Member, Supervisory Committee

_____   _____

Dr. M.I Harbau   **Date**
Head, Department of Educational
 Foundations and Curriculum

_____   _____

Prof A.Z. Abubakar   **Date**
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my paternal grandmother Amina Aminu Sharhi (Yaya), my parents Ahmad Aminu Sharhi and Aishat Usman, my wife Halima, my death and live relatives and lecturers of the Department of Educational Foundations and Curriculum of Ahmadu Bello University Zaria, Nigeria.

AKNOWLEDGEMENTS

In the name of Allah Most Gracious and Most Merciful. All the praises are due to Him for sparing my life to this very moment that my dream became true and reality.

My profound gratitude goes to my supervisors, Professor B.A. Maina and Dr A. M. Jumare, the External Examiner Professor Sanda, the Coordinator of Postgraduate School Dr. Suleiman Isma'ila for their enormous contributions, useful comments and criticisms, moral support, counseling and academic assistance given to me throughout the period of my study.

My sincere appreciation to the Head, Department of Educational Foundations and Curriculum Dr. M.I Harbau and all the lecturers of the department such as Professor (Mrs) D.O. Otu, Dr. A.A. Igunnu, Dr. E.I. Makoju, Dr. M.O Ibrahim, and the non-academic staff of the section like Baba Mailafiya, Abubakar, Musa and the rest of them for their academic and moral support.

I, also appreciate the contribution of my grandmother Aminat Usman (Yaya), my father Ahmad Aminu Sharhi, my mother Aishat Usman, my uncle Alhaji Lawal Usman my father's brothers Suleiman Ibrahim, Muktar Ibrahim Shehu (Chiroman Labaran Zazzau), Honourable Ahmad Rufa'i Shehu (Ubale Salmanduna), Shehu Ibrahim Shehu (Baban Amfana),Sani Ibrahim Shehu, Abdullahi Ibrahim Shehu, Ibarahim Ben Ibrahim Shehu (Sada), Abubakar Sale Baba and my wife Halima, brothers and sisters, friends and the rest of the unlisted personnel for their patience and who in one way or the other contributed to the success of my study. May the blessings of Almighty Allah be upon them, Amen.

Abstract

This study focused on the Assessment of the Management of Almajiri Model School System of Education in Kaduna State, Nigeria. Six 6 Objectives were set which tried to: ascertain the funding of Almajiri Model School System of Education in Kaduna State, Nigeria; assess the enrollment of pupils in the Almajiri Model School System of Education in Kaduna State, Nigeria and examine the teaching and learning facilities in the Almajiri Model School in Kaduna State,Nigeria. It also has six 6 research questions and six (6) hypotheses in line with the objectives of the study. Many related literatures were reviewed in the chapter two of the study. A descriptive survey research design was employed and the population of the study was 876 among which 92 were staff, 772 were pupils and 12 were the SUBEB officials of Almajiri schools in Kaduna State. Simple random sampling technique was used in selecting the sample size of the study which is made up of 183 from the entire population of the study, out of which 21 were the staff; 150 were the pupils and 12 were SUBEB officials. However, data were collected from the respondents using Likert style questionnaire which consisted of 60 item statements and it was dully validated by the researcher's supervisors and the reliability index of 0.87 was obtained from the result of pilot study using Cronbach's Alpha Test. Bio-data of the respondents were analyzed through descriptive statistical techniques using frequency distribution which was converted to percentages. Hypotheses were tested using inferential statistics of the Analysis of Variance (ANOVA) at 0.50 level of significance. The result of the study revealed that funding of Almajiri model school system of education in Kaduna State is from the federal government, state government and donors from some international organizations like Education Sector Support Programmes in Nigeria (ESSPIN) which help towards the management of both human and materials resources, as ascertained from the opinions of staff; pupils and the SUBEB officials; there were adequate staffing and relevant teaching and learning facilities for the management of Almajiri model school system of education in Kaduna State, Nigeria among others. The researcher recommended that: Almajiri trust funds should be established by the government to raise more money through taxing companies, foreign investors, land lords who earn renting houses, commercial taxi drivers, hotel owners and private school proprietors, to employ more teaching and nonteaching staff with high skills and professional qualifications like National Certificate in Education (NCE), Bachelor of Education (B.ED) and Masters, and welfare of staff and pupils should be improved among others.

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Operational Definition of Terms

ASSESSMENT: Is the act involved judging or finding out the situation of a person or rating of an event.

AHDHARI: A book that teaches Muslims how to perform congregational and recommendable prayers successfully right from purification and ablution.

AZKHARI: A book which is written purposely to guide Muslims on how to prepare for their religious duties such as five daily prayers, given alms, fasting, and pilgrimage to Mecca.

ALMAJIRI: Is a person who left their town or villages, parent, friends and relatives in search for knowledge or scholarship.

ALMAJIRAI: Plural of 'Almajiri' persons who left their home towns, villages and traveled per mile for the quest of Islamic knowledge or scholarship.

ALMAJIRANCI: Is when one has engaged in the process of learning Islamic knowledge and stayed in the Malam's (Islamic Scholar) house as his home and as a school.

ALARAMMA: An Islamic scholar who memorized and could be able to write down the Holy Qur'an completely verse by verse, chapter by chapter with small errors sometimes.

ALKALAMI: Quill pen that is made up from stick and purposely used to write the Qur'anic verses on a wooden slate.

AJAMI: System of writing developed by Hausa Fulani which is in Arabic text but reading and convey message in Hausa Language.

BOKO: Means formal education system which was introduced by the Europeans from the Western world.

CIRANI: The movement of Almajiri or Almajirai during dry season in search for food from one particular community to another.

DISCIPLINE: Is the control of behavior resulting from disciplinary training or a method by which obedient is obtained.

ENROLMENT: Is an opportunity given to children who have attended the prescribed school ages to have access to education to become sound and functional citizens.

FACILITIES: The real material resources that are being used for to facilitate a situation or any activities.

FUNDING: Given or donating a sum of money or other resources set aside for specific purpose.

GANGARAN: A professor of Qur'anic who memorized and attributed with the greatness to write down the Holy Qur'an completely verse by verse, chapter by chapter without mistaken of even a dot as it was divinely sent down to the Holy Prophet (PBUH).

GWANI: A doctor of Philosophy in Qur'an who memorized the Holy Qur'an and been able to write it down completely but a times he could be confused and committed small error.

GARDI: An adult Almajiri between the age of (18 years and above) who is learning Islamic jurisprudence, theology; philosophy (falsafa); grammar, poetry (lugga), mathematics (hisab) among others.

GAJALA: All kind of solid foods that the Almajiri consumed with combination of different soups at once.

LUNGU: The nooks and crannies mostly found in the ancient Hausa town.

LEARNING:	A process where knowledge, skills, noarms and values are acquired.
MANAGEMENT:	The total process through which appropriate human and material resources are made available, contrive or made effective for the attainment of the purposive objectives of an organization.
MALAM:	Islamic scholar or a teacher of Almajiri school whose function to teach and manage the activities of the Almajirai to acquire Islamic knowledge.
MAHIRU:	An emeritus who was believed to have committed not any mistake when it comes to the field of recitation of the Holy Qur'an (Tilawa) and writing the Qur'anic text even if he wake up from sleeping.
MODEL SCHOOL:	The newly Islamic school system of education introduced by the Federal Government of Nigeria purposely for combating and integrating the old practiced Almajiri Tsangaya Schools to be benefited from the western type of education for the attainment of the objectives of Education For All (EFA).
MADINATUL MUNAWWARA:	Refers to the city of Madina by which the Holy Prophet Muhammad (P.B.U.H) migrated to after leaving his home town Makka.
STAFFING:	Is a process of recruiting competence and functional candidates or staff in different section to run an organization for the accomplishment of stated objectives.
SATU:	Writing of the Holy Qur'anic text completely on plane sheet of paper by heart.
TILAWA:	Recitation of the Holy Qur'an by heart perfectly.
TITIBIRI:	Adolescence Almajiri between the age of (12-17 years) who is learning how to read and write the Qur'an and some Islamic

jurisprudent's books such as Kawa'idi; Ahdhari; Askari among others.

TEACHING: Is a formalized method by which knowledge, skills, noarms and values are being passed by the teacher to the learners such as black board, maps, calendar, projectors, textbooks, charts, maker, computers and the rest.

TEACHING AND LEARNING FACILITIES: Are the materials used to facilitate teaching and learning in the schools.

TSANGAYA: Referred to as the old Almajiri schools system of education that is practiced in the Northern part of Nigeria.

ULAMA'U: The Islamic scholars who taught Almajirai Islamic education in the Tsangaya schools.

WELFARE: A statutory procedure or social effort designed to promote the basic physical, mental and material wellbeing of people in need or in an organization such as monetary, payment, subsides and vouchers (i.e food stocks, housing programmes, bank loan etc)

ABBREVIATIONS

ANOVA: Analysis of Variance

B.ED: Bachelor of Education

B.SC: Bachelor of Science

ESSPIN: Education Sector Support Programme in Nigeria

HND: Higher National Diploma

IQTE: Islamiyya Qur'anic and Tsangaya Education

M.ED: Master of Education

M.SC   Master of Science

NCE: Nigeria Certificate in Education

NMEC: National Mass Literacy and Non-formal Education Commission

NPEC: National Primary Education Commission

NGOs: Non-Governmental Organizations

PGDE: Postgraduate Diploma in Education

Ph.D: Doctor of Philosophy

 PPMR: Pearson Person Moment Correlation Coefficient

SUBEB: State Universal Basic Education Board

UBEC: Universal Basic Education Commission

UNICEF: United National Organization Children Education Fund

UNESCO: United Nation Educational Scientific and Cultural Organization

USAID: United State Agency for International Development

ZEDA: Zaria Educational Development Association

CHAPTER ONE
INTRODUCTION

1.1   Background to the Study

The Almajiri system of education famously known and called "Makarantar Allo" or "Tsangaya" is a system of education introduced and practiced over hundred years ago with the objective to give sound and effective Islamic knowledge to 'Muhajjirun' (the migrant who traveled per-mile in the quest of Islamic education) which is seems to be an appropriate and comprehensive system of education for learning Islamic principles, values, jurisdiction and theology. Abdulkadir (2003) viewed that "History has shown that the system started in the 11th century as a result of involvement of Borno rulers in Quranic literacy."

The need for changing the structure of Almajiri system of education in terms of funding, staffing, pupils' enrolment, welfare of staff and pupils, discipline of pupils, teaching and learning to help their products meet up with the demand of modern time educational objectives can not be over emphasized.

This is based on the viewed of Khalid (2006) that "Almajiri system of education is an Islamic based knowledge designed for those who left their towns or villages, parents, friends and relatives in search for knowledge or scholarship." He added, "despite the fact that the system contributed in producing judges, clerks, teachers, imams and well developed system of writing communication "*Ajami*" if not seriously restructured and manage properly it would have become an uncontrolled menace not only in Kaduna State but to the entire Northern part of the country as a whole." Imam (2003) stressed that "one of the problems that the Almajiri school had been far-long suffering from was none specific source of funding since when the British seized the treasury from the traditional leaders of the northern Nigeria, they stopped the

traditional leaders from funding Tsangaya schools from the state treasury for they considered the system informal and therefore introduced the western type of education to replace the Tsangaya ones in terms of funding."

Fafunwa (1974) posited that "in the history of the world, no any organization or educational institutions that could survive without specific source of funding." With the introduction of the Almajiri model school system of education this study seeks to ascertain how it's being funded in Kaduna State.

The need for staffing in an organization attached much significance. This is based on the opinion of Otu (2009) that "good staffing provides an organization with functional and competence staff to run such organization for the accomplishment of its stated objectives." She added that "it involves selection and dealing with the training and re-training of people with appropriate skills, knowledge, abilities and experience to fill in and manage the organization." Sincerely speaking, the old Almajiri Tsangaya system of education has no any prescribed procedures for recruitment of staff and the newly introduced Almajiri model ones has limited number of personnel who will manage the schools. To that extent, this study is carried out to find the staffing in the Almajiri model school system of education in Kaduna State.

The enrolment of pupils who attained the schooling ages in to educational institutions can never be over emphasized, for it guides the school community to be aware of the ground rules for enrolling their children to school. Okon (2013) viewed that: "enrolment of pupils to school is very important, for it will provide an opportunity for children who attended the prescribed school ages to have access to education to become sound and functional citizens." The Almajiri Tsangaya School has no defined enrolment criteria for pupils, and that was the genesis of their rapid expansion with no

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records of enrolment and unrealistic objectives. In regards to the newly introduced Almajiri model schools, the pupils enrolment activities is not well communicated publically, only few Almajiri pupils were enrolled in to the system. Shehu (2003) stated that "the population of the old Almajiri (Tsangaya) school is rapidly expanding from all nooks and kooks of our society, if the situation continues and the enrolment of Almajiri pupils from the Tsangaya to the model ones is not increasing, the specific objectives by which Almajiri Model School was established could remain as a mere dream for it might not be realized." Therefore, this study aims at assessing the pupils'enrolment in to the Almajiri model schools in Kaduna State.

Provision of welfare facilities is necessary in an organization or institutions, be it educational or not. It is an important factor that energizes, motivates and boosts the morale of the workers to work and sacrifices themselves towards realizing the organizational objectives. Gene and Manab (1995) related that "welfare can take a variety of forms such as monetary, payment, subsidies and vouchers (i.e food stocks, housing programmes, bank loan etc) which may be funded directly by the government or in social insurance model by the members of welfare scheme." They concluded that "Welfare is a statutory procedure or social effort designed to promote the basic physical, mental and material wellbeing of people in need or in an organization, and it is also referred to provision of a minimal level of well-being and social support for some one."

Therefore, they concluded employee welfare as anything done for the comfort and improvement of employees intellectually or socially over and above the wages paid which is not a necessity of the organization which includes the various services, facilities and amenities, and also refers fringe benefit and services. To ensure proper

management of the Almajiri model school system of education, this study seeks to examine the welfare facilities provided for staff and pupils in the Almajiri model school.

Discipline is one of the fundamental aspects for molding and controlling of human behavior for better. Henson (1977) in Oluwatobi (2006) opined that "discipline in school generally means orders and the system in doing things, regularity and obedience to command." He further said that the real discipline is identified with orderly behavior in the classroom and other forms of school activities, it is not maintain by force. The real discipline implies persuasion while order implies compulsion, it's therefore important that school discipline should be a gradual building up of habits, self control and co-operation and carried out pupils not because it is imposed from above but because of the recognition by its necessity and value. It is true discipline that the sense of unity, mutual co-operation, fellow feelings is prevailing among staff and the students in the school. Therefore, the study seeks to investigate the disciplinary measures put in place for pupils in the Almajiri model school system of education in Kaduna State.

The relevance of teaching and learning facilities can not be over emphasized thus, provision of teaching and learning facilities in the school is necessary. Teaching and learning facilities such as laboratories, chairs, maps, computers, charts, projectors, films and the rest are making significance contributions in provision of conducive atmosphere for teaching and learning in the school. The availability of all these teaching and learning facilities in the Almajiri Model School System of Education would help towards improving the situation of teaching and learning and in realizing the objectives by which the schools were established. Some of these teaching and learning facilities

were provided to the Almajiri model school system of education but were no longer in used because of the poor maintainance culture by the school authority and if this attitude not addressed urgently the objectives of the schools would never be realised. Mugaheed (2002) posited that "an urgent solution must be taken by the government, community and the private organizations to address the problems of shortage and mismanagement of human and material resources in our educational institutions for better."

Thus, this study was undertaken to examine the availability of teaching and learning facilities of the Almajiri Model School System of Education in Kaduna State, Nigeria.

1.2   **Statement of the Problem**

Problems are part and parcel of every organization be it governmental or non-governmental. Imam (2003) viewed that "over hundred years ago Almajiri system of education was practiced in Northern Nigeria and Kaduna State in particular. It started as an organized and a well comprehensive system of education for learning Islamic principles, values, jurisprudence, theology and a centre well known in producing productive adults that aid towards enhancing agricultural production and other lively activities is now associated with these predicament which hindered the smooth running of its program successfully."

Funding of the Almajiri Tsangaya system of education had became something very difficult since when the colonial government seized power from the hands of the traditional rulers who resisted the foreign rules while those who were subjugated lost control over their territories and therefore, they refused to recognize the Almajiri Tsangaya school system of education as important and deliberately abolished

its state of funding. Malams were receiving nothing from the government nor from the parents of Almajirai as their monthly dues or as a compensation for the services offered, some of their teachers lived in object poverty.

Despite the fact that government has recently introduced the new strategies for funding the Almajiri system of education, still the fund allocated for running the program is not enough and is stealing as a result of corruption and misappropriation attitude among its stakeholders and for that reasons to meet up with the stated aims and objectives by which Almajiri model school was established is very difficult.

Staffing is very important in an institution be it educational or not. Paretamode (1995) and Griffins (2003) posited that "staffing involed selection or dealing with the people with appropriate skills, knowledge, abilities and experience to fill in the gap in the whole organization and carry its function for the achievement of specific aims and objectives." In the case of Almajiri model schools, the system was facing the shortage of skillful personnels with high qualifications to manage the schools for better and the original scholars of the olden days Almajiri Tsangaya school were not considered literate to teach in the newly introduced Almajiri model school, instead of recruiting and employing them to contribute their own quarter rather they were considered unqualified and incompetence to teach in the school as the language of instruction must be in English and the original Tsangaya teachers could not speak even a word talkless of forming a sentence correctly.

Moreover, in the phase of enrolment of pupils, Dahiru (2011) opined enrolment "as a led down criteria for selecting and admitting of pupils in to schools and retaining them." National Council for Welfare Destitute (2010) in Abdul-Kadir (2011) posited that: The population of Almajiri is rapidly expanding, but not yet accepted to be enrolled into the

newly introduced Almajiri model school system of education. This is happening because their original teachers (Islamic Scholars) and the parents of Almajirai were on the awesome believe that the newly introduced Almajiri model school system of education is a product of western education which was of Christian European origin and therefore considered it anti-Islamic introduced to dismantle the old Almajiri Tsangaya system of education from functioning and their wards would lost their Islamic identity, embrace vices and the school was not meant for the common Almajiri.

Gene and Manab (1995) posited that "as far as welfare facilities provision is concern with the effort to make life worth for living or doing anything for the comfort and development of employees intellectually, socially over and above the wages paid such as various services, facilities and amenities and so forth." In relation to Almajiri system of education, the welfare of staff (Islamic Scholars) and Almajirai pupils are very sad especially in the olden Tsangaya School for government, parents of the Almajirai and community failed to address the problems in terms of good nutrition and other social amenities." Sule (2012) has pointed that "this predicament is happening because Islamic Scholars were not receiving any financial aids from government nor from any international organization donors and Almajiri pupils were not encouraged to acquire vocational and occupational skills between their lessons to become self reliance adult." To the staff of the newly Almajiri model schools they are not enjoying the welfare scheme appropriately such as free health care scheme, housing loan, bank loan, and travelling allowance and that could not allow the specific objectives by which the schools were established to realize successfully.

Discipline of pupils is very important in the educational institutions as in the opinion of Henson (1977) in Olagboye (2004) that discipline serves as "the controlled

behavior resulting from disciplinary training or a method by which obedient is obtained." Therefore, from the above statement it's stressed that through discipline, teachers and pupils' behavior are controlled to work together toward a common objectives. In the old practiced Almajiri Tsangaya school system of education, the method of discipline pupils is very rigid and hash, instead of it to build the character or control the behavior of the pupils positively rather it led to bullying and other social vices. It is the genesis that Almajiri never get way back to their parents rather engage in to criminal activities such as public pocket cutter, stealing of people's property and other criminal activities that are absolutely considered ill behaviors by the society in general.

Likewise, Wubbels (1993) in Brooks and Akin (2002) stressed the significance of teaching and learning facilities such as school buildings, classrooms, furniture, libraries, laboratories, recreational services and electronic devices serve as a major factor contributing to academic achievement and good relationship in the school for they facilitated teaching and learning by making it to be permanent." The old Almajiri tsangaya system of education has been long suffering from none availability of teaching and learning facilities and the newly introduced Almajiri model school has shortage of teaching and learning facilities which cripple the successful running of the programme and delaying the attainment of its specific objectives. There found also poor maintainance of teaching and learning facilities due to the negligence and I don't care attitude of government, staff, pupils and the community by which the school was established. For these reasons, this study is undertaken purposely to resolve the above mentioned problems for good management and realizing the specific objectives of the Almajiri model school system of education in Kaduna State, Nigeria.

1.3   Objectives of the Study

The study was set to:

(i) ascertain the funding of Almajiri model school system of education in Kaduna State, Nigeria;

(ii) find out the staffing in the Almajiri model school system of education in Kaduna State, Nigeria;

(iii) assess the enrolment of pupils in the Almajiri model school system of education in Kaduna State, Nigeria;

(iv) examine the welfare facilities provision for staff and pupils in the Almajiri model school system of education in Kaduna State, Nigeria;

(v)   investigate the disciplinary measures of pupils in the Almajiri model school system of education in Kaduna State , Nigeria; and

(vi)   examine the availability of teaching and learning facilities in the Almajiri model school system of education in Kaduna State, Nigeria.

1.4   **Research Questions**

Based on the objectives of the study, the following research questions were asked to guide the study:

(i)   In what ways do the Almajiri model school sytem of education being funded in Kaduna State, Nigeria?

(ii)   How are staffing in the Almajiri model school system of education take place in Kaduna State, Nigeria?

(iii)   How are pupils enrolled in to the Almajiri model school system of education in Kaduna State, Nigeria?

(iv) What are the welfare facilities provided for staff and pupils in the Almajiri model school system of education in Kaduna State, Nigeria?

(v) What are the disciplinary measures put in place for discipline pupils in the Almajiri model school system of education in Kaduna State, Nigeria?

(vi)   What are the teaching and learning facilities available in the Almajiri model school system of education in Kaduna State, Nigeria?

1.5   Research Hypotheses

Based on the objectives and the research questions of the study, the following research hypotheses were postulated:

Ho_I: There is no significant difference in the opinions of the staff, pupils and the SUBEB officials on funding of the Almajiri model school system of education in Kaduna State, Nigeria.

HO_2:   There is no significant difference in the opinions of the respondents on staffing in the Almajiri model school system of education in Kaduna State, Nigeria.

HO₃: There is no significant difference in the opinions of the respondents on the enrolment of pupils in the Almajiri model school system of education in Kaduna State, Nigeria.

HO₄ There is no significant difference in the opinions of the respondents on the provision of welfare facilities for staff and pupils in the Almajiri model school system of education in Kaduna State, Nigeria.

HO5 There is no significant difference in the opinions of the respondents on disciplinary measures for discipline pupils in the Almajiri model school system of education in Kaduna State, Nigeria.

HO₆ There is significant difference in the opinions of the respondents on the availability of teaching and learning facilities in the Almajiri model school system of education in Kaduna State, Nigeria.

1.6   Basic Assumptions

The researcher is on the assumptions that:

(i) Appropriate funding would improve the management aspect of Almajiri model school system of education in Kaduna State, Nigeria;

(ii) There has been staffing in the management of Almajiri model school system of education in Kaduna State, Nigeria;

(iii) There has been pupils' enrolment in such away that would improve the management aspect of Almajiri model school system of education to realize its specific objectives in Kaduna State, Nigeria;

(iv) Appropriate welfare facilities that help workers to drive maximum satisfaction at work place are being provided for staff and pupils in the Almajiri model school system of education in Kaduna State, Nigeria;

(v) The disciplinary measures of discipline would help immensely towards achieving the goals by which the Almajiri model school system of education was established in Kaduna State, Nigeria;

(vi) Teaching and learning facilities would enhance the skills of staff and pupils of Almajiri model school system of education in Kaduna State, Nigeria.

1.7 Significance of the Study

As the management aspect of Almajiri model schools system of education was the specific focus of this study. Therefore, it attempts to explain the significance of funding as the bedrock for school management as well as the relevance of taxing and donating of funds to school by the government at all levels, the non-governmental organizations (NGOs), religious body and the school community more especially to the newly introduced Almajiri model school system of education in Kaduna State as education for all is a responsibility of all.

It shades more light on the importance of staffing and its influence towards achieving the specific objectives of the Almajiri model school system of education in Kaduna State, Nigeria.

It explores the paramount of enrolment of Almajirai pupils in to the Almajiri model school system of education based on the gound rules in terms of age of schooling, and other related things that a child (Almajiri) must be fulfilled before he is to be admitted in to Almajiri model school, and the parents of Almajirai are notified that education is the fundamental human right of every child irrespective of one tribe, religion or race and dismantle their negative perception that diminishes the opportunity to enroll their wards into the system in Kaduna State, Nigeria.

It also goes on emphasizing the significance of provision of welfare facilities for staff such as food stock, housing programmes, free medical facilities, for physical and mental satisfaction and other necessary things which help them to drive maximum satisfaction and to achieve the managerial activities of Almajiri model schools system of Education in Kaduna State, Nigeria.

It also expresses the relevance of discipline pupils for effective control and guiding their behavior towards the attainment of the specific objectives of Almajiri model school system of education in Kaduna State, Nigeria.

The study goes on stressing the teaching and learning facilities such as computers, black board, text books, well decorated classrooms with potable chairs, desk, table, projectors, films and slides, public address system, maps and all the necessary record keeping facilities that creates conducive teaching and learning environment towards improving the skills of teachers,the learning situationof the learners (pupils) and other administrative staff in the Almajiri model school system of education in Kaduna State.

1.8   Scope of the Study

This study focuses to investigate the management aspects of Almajiri model schools in terms of funding, staffing, welfare facilities for staff and pupils, enrolment of pupils, discipline of pupils and the teaching and learning facilities in Kaduna State.

The geographical scope of this study comprised of all the Local Government Areas that the Almajiri model schools where located in Kaduna State which included Umaru Musa 'Yar'adua Almajiri Bi-lingual Model Primary School, Maraban Gwanda, Sabon Gari Local Government Area, Zaria; Almajiri Semi-Boarding Primary School, Lungu, Soba Local Government Area; Almajiri Semi-Boarding Primary School, Labar, Igabi Local Government Area; Almajiri Model Boarding Primary School, Hunkuyi,

Kudan Local Government Area; Almajiri Primary School Day, Jere Kagarko Local Government Area; Almajiri Semi-Boarding Primary School, Dan Alhajin Gabas, Lere Local Government Area and Almajiri Model Boarding Primary School, Birnin Gwari Local Government Area, Kaduna State.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE

2.1   Introduction

This chapter is discussed under the related literatures concerning the Almajiri system of education such as the meaning of assessment, management, education, educational management, Almajiri and Almajiri model schools. It also stressed out the theoretical framework of the study, the origin of Almajiri Tsangaya system of education, its objectives, hindrances as well as the locations of some old practiced Almajiri Tsangaya school system of education in Kaduna State. It also touches on the funding of Almajiri model schools, staffing, enrolment of pupils, welfare of staff and pupils, discipline of pupils as well as the teaching and learning facilities of the newly introduced Almajiri model schools system of education in Kaduna State as the scope of the study.

2.2   Conceptual Framework of the Study

In order to ease understanding, the following conceptual definitions are made to guide the study such as meaning of assessment, management, education, educational management, Almajiri and Almajiri model schools.

2.2.1   Concept of Management

Management is part and parcel of human life be it at home, school, market or elsewhere. In every organization, there are certain things that are needed to be managing for the smooth running and development of such an organization be it educational, social, economic or political.Oxford Advance Learner Dictionary (2001) viewed that discipline is derived from the word 'Manage' which simply means to control, succeed or contrive, to invent, design, find a way of doing something or causing something to happen." Griffins (2003) sees management as "the total

process through which appropriate human and material resources are made available, contrive or made effective for the attainment of the purpose of an organization."

Gene and Manab (1995) viewed management as "a specific activities that are mainly concerned with the control and putting the entire available human and material resources into a proper and consistent process for the attainment of purposive objectives." John and Ja'afaru (2001) opined management as "the sum total of the activities, manager guide, direct and control for the accomplishment of predetermined objectives." Paretamode (1995) related that management "is a process of getting things done through the effort of other people within the frame-work of an organization to achieve desired goals."

2.2.2 Concept of Educational Management

To understand educational management very well one should have to be familiar with what education is all about. To that extend, Tanko (2001) in Abbas and Babajo (2003) opined Education as "the culture which each generation purposely give to those who are to be its successor in order to qualify them for at least keeping up and if possible raising the level of improvement which is being attained" or the transmission of norms, values and the knowledge of society." Mika'ilu (1999) in Abbas and Babajo (2003:75) viewed education as "a process concerned with learning and knowledge which do not only concerned with instilling knowledge but also with the awakening of the enormous creative potentials that lies within each of us, enabling us to develop to our fullest capability and to contribute better to the society in which we live."

Abdullahi (1996) defined education as "the transmission of values and knowledge of a society which a child is guided in learning a culture, molding his

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behavior in the ways of his community and guiding him towards his eventual role in the community." Peter (1959) defined education as "the transmission of values, knowledge, skills and dispositions from one generation to another enabling the later ones to discharge their own roles in the society." Durkheim (1956) viewed education as "systematic socialization of the younger generations by which the later learns religious and moral beliefs, feelings of nationality and collective opinions of all kinds." Fafunwa (2004) defined education as "a life long process by which every person acquires and accumulates knowledge, skills, attitude and insight from very experience and exposure to the environment."

Dewey (1916) observed that "it is the very nature of life to strive to continue in being what nutrition and production are to physiological life, education is to social life." Therefore, scholars like Musaazi (1982) defined educational management as "an activities rest within the frame work of educational policy structure and entire human and material resources which is primarily concerned with the operations and leading the educational institutions toward success or attainment of specific objectives."

Abbas and Babajo (2003) opined that for the management and control of education to be done appropriately, of course the responsibility is rest on the three tiers of government, the Federal Government, the state and the local government. The federal government is in the management and control of educational policy, setting of the standards, development and design of curriculum. The Federal Ministry of Education likewise further charges the state governments with ensuring the

implementation of the policies, maintenance of the standard and quality education through periodic inspection of schools.

The state governments also saddled with other responsibilities of training and retaining of teachers and other non- teaching staff through the teachers service commission. The Local Government Education Authority is responsible for the operational management of primary schools within its domain with relevant personal and other resources. The management and control of Almajiri Model Schools System of Education rest under the three tiers of government .The federal government is responsible for setting the standard, development, design and implementation of curriculum, the curriculum implementation policies, maintenance of its standard and quality assurance, provision of school facilities and equipments, building of school and other necessary things.

These are done by the Federal Ministry of education through the Universal Basic Education Commission (UBEC). At the state government level, it is vested with the responsibility of recruiting and retention of the teachers and other non-teaching staff who are to carry out the managerial activities of the schools. This is done through the state Universal Basic Education Board (SUBEB). At the Local Government level, the Local Education Authority is also expected to contribute her own quarter towards the effective management of Almajiri Model School System of Education by providing a land which the school supposed to be located, supervising the schools and payment of the teachers' salaries.

2.2.3 Concept of Almajiri

Alkali (2001) viewed that Almajiranci is the activities in which Almajiri (pupils or students of traditional Qur'anic Schools) get involve during the process of acquiring Qur'anic and Islamic Education. It is an educational system that is primarily pure Islamic. He added that Almajiranci is a semi-formal system of Qur'anic education in which children mostly boys are sent by their parents to take up residence with Islamic Malam's for instruction in the Qur'anic and other Islamic texts. He further explained that, it was originated from the Arabic word 'Almahajirun' which means "immigrants". This is an illusion to the time of Prophet Muhammad (SAW) when the people of Makkah migrated to Madina. Traditionally, children would be sent to places far away from their parents where they would be under the custody of a Malam to acquire religious knowledge.

Fatahu (2013) the word "Almajiri" is believe by many scholars like Hisket, Thairawa, Huswick, Uta and Adamu as a corruption of the Arabic word "Almajiri'' which simply means "a pilgrim or a wanderer." It is also refers to "someone wandering from one place to another in the quest for knowledge." Khalid (2000) described 'Almajiri as "a seasonal migration of school age male children from rural to urban areas in Northern Nigeria in search for Qur'anic and other Islamic based knowledge." He distinguished Almajiri in to three (3) namely:

(i) Kolo

(ii) Titibiri (adolescent) and

(iii) Gardi

(i)   Kolo: this refers to an infant Almajiri whose age was ranged around (5-11years) always and roam on the town begging for food and alms (Bara).

(ii) Titibiri: this simply means an (adolescent). He is an Almajiri aged around (12-17 years) they also beg and roaming in the market for head portage, around houses for wood cutting.

(iii) Gardi (Adult): this is an Almajiri whose age range from (18 years) and above who brought himself to learn under the Malam in the Almajiri Tsangaya School. His duty mainly involved some intensive services like petty trading, tailoring, nail cutting, wheelbarrow pushing, farming, wood cutting and selling of fire wood among others.

Okon (2013) described that the word 'Almajiri' originated from the Arabic word 'Almuhajirun' meaning an emigrant. "It is usually refers to a person who migrates from the luxury of his home to other places or to a popular teacher (Malam) in the quest for Islamic knowledge." He further said: "It is hinged on the concept of migration which is widely practiced especially when acquisition of knowledge at home is either inconvenient or insufficient, like Imam Shafi'i who was a prominent Islamic scholar and a great proponent of migration for seeking knowledge which he also extended even to business and a number of things. He linked it to the precious stone which he sold. He added that Imam Shafi'i summarized everything in to two paragraph of his poetry that:

"Emigrate from your home in the quest of excellence and travel for in travel there are five benefits: relief from sorrow, earning a lively hood, then knowledge, good manners and friendship with the famous."

Nigerian Educational Research Development Council (N.E.R.DC, 2000) Opined that the term "Almajiri" derived from Arabic word "*Al-Muhajirun*" a term referring to the companions of the Holy Prophet Muhammad (SAW) who migrated to the ancient city of Madina in Saudi Arabia due to persecution by idol worshipers in *Makka Al-Mukarrama*. The migrant found an opportunity to leave an environment

where learning, preaching and practicing of Islam was prohibited. This era in the Islamic history inspired the Almajiri system in Northern Nigeria over a century ago, where parents entrusted their children in to the custody of Malam (teacher) to memorize the Holy Qur'an. Normally the Malam (Islamic teacher) is given a number of children to be tutored in Islamic knowledge, and he moves those children away to a distant community in the urban centre. This system of education is known as Almajiri Tsangaya System of Education.

Idris (2003) quoted that Almajiri (Qur'anic) system of education "is a program designed which the pupils (Almajiri) who live with their parents learn the Qur'anic, theology and jurisprudence knowledge for moral and spiritual up bringing in the schools located within their immediate environment from where the pupils 'Almajirai' came from." Yusha'u, Tsafe, Babangida and Lawal (2013) related that "the word 'Almajiri' is originated from 'Almuhajir' migrant, but technically it refers to a traditional method of acquiring and memorizing the Glorious Qur'an in Hausa Fulani land where boys at their tender ages are sent out by their parents or guardians to villages, towns or cities for Qur'anic education under a knowledgeable Islamic Scholar called Malam." They added that "Almajiri (Qur'anic) education is mostly taken place in one classroom located outside a mosque, private houses or under a tree shade in front of Malam's residence based on route learning." Ashraf (1979) in Hamza (2009) cited that "Almajiri" (Qur'anic) school system of education which is also known as '*Tsangaya*' is a process of acquiring Qur'anic knowledge that involved three important references, the individual learners, the society and the whole content of reality both material and spiritual which play a dominant role in determining the nature and destiny of Muslim men and the society".

Khusro (1979) in Ja'afar (2008) sees Qur'anic education as "that training which aims at the balanced growth of total personality of the 'Almajiri pupils through training of their spirit, intellect, the self freeing and bodily senses." Sharif (1982) in Labaran, Tanimu, Kasim, Abdullahi and Mahrazu (2006) defined Almajiri (Qur'anic) system of education as "a process that aimed at creation of good and righteous sense of the term Almajiri, build up the structure of his worldly life according to the shari'a law and employs it to serve his faith." Thus, all the above definitions has shown that the Almajiri (Qur'anic) system of education is mainly concerned with the provision of adequate knowledge, skills, and values that enable the 'Almajiri' pupils to be well educated, morally sound and spiritually balanced so as to have a better life here and the thereafter based on the teaching of the Holy Qur'an and the traditions (Sunnah) of the Holy Prophet Muhammad (Peace be upon him).

2.2.4   Concept of Almajiri Model School System of Education

Lawal (2012) related that "Almajiri model schools are the newly schools system of education that introduced by the Federal Government of Nigeria purposely for combating and integrating the old practiced Almajiri Tsangaya Schools to benefit from the practices of the western type of education for the attainment of the objectives of Education For All (EFA)." To understand the purposes by which Almajiri model schools were established, one has to look at these two things below.

(i) The specific objectives by which Almajiri Model Schools was established

(ii) The nature of curriculum of the New Almajiri Model School System of Education

(i)   The Specific Objectives by which Almajiri Model Schools was Established

Dahiru (2011) observed that since the goals of Almajiri Tsangaya (Qur'anic) system of education are infuse, the complete knowledge of the Qur'anic education is a

way of observing moral values and spiritual sanctity for the individual here on earth and in the hereafter. He therefore, itemized the following as specific objectives of Almajiri model school system of education.

(i) To ensure that children read and recite the Holy Qur'an

(ii) Children become fully inducted in to Islamic moral values in all behaviors.

(iii) Children become as knowledgeable in Arabic Language and basic Islamic sciences as a foundation for further studies.

Mahuta (2009) in Lawal (2012) mention these as the objectives of the Almajiri model school system of education.

(i) To integrate element of basic education in to the Qur'anic system of education without interfering with the goals of it to make its products literates and numerates and to enable its product to acquire manipulative and survival skills in the modern formal system to meet up the goals of Education for All (EFA).

(ii) To introduce in to the Islamic education curriculum some modern subjects of sciences, mathematics, languages and other aspects of life skills found in the curriculum of modern secular education.

(iii) To acquire the skills and competences necessary for entry in to the primary, secondary and tertiary education.

(iv) To make products of the system useful and acceptable members of their community.

(v) To provide a conducive environment for teaching and learning in the Almajiri model schools and inculcates to the learners knowledge of some Islamic rites that will be taught from the Qur'an, Hadith, Fiqh, Sirah and Tauhid.

(vi) To train and re-train its basic operators and teachers.

(vii) To increase the number of schools enrolment there by reducing the number of out of school children.

Yusha'u, Tsafe, Babangida and Lawal (2013) viewed that the objectives of Almajiri education are:

(i)   To modify the curriculum of the Almajiri system of education

(ii)   To improve the living condition of Almajiri

(iii) To eradicate the negative practices of the system that the teenage children were sent for begging.

(iv) To provide health and sanitary condition, physical and social security and the welfare of Almajiri.

(v)To provide Almajiri with opportunities to acquire the vocational skills that will help them to become self reliant and useful to their communities.

Abdul-Malik (2008) opined that "in Islam education is conceived as a process of self disciplined which involve physical, mental and spiritual of man, therefore Almajiri Tsangaya (Qur'anic) system of education aims at producing well disciplined, highly skilful and responsible human beings who are conscious of their duties to Almighty Allah and commitment to the service of their society." Balouch (1980) in Hamza (2009) stressed the objectives of Almajiri model schools systems of education "as education aims at familiarization and socializing the individual concerning his relation to another creation, his individual responsibilities toward human community, his social relation, his relationship on the universal phenomena and exploration of natural laws in order to utilize and exploits them."

He added "Almajiri system of education also has social education objectives as building a society where toleration, brotherhood, love, mercy, goodness and righteousness are predominant and based on mutual consultation and the maximum

exploitation of the individual intellectual capabilities, building a society where individuals enjoy freedom of thought and are component to take responsibility and building a society where individual enjoys freedom of thought and live an ideal, pure and happy life." These are placed in the Curriculum of the newly introduced Almajiri Model School System of Education.

Oluwatobi (2006) stressed that "with the combine effort of the United Nation Children Funds (UNICEF), Federal Ministry of Education and the State Agencies for Mass Literacy have been directed at providing Non-formal education curriculum and the associated reading materials development for the out of school learners. The Universal Basic Education (UBE) was launched in the year (1999) by President Obasanjo administration to solve the problems of access to formal education for many school age children and the Almajiri education is part of the (UBE) policy." Mogahed (2002) opined that "with the integration of Almajiri Tsangaya Qur'anic schools in to the (UBE) to become model ones, a new curriculum was introduced to improve the system which is formally designed to teach Almajiri pupils subjects like English Mathematics, Basic Sciences; Fiqh; Sirah and Qur'an. These subjects are designed to teach in a regular basis with well trained and equipped teachers in order to achieve the broad and specific objectives of the program to enable them to become full members of the society and contributory adults in their future." He added "in the newly introduced Almajiri model school system of education, there has been a well planned educative process including methods of teaching, time table, and instructional materials and built up based on the three educational domains.

Tulde (2009) viewed that "the new curriculum of Almajiri Model School System Education is designed to teach some subjects of formal education like English

Mathematics and also designed to train senior Almajiri from nine (9years) and above to acquire farming, trading, building, carpentry and other basic skills that do not required a sophisticated instrument or highly technically qualified personnel and given free tools at the ending of the training."

2.3 Theoretical Framework of the Study

In this research, some selected management theories were discussed in order to bring out the light by describing their events, causes, locations, consequences or effects and the constituents. (i.e what the phenomenon is made up of). According to Oxford Advanced Learners Dictionary of Current English (OALDC, 2011) "Theory is an explanation of general principles of an art or science (contracted with practice) or reasoned supposition forward to explain facts or events." In relation to this study, scientific management theory and the classical school of management thought among others are to be used to show the facts concerning the management aspect of Almajiri model school system of education in Kaduna State, Nigeria. Paretamode (1995) opined that the modern management theories can be traced back to the industrial revolution that started in Britain and Western Europe in the 18th and early 19th centuries. During the period, the task of management was very difficult and complex because of lack of well trained managers.

The owners of organizations assumed the position of managers without necessary backing of modern management principles and being in mind that they were the owners of the organizations and did not have the interest of their workers at heart; their concern was on how to maximize productions at the least possible cost for maximum profit and their workers were subjected to deplorable working conditions they were not given adequate incentives to motivate them to put in their very best. The workers at that time

went to work very early in the morning and close very late in the evening, but they were paid meager wages and the management threatened them with sack which resulted poor working environment and low productivity in the organization.

The relevance of this theory to this research work is that it would help towards improving the condition workers of the old and the newly introduced Almajiri system of education in terms of given enough packages or incentives to motivate them to work and to provide a good working environment and productive staff.

2.3.1 The Scientific Management Theory

The scientific management theory is said to be the beginning of a new turn in management of complex organization. It is developed by Frederick Winslow Taylor (1856-1917) who went for the Midvale steal works in Philadelphia as a common laborer who later advanced his career from laborer to the rank of Chief Engineer by 1889. Throughout his career, Taylor observed what he considered as shortcoming of factory operation which basically influenced by his working experience and presented in his thesis to the American Society of Engineers in (1885) and the second presentation was on 'shop management' which was published in Pamphlet in (1903) as improvement of his previous work. According to Taylor, managers should have to see their work as incorporating planning, organizing and controlling. In 1881 as a Chief Engineer, he realized many of these shortcomings of administration as follows:

(i) Management had no clear concept of worker management responsibility (i.e. managers responsibilities were mixed up with those of other workers).

(ii) Virtually, there were no effective standards that were applied to work, management failed to set effective work standard for its workers.

(iii)   No incentives were used for labour performances.

(iv) Systematic soldiering exists on every hand (workers pretending to work when they see supervisors were not there.)

(v) Management activity was based on the rule of emotion, past experience and rule of thumb.

(vi) Practically, there was no overall study that was made to incorporate management and labour.

(vii)   Workers were ineptly or randomly plead at task which they had little or no ability.

(viii) Management apparently disregards the obvious truth that excellence in performance or work is based on how workers were been compensated.

After discovering the above shortcomings in management, Taylor came up with the 'shop system' which is putting the management problems in a workshop just like any scientific problems to find out the solutions. He then comes up with the following questions believing that if these questions were adequately addressed, they will help in solving the problems that have been identified which he wish to know.

(i) How long it will take machine and workman in a given process to produce something using specified materials?

(ii) What is the uniform method or routine that could be used in preparing and directing the effort of those responsible for establishing the conditions under which standards could be set or meet?

(iii) He wanted to know or recognized a method he could use to assertain which man will be best suited for each job considering his initial skills and potentials for learning?

With these degree of skill and careful placement of workers, then Taylor saw the need for good supervision and good working conditions in that organization. With that he later came up with the principles of scientific management below:

(1) That there should be the development of sciences for each work done by man which replaces the old out of thumb method. (That is the test of science for each job element in the organization.)

(2) There should be a scientific way of training, selecting and developing work done by man where as in the past each worker chooses his own work and train himself as best as he could.

(3)   Each worker should heartily cooperate with other workers so as to ensure that all of the work being done is in accordance with the principles of science which have been developed.

(4)   There should be an almost equal division of work (labour) and responsibility between the management and the work man. Here management should take over all works for which they are better fitted than the work meant for other workers for the past and the greater part of the responsibilities were thrown upon workers.

(5) Workers should be adequately remunerated or compensated so as to increase their productivity.

After the above, Taylor brought the mechanism of Scientific Management Theory as follows:

(i)   There should be time and motion study with good implements for achieving the objectives of the organization. This simply means that given the machine and raw materials, and the employee should be timed to find the exact time it will take him/her to perform a particular task.

(ii) There should be functional or divided foremanship which should be superior to old fashion of a single foreman.(i.e. there should be more than one superior or functional head, each assigned to his area of specialization or specialize department.)

(iii)   There should be standardization of all tools used in the production of certain materials and also the act of placing the qualified workman on each tool or implement.

(iv)   There should be used of time serving implement, such as calculators in the achievement of the organization objectives.

(v)   There should be a planning room or department in every organization.

(vi)   Instruction cards should be used for all workmen, and rules and regulations guiding every workman in an organization.

(vii)   The "task idea" in management should be accompanied by large bonus for the successful accomplishment of the task (i.e employee or workman should be given extra rewards when they attain the targeted objectives set to them by management).

(viii)   That a differential piece meal rate should be used in remunerating workers.

(ix)   Workers should be paid different services and wages based on the nature and type of job they perform according to their ranks and based on the years of service.

With the above stated principles and mechanisms, Frederick Taylor strongly believed that if management abides by them in an organization, there will be high level of efficiency and effectiveness which will in turn lead to greater productivity in an organization. Finally, the scientific Management theory has laid to the achievements on issues like division of labour, differential piece meal rate rules development of strict supervision, subordination of employees, adherence to organizational rules and reward for a good job and punishment for a bad job and regulations in an organization and in hierarchical structure of organization etc.

The relationship between this theory and the present study titled 'Assessment of the Management of Almajiri System of Education in Kaduna State' is that, it would provide a clue for differential piece meal rate that should be used in remunerating workers, payment of different services and wages based on the nature or type of job they perform according to their ranks and based on the years of service as well as the development of strict supervision, subordination of employees, adherence to organizational rules and reward for a good job and punishment for a bad job.

2.3.2   The Classical School of Management Thought

The classical school of management thought was an off-shoot of the scientific management movement. The classical school of management was developed by Henry Fayol who was a French man and a mining engineer by training and attaining the position of General Manger in 1888 until 1918 when he became the Director of the firm. He concentrated on the operational level of the organization, interested in what management is, what organizations principles were, and the methods by which managers could be more effectively do their jobs and that laid to the formulation of modern management theory. In (1961) Fayol wrote a monograph titled "Industrial and General Administration." in an attempt to synthesize his management experience and knowledge, his overall goal was to elevate the status of administrative activities and business undertakings. He therefore divided it in to six groups as follows:

(i)   Technical activities

(ii)   Commercial activities

(iii)   Financial activities

(iv)   Security activities

(v)   Accounting activities

(vi)   Administrative activities

(i)   **Technical Activities**: This is concerned with the production, manufacturing and adaptation etc.

(ii)   **Commercial Activities:** This has to do with buying, selling, exchange of materials and goods.

(iii)   **Financial Activities**:   It has to do with search for optimum use of materials.

(iv)   **Security Activities:** This is mainly involved protection of property and persons.

(v)   **Accounting Activities** This is the stock taking, balance sheets, costs and statistical analysis.

(vi)   **Administrative Activitie**s: This is concerns with planning, organizing, coordinating, controlling and commanding.

He further analyzes the above six administrative activities by associating technical ability with lower employees of a big undertaking and the heads of a small industrial concern, while relating administrative ability to all men in an important positions. And he made one of his greatest contributions to management by identifying the administrators' activities or functions while concentrating on management rather than production. These activities or functions include:

(i)   Planning

(ii) Organizing

(iii) Commanding

(iv)   Coordinating

(v) Controlling

(i)   **Planning:** Simply refers to the setting of the objectives and the process of achieving them ahead of time.

(ii)   **Organizing:** This has to do with the process of determining the activities to be performed in order to achieve the stated or predefine objectives of an organization.

(iii)   **Commanding**: Is an order given to people motivating, influencing and guiding their actions expecting to obey as leader and subordinates.

(iv) **Coordinating**: This refers to as a process involved to organize things in to a system so that people involved work together effectively to achieve a specific objectives or common goals.

(v) **Controlling**: It is to make something do something you like or to decide what will happen to something.

Moreover, Fayol has outlined fourteen fundamental principles of management that every organizational entity and its managerial body ought to know and apply. These principles are:

(i)   Division of labour

(ii) Authority and responsibility

(iii) Discipline

(iv) Unity of command

(v)   Unity of direction

(vi) Subordination of individual interest to general interest

(vii)   Remuneration

(viii) Centralization and Decentralization

(ix) Scholar chain of command

(x)   Order

(xi) Equity

(xii)   Stability of tenure

(xiii)   Initiative

(xiv)   Esprit de corps

(i)   Division of Labour: This is the breaking work process into pieces. Here each employee takes the work he specializes by which in turn allows the employee to become an expert and there by produce more.

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(ii) **Authority and Responsibility**: This enables staff /specialist to function effectively. They should be free to carry all responsibilities for running the business or role assigned to them in an organization. He further said that the authority should be matched with responsibility where authority is given. He defined authority as "the right to give orders and the power to exert obedience" while responsibility on the other hands are obligations or duties assign to the individual workers, since people naturally seek more essential to be certain about the amount of responsibility assigned to all those who have authority to avoid chaos.

(iii) **Discipline**: This simply means obedience or diligence: It implies the application of disciplinary measures, energy, correct attitude and outward mark of respect observed in accordance with the standing agreement between organization and its employees.

(iv) **Unity of command:** He stressed that for all kind of work, each worker should have only one boss to avoid conflicting lines of command. He also maintain that a "body with two heads is in the social as in the animal sphere, a monster that has difficulty in surviving." Thus an employee should received orders from one superior officer at a time.

(v) **Unity of Direction:** In this area, Fayol indicated that all people engaged in the same type of activity must have the same objectives in one plan. Here he simply stated, that one head one plan for a group of activities having the same objectives.

(vi) **Subordination of Individual interest to general Interest:** Here he pointed out that in all organization management must ensure that the goals of the organization should be always paramount and the interest of the employees should not prevail over that of the organization.

(vii) **Remuneration:** This is the price of services rendered by the employees for remuneration to be effective, Fayol insisted that it should be fair and possibly affords satisfaction both to the employer and employee. The rate of remuneration depends mainly on circumstances beyond the employer's will and the employees' worth. It involves the cost of living, general business condition, abundance or shortage of personnel, the economic position of the business and the value of the employee and mode of payment adapted. In any organization, the system of payment has considerable influence on its progress, development and sustainability.

(viii) **Centralization and Decentralization:** This depends on conditions of the business. It is a question of proportion which involves finding the optimum degree for the particular concern. Examples of a centralized business are small firms where the managers' orders are issued directly to subordinates. On the other hand, decentralized business is found in a larger firm with long chain of superiors interposed between managers and people in the lower echelon/cadre.

(ix) **Scalar Chain of Command**: This is the hierarchical chain of superiors ranging from the ultimate authority to the lowest rank. The hierarchy represents the formal organizational structure. There is also informal organization which depicts informal relationship between workers and management and among the workers themselves. This can be in the form of communication between two subordinates in different departments to create direct contact and to avoid waste of time and managerial efforts as long as their immediate superiors authorized the relationship are kept informed. This relationship is normally sometimes found out going through departmental heads by way of formal relationship causes delays.

(x) **Order**: This entails having both material and social order. Material order minimizes lost of time and careless handling of materials. It simply means "a place for everyone and everything in its place." Social order can be achieved theory good organization and good selection of work processes. This is clearly showed on the organizational chart."

(xi) **Equity:** This simply means running a business or an organization in a good manner that facilitates combination of kindness and justice in treating employees.

(xii) **Stability of Tenure:** This is the ability of an organization to retain its workforce. Here it takes in to cognizance the time and expense management incurred in training its employees. The successful organizations tend to have more stable managerial and other cadre of personnel.

(xiii) **Invitations**: This is the power of creativity thinking out a plan and executing it. It is also the freedom to propose and execute. Fayol, therefore, believes that allowing all personnel to show their initiatives in some ways is a source of strength to the organization, for initiative is one of the most powerful stimulants of human behavior. He insisted that every executive in a company "must be a generator of ideas and power - the power to conceive and execute a plan of action. The manager must encourage those under him to show initiative within the limits of respect for authority and discipline so as to serve as a moral motivator."

(xiv) **Esprit-de-Corps:** This is the spirit of togetherness and it is incumbent upon management to faster the morale of its employees as in Fayol's words "talent is needed to coordinate effort, encourage keenness to used each man's abilities and reward each one's merit without arousing possible jealousy and disturbing

harmonious relations." under here, he compared organizational structure to a "corporate body" where management is the central nervous system of the animal and the growth of the animal is determined both by the strength of its nervous system and the activities of the parts of the animal.

The researcher put his research on these theories for they left nothing untouched concerning the situation of the managerial activities like in the case of this study titled "Assessment of the Management of Almajiri Model School System of Education in Kaduna State" with the aim to solve out its managerial problems, when all the aspects of these theories are applicable, all the problems there in the Almajiri system of education could be easily solved out.

The above theories are also relevance to this study for it would immensely contributes towards the spirit of togetherness and it is incumbent upon the management of Almajiri model schools to faster their morale as employees, provide them the power of creativity thinking out a plan and executing it, the ability to provide a suitable means for maintaining strategies for staffing to employ suitable candidates (workforce) that would in good manner facilitates the managerial activities, handling of the employees with combination of kindness and justice and method for retaining them to run the organization as well as the means for determining the activities to be performed in order to achieve the stated or predefine objectives by which Almajiri model schools is established. The theories would contribute towards enhancing an order given to the staff of the schools by motivating, influencing and guiding their actions expecting to obey as employees and to maintain the genuine process for welfare to achieve a specific objectives or common goals.

The second theory (school of management thought) would play a significance role towards ensuring discipline among the staff and pupils of the Almajiri model schools in terms of unity of direction and command, scalar of chain and facilitate the spirit of good maintenance of teaching and learning facilities.it will provide a clue for improving financial management in terms of good records and accountability as well as proper means of compensating workers.

2.4

The Origin and Development of Almajirai Tsangaya System of Education in Nigeria

To understand the origin and the development of Almajiris (Tsangaya) system of education in Nigeria, one must trace back the factors facilitating the coming of Islam in to West Africa, the specific objectives of the system, nature of its curriculum, the contribution of the system as well as it's hindrances and locations.

(i) Factors that Facilitated the Coming of Islam in to West Africa

The first contact of Islam had with North Africa during the life time of the Prophet Muhammad (Peace be upon him) when he sent some Muslims to Abyssinia (Ethiopia) as refugees under the leadership of Ja'afar Ibn Abi Thalib. Nwabara and Osae (1977) and Dahiru (2011) opined that "Islam reached Africa during the life time of the Prophet (SAW). This gain was consolidated by the Umayyad Caliphs who conquered Egypt and made it a base for Islamic expansionism west-wards where the barbers of Tunisia, Algeria and Morocco were either converted to Islam or conquered. From these lands, Islam went South wards until it reached the ancient empire of Ghana by the 9th Century through Moroccan Arabs. Later Islam spread into West Africa from North Africa which was said to be precipitated by religious and commercial motives.

First, it was in an attempt to convert people of Western Sudan from paganism to Islam. Secondly, the Arabs and the Barbers wanted to trade with the people of West Africa.

Therefore, the spread of Islam to the West Africa had both religious and commercial motives. The Arabs were preachers and also traders who formed settlements in trade centers where they exchanged, salt, silk, cotton, papers and ornaments for Western Sudan's gold, slaves and Ivory. Moreover, in the town or market places they made peaceful preaching to the indigenes through persuasion and by means of trade. They performed their prayers, fasting which attracted the local people to embrace Islam. The annual ceremonial Ed-el-Fitr and Ed-el-Kabir which was full of pomp and merriment was all too inviting and attractive to the prospective Muslims.

Boahen (1964) in Imam (2003) viewed that "around 9th Century (A.D) some Muslims Arabs settled in Ghana and Gulf mosques where the inhabitants came to learn about Islam. A more religious transformation and commitment was brought to the empire of Ghana by the Sanhaja Chief (i.e a tribe and the Barbers nomads invaded the Sahara region) who on his return from pilgrimage to 'Makka' invited Abdullahi Ibn Yasin to his empire. This brought al-murabitun (an originally religious military brotherhood established in the middle of the eleventh century (A.D) by a pious Muslim in a Rabit (Murabit) on Island in the lower Senegal to the empire of Ghana and aided the spread of Islam. After Ghana empire, the propagation of Islam later move to Mali Empire as a result of the collapse of old Ghana empire, the first ruler converted to Islam was Bermandana and later Mansa Musa after his pilgrimage return with great determination to purify and straightened Islam to promote education which he brought Spanish scholars to help him achieve his mission. A number of educational institutions

were provided particularly those at Janne (Sankore Mosque) and Timbuktu which help the spread of Islam in the old West Africa.

Nwabara and Sae (1997) stressed that: Muhammad Askia who was compared with the life of "Khalifatu Biladil Takrur" simply means the absolute leader of the people of Takrur state also had played vital roles toward the propagation of Islam and its learning institutions. During his period he invited Malams (great Scholars) and appointed many of them as his advisers to help him run his administration and to aid toward the development of educational institutions of Takrur. These scholars include Imam Abdul-Rahman Al-Suiyuti and Imam Muhammad Almughili as a result he made the Timbuktu as a great education centre.In Nigerian perspective, Fafunwa (1974) in Oluwadare and Alphansus (2014) said: "Almajiri (Qur'anic) system of education famously known and called (*Tsangaya, Makarantar Allo or Makarantar Ilm)* had taken a long history in Northern Nigeria."

Boahen (1964) posited that Almajiri (Qur'anic) system of Education is one of the foreign system of education experienced in Nigeria, this is peculiar to the Muslims believers. The Muslims believed in the Almighty Allah which is an Arabic word simply means "*a deity worthy deserved to be worshiped alone",* and the messenger ship of Prophet Muhammad (Peace Be upon Him). The Holy Qur'an is the book of the Muslims and on which their entire life undertakings and dealings are dependent. Dahiru (2011) added that: Islam is the religious of Muslims which started in the early 7th century in the Arabia precisely Makka. But in Nigeria, Islam existed for over 300 years before the advent of Christianity. It is on the record account that Islam was first accepted in Nigeria in the 11th century by Kanem Borno ruler called Mai-Hume Njilmi who reigned round 1085 - 1097 and was from the Sef *(Saifawa)* dynasty the Nomadic group whom their

capital town was called Njimi. After him, another subsequent rulers Dunama I who reigned between 1097 – 1150 and the Dunama II of 1221 – 1259 which patronized and supported their scholars to study abroad also laid to the pursued teaching and learning of the Islamic (Qur'anic) education in the empire where by Kanem Borno had became Centre of Islamic Learning. In the 13th Century commentary of the Holy Qur'an was writen in 'Kanembi' using Arabic characters.

Similarly, Sheikh al-Tahir Ibn Ibrahim al-Fallati was said to have written books which had been listed by Sultan Bello in his book *'INFAYAL – MAYSAR.'*

Robinson and Smith (1979) in Oluwadare and Alphansus (2014) opined that in the early 14th century Islam was brought in to Hausa land by the Arab traders and Scholars who came from Wangarawa of Mali down to Kano in the reign of Ali Yaji (1349 – 1385) and it also came to the province of Katsina around the 14th century where it said in (1403) Imam Al-Maghili visited Katsina and he converted the ruler Muhammad Korau and help him to established Islam which was made it compulsory for the citizens of Katsina and mosque was build and remain the centre for learning Islamic knowledge. They added that, the religion later spread to other parts of the country through the Jihad of Usman Danfodiyo in (1804) reviving and purifying Islam to eliminate Syncretism beliefs and rituals to remove all the innovations contrary to the teaching of the Holy Qur'an and Hadith of the Prophet (S.A.W), Shari'a and to encourage the less devoted Muslims to return to Orthodox and pure Islam.

Dahiru (2011) indicates that 'Almajiranci or Almajirci' practiced is a religiously legitimized since the Holy Prophet (SAW) was reported to have advised the Muslims Ummah to *"travel in search for knowledge even up to Sin (China)"*.

It is said in his tradition (Hadith) that:

"Whoever is able to set out seeking knowledge will be walking in that path of Allah until his return and who ever dies while in pursuit of knowledge (learning) will be regarded as Martyr."

This is the reason why Islamic scholars travel and migrated to different part of the world in search of knowledge with their students. Bambale (1994) in Hamza (2009) observed that in the Northern Nigeria, the Almajiri Tsangaya system of education predated the Western education systems, but the majority of the population still looks upon the Qur'anic system to provide training for their offspring. Infact, most families view the Qur'anic system of education as an integrated educational set-up with the capacity to provide training for children. It is believed that to acquire Islamic education, is the creation of a good and righteous man for Islam is a religion that is primarily based on divine. Abdulmalik (2008) opined that "Islam attaches great importance to knowledge and considers it the basis of human development and also a key to the growth of culture and civilization that is why it encourages literacy pursuit and enjoin it followers to seek more and more knowledge anywhere and generally (men and women)"

Shehu (2003) observed that Qur'anic system of education is synonymous to the tradition of Islam, because whenever Muslims settled, they used to organized themselves as a community and built mosques and they established Islamic learning centers (schools). The teacher's had only complete manuscript, but dictated to the learners in piecemeal for memorization. This is because Allah who revealed the Qur'an to the Prophet Muhammad (S.A.W) had the first command to reading in the first revelation to him contained in the Holy Qur'an (chapter 96, verses1–5) In the above verses, Allah commanded Prophet Muhammad (S.A.W) who was unlettered Arab "*to read' in the name of His Lord"*

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And he did. This is a proof that Allah ever wanted us to be knowledgeable. The command *'read'* was an open-ended command, not limited to reading only Arabic or reading of Islam, but other secular knowledge in science, engineering, medicine, journalism, astronomy, geology and teaching and the rest. Likewise, in one of the traditions of the Prophet Muhammad (SAW), he urged the Muslims community (Ummah) to search for knowledge even it would take them to China (Sin). Specifically China was then the farthest place to the Arabian 'Makka' where Islam had not even spread to and the knowledge available then in China was neither Arabic nor Islamic. Thus, any one claiming that Islam is committing a fallacy of reasoning and also ignorant of history is wrong for many modern areas of knowledge where pioneered by the early Muslims. Khalid (2000) started that "the Almajiri system of education existed in the Northern part of Nigeria since during the pre-colonial days."

Abbas (1997) viewed that between 1912 and 1915 the expansion of Islamic education continued not withstanding of any colonial backing. He summarizes that there were total number of nine hundred and ten (910) schools, with the total enrolment of Four Thousand seven hundred and twenty four boys (4724) and Seven Hundred and Nineteen girls (719) in 1912 and in 1915 there were total enrolment of five Thousand Four Hundred and Eighty Eight boys (5488), Eight Hundred and Seventeen girls (817) as shown in the table 2.4.1

Table: 2.4.1 Expansion of Islamic Education in Northern Nigeria Between (1912) and (1915)

Years	Boys	Girls	No.of Schools
1912	4724	719	910
1915	5488	817	910

Source: M.I. Abbass (1997:178).

Hamza (2009) narrated that "Sheikh Usman Ibn Fodiyo's revolution brought with it some modifications on much innovations there in it by establishing of an

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inspectorate of Islamic literacy, the inspectors were appointed to report directly to the Emirs of the provinces concerning all matters relating to schools. He added that, Sheikh Othman Ibn Fodiyo like Imam Shafi'i travelled per-mile to Niger in order to learn Islamic education (Ilm) from Sheikh Jibril.

Fatahu (2013) added that, one of the reasons that Islamic education (Almajiri Tsangaya School) came in to Nigeria was because of migration of the great scholars from different parts of the Islamic world such as Muhammad Al-Kashnawiy one of great scholars of the 16th century who died in (Masr) now present Egypt in the house of Imam Hassan Al-Jabarti who was also a great Islamic scholar and who because of the importance attached to the movement in search for Islamic knowledge has this to say "I spent life wandering from one place to another in search of knowledge yet I was not contented that I learned enough." Therefore, it is a culture of Almajirai system of education to leave the comfort of your home and families and to go in guest of knowledge from one place to another.

Hesket (2001) in Hamza (2009) related that Abdullahi Ibn Fodiyo who was a younger brother of the Othman Ibn Fodiyo stressed out in his transcript called: *"Idha'ul – Nusk an- akhatumin al-shuyk''* also had experience of movement from one place to another in search of knowledge before he settled down in Bodinga town now present Kebbi State and later he moved to Gwandu and became the first Emir of Gwandu and the chief vizier to his brother Othman Ibn Fodiyo. Almajiri system of education has succeeded in establishing various centres of learning in many places throughout the central Sudan (what is known today as partly Niger Republic, Mali, Cameroun, Republic of Chad, Ghana and Nigeria) which some where as old as Eight Hundred (800 years) like 'Yandoto now in Tsafe Local Government Area of Zamfara State, Danranko in

Malumfashi Local Government Area, Katsina State, Masanawa Local government in Katsina State, Madobi in Kano State and Ngazargamu in Borno State and in Zaria City which formally known as the centre of learning still Islamic Scholars are receiving students (Almajirai) from the above mentioning distant places who came to study under them.

Oluwadare and Alphansus (2014) added that: Almajiri Tsangaya School also laid to the birth of the Muslims primary schools since 1895 after a protest by the Muslims against the colonial government, alleging that the tax paid by the Muslims was used in funding the mission schools. The agitation was considered reasonable by the colonial government that laid to the establishment of a Muslim primary school at Asogbon in Lagos Island in the year 1899; later in 1922 another primary school was established by the *Ahmadiyya Muslims Jama'ah at* Elegbata in Lagos State. Several other Islamic organizations sprang up and engaged in the business of education among these organizations were the *Al-ansar-ud-Deen Ansar-ul-Islam, Nawair-ud-Deen, Badr-ud-Deen, Cresent Bearers, Young Muslims Brothers and Sisters, Federation of Muslims Women Association of Nigeria* (FOMWAN) *and Jama'at Nasrul Islam (*JNI*).* The most recent of these Islamic organizations for propagation of (Qur'anic) education are like *Nasrul-Lahi A-Fatiy* (NASFAT), *Fathul Qareeb, Al-Usrah Islamic Mission for Africa* (IMA) and the rest. There are Muslims individuals who on their own played significant roles toward improving Islamic (Qur'an) system of education like late Abdullahi Bayero the Emir of Kano, late Sir Ahmadu Bello Sardauna of Sokoto, late Chief M.K.O Abiola, Justice Prince Jabbaruddeen Bola Ajibola, Alhaji Mufu Lanihun, Justice Ahmad Lemu, Alhaji Raheem Oladimeji Igbaja, Chief Abdulrahman Adedoyin, late Alhaja Humuani Alaga etc.

Today in Nigeria, there are about Five Thousand Two Hundred and Fifty Four (5,254) known nursery and primary schools established by Muslims individuals and Islamic organizations, more than 2,419 secondary schools, Twelve (12) Colleges of Education and five (5) private Islamic Universities including Fountain University in Oshogbo, Alhikmah University in Ilorin, Crescent University in Abeokuta, Al-Qalam University in Katsina, Oduduwa University, Ipetumodu in Osun State which they were all established as Conventional Universities not religious based and Islamic practices are not prohibited in managing these institutions.

Wike (2013) in the presentation he made at the Nation Economic Council has estimated the grand total number of Nine Million Nine Hundred and Sixty One Thousand Six Hundred and Ninety Nine (9,961,699) Almajiri at the Tsangaya schools in Nigeria according to the geographical zones as shown in the table 2.4.2

Table: 2.4.2 Population of the Almajiri from the Nigerian Six (6) Geo-political Zones

North East	North Central	North West	South West	South East	South South	Grand Total
Adamawa, 141,951	Benue 14,669	Jigawa, 258,280	EKITI, 11,176	2,292	20,035	
Bauchi 301,980	FCT,Abuja 20123	Kaduna 250336	Lagos, 285102	---	---	---
Borno:1,860,000		Kano 1272844	Ogun 43,764	---	---	---
Gombe 123,923	Kwara 271,258	Katsina 529530	Ondo 14,025	---	---	---
Taraba 63,168	Nasarawa 45,873	Sokoto 1,145,145	Osun 264014	---	---	---
Yobe 220,745	Plateau 75,382	Zamfara 1,118,835	Oyo 189,236	---	---	---
2,711,767	**1,133,288**	**4,903,000**	**807,317**	**2,292**	**20,035**	**9,961,699**

Source: UBEC (2010)

There were other similar efforts made to establish integrated primary schools in Zaria in 1959 as the Nizzamiyya Islamic primary school which was established in 1960. Islamic Trust of Nigeria is also an organization that played more effort towards the establishment of (Qur'anic) schools in Zaria.

Nnabugwu (2012) opined in Vanguard News paper that: recently the State Minister of Education, Dr. Nyesom Wike paid a courtesy visit to the Emir of Zazzau's place where he explained the main reason for his visit was to inspect the construction of four Almajiri schools. He added that the project was done by the Federal Government of Nigeria to control the menace of Almajiri system of education so that they will be able to do something meaningful with their lives rather than roaming on the streets causing problems. Like in Kaduna, Kano, Borno, Niger, Adamawa, Sokoto and other states in the Northern region have started giving the Almajiri system the required attention with the intervention of the Federal Government.

According to Kabara, Abba, Olesin, Abu, Salihi, Abimaje and Mu'azu in Leadership Newspaper (2014) related that the federal government built Seven (7) newly Almajiri model schools and handed over to the state governments of the above states in

order to improve their standard though the schools built were far lower than the population of Almajirai in those States. These schools have immensely contributed intellectually in the area of circular Almajiri Tsangaya (Qur'anic) system of education in the whole country. Below here is the structure of the olden days practiced Almajiri Tsangaya system of education in Nigeria:

Almajiri Tsangaya School System of Education

Makarantan Ilm Section   Qur'anic Memorization Section

Shaihi (Sheikh)

Malams (Scholars)   Mahiru (Emeritus)

Malam Karami (Professional Teacher)   Alaramma Gangarau   Alaramma
Gwani

Kolo (Small infant) Almajiri Titibiri (Adolescent) Almajiri   Gardawa (Adult students)
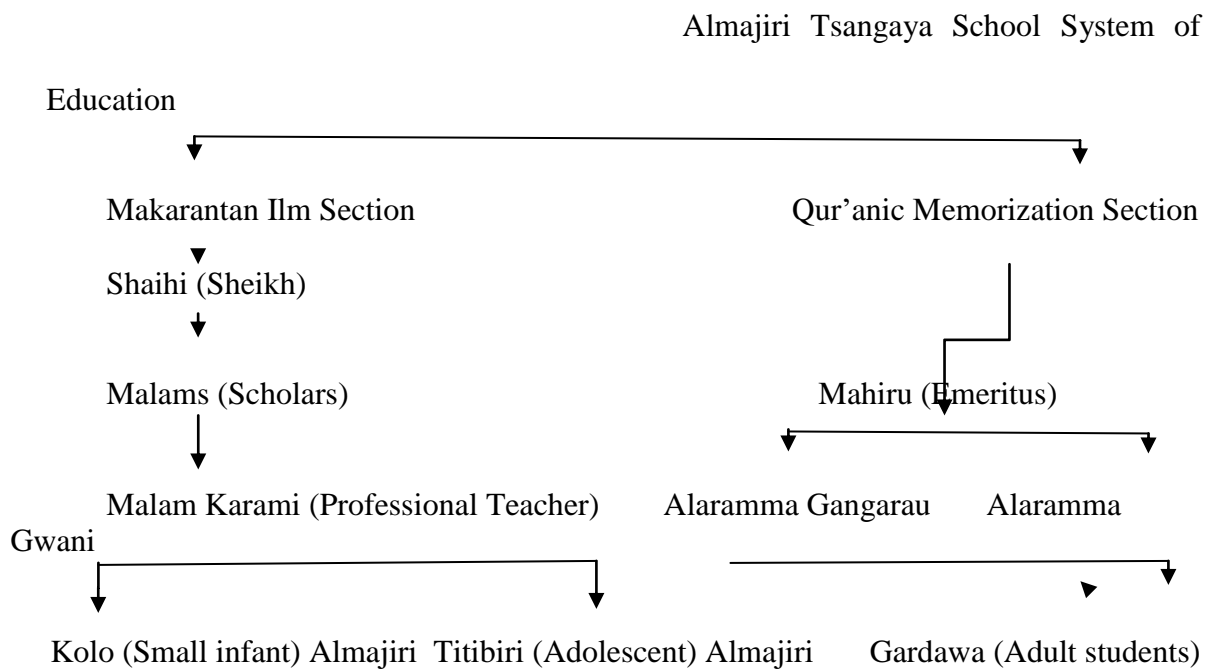
Source: Aminu Khalifa (2014) Tafarfara of Sheik Malam Na'iya Zaria City.

Imam (2003) posited that the Almajiri Tsangaya system of education is divided in to two Structures to give knowledge of different kind concerning all the aspects of Islam as follows:

(i) The first structure is '*Madarasatul Ilm'* (this section is mainly concern with the teaching of Islamic disciplines in the house of Sheikh). Islamic Scholar (Sheikh) in this part is believed and regarded as the greatest and overall prominent intellectual scholar (emeritus). It is believed that there is no one above the Sheikh who has certain number of scholars (Ulama'u) that come to learn different fields of knowledge such as *Tafsir*

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(exegeses), Falsafa (Philosophy), Tauhed (theology), Luggah (Poetry), Sirah (History), Fiqh (Jurisprudence) and the Ahadith (The tradition of the Holy Prophet (SAW) Sarf (mophology), hisab (Mathematics), Thibb (Medicine) etc. for they regarded Islamic education as a continues process and as a road which has no end (sky is the limit).

The next to Sheikh is Malam (professor/doctor) who under him there is 'Malam Karami' (professional Qur'anic teacher) who under him are '*Titibiri*' (adolescent children) and '*Kolo*' (infant) Almajiri who were sent with the consent of their parents come to learn Qur'anic knowledge using wooden slates and other field of disciplines under Malams such as: *Fiqh (Jurisprudence knowledge) Luggah (Arabic) and Li'irab (Grammar).*

(ii)   The second category is the Qur'anic memorization section which is mainly concerned with teaching and learning (memorization) of the Holy Qur'an only. At the bottom of this section there is *'Mahiru'* who is regarded as emeritus and believed to have committed not any mistake when it comes to the field '*Tilawa'* recitation of the Holy Qur'an, or in '*Satu'* writing the Qur'an text from the heart without looking in to it, without errors even when he wakes up from sleeping. The next to *'Mahiru'* is '*Gangaran*' (professor) he too passed the level of *'satu'* and '*Tilawa',* whatever he made mentioned from the Qur'an is correct as it was originally revealed but the difference between '*Gangaran'* and '*Mahiru'* was that '*Gangaran*' can possibly commit a little mistake unknowingly. Because of greatness that the *Gangaran* has attributed with, there has been an exaggeration words upon him as follows "G*angaran kafi Gwani*" simply means "Professor you are far better than Doctor." He replied by saying "wane Gwani ciki duk Kashi" meaning "who is he, but a person associated with too much contemplation." After *'Gangaran'* then *'Gwani*' (doctor) he is a person who memorized and mastered the Holy Qur'an from his heart and head thought he could be found sometimes confused. Under him (Gwani) there are *'Gardawa'* pupils/students (those who engaged into the system of learning the Holy

Qur'an but not memorized it. The Almajiri Tsangaya system of education has its specific objectives, curriculum, contributions as well as hinderences in Nigeria as follows:

(1)   **Objectives of the Old Almajiri Tsangaya System of Education in Nigeria**

The specific aims and objectives of every institution needed to be achieved as its target goals have to be stressed out. Sule (2012) stressed that the aims and objectives of the old Almajiri Tsangaya School system of education is to produce a faithful and piety individual that will be useful to the society in general. Ja'afar (2008) declared that "the Old Almajiri Tsangaya system of education is objective to intellectually and morally train pupils and students." He added that the intellectual objectives are of two types, depending on the type of enrolment in the school.

Thus, the intellectual objectives for pupils/students enrolment under the domestic type of Almajiri Tsangaya is mostly restricted to expose them to reading and writing of Glorious Qur'an only. As for the boarding ones, their enrolment mostly aimed at producing future teachers and professionals in various fields such as '*fiqh*' (Islamic Jurisprudence), *'Sirah'* (Prophet biography), *Hadith* (saying, deed and practices of the Prophet (SAW) among others. While the second objective of the Almajiri system of education which is provision of moral development of the pupils which can be achieved through different means. These include: teaching of good habits, manners like eating, drinking habit, greetings, respect of elders, relative and neighbor, proper dressing and the rest. However, he opined that pupils are also thought to keepaway from the forbidden also such as telling lies, deceitfulness, alcoholic drinks, adultery, gambling and dishonest among others through admonition and preaching.

(2)   **Curriculum of the Old Almajiri Tsangaya System of Education**

According to Block (1998) in Yusif (2012) defined curriculum as "a prescribed body of knowledge and methods by which it can be communicated"

The above definition simply implies that any planned or unplanned programme that can be passed as knowledge, through a specific channel, at specified time and can be easily understood is regarded as a curriculum. Kerr (1983) in Yusif (2012) sees curriculum as "all the learning which is planned and guided by the school, whether it is carried out in a group or individual, inside or outside the school." Fafunwa (1990) viewed curriculum as "all those activities carefully selected to improve learner's well-being with the teacher as directing the live action of children."

Grundy (2007) in Yusif (2012) is of the opinion that curriculum "is a program of activities (by teacher and pupils) designed so that pupils will attain as far as possible certain educational and other schooling objectives. Doll (1996) in Yusif (2012) viewed Curriculum "as the formal and informal content and process which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of the school." All the above definitions expressed that curriculum is concerned with what is planned to be achieved and realized as a goals or objectives of learning programs by the students under the guidance of teacher as an instructor and the implementer.

Fafunwa (2004) viewed that when one takes a look in to the olden practices of Almajiri Tsangaya system of education, the nature of its curriculum is too narrow and informal because there is no elaborate time table consisting of subject period per day or weekly, no syllabus, no scheme of work, no teaching aids and there has been no conducive learning atmosphere.

Woolman (2001) in Tulde (2009) also posited that Qur'anic schools curriculum is in parallel with the nations educational system and the curriculum is made too narrow and only prepare it's products for adoption in to their own communities alone to read the Qur'an and to be able to observed Muslims religious rites not given them change to work everywhere.

Imam (2003) related that "the Almajiri Tsangaya school system of education doesn't provide a favorable environment for education of the right kind of values for the survival of the individual in the larger Nigerian society rather the schools adapt pupils for their own immediate community and to practice the Islamic rites."

(3)   **Contribution of Almajiri Tsangaya (Qur'anic) System of Education**

Akinditure (2004) in Oluwatobi and Alphansus (2014) believed that "education is widely accepted as a major instrument for the promotion of socio-economic, political and cultural development of individual and the society. He further related that it is a long life process that has interpretation in purpose, type and level as a best means of socializing people in to the community for upholding customs and traditions as well as for the modification or changing their life in community with the existing ideological expansion and reformation. Tulde (2009) viewed that the Prophet Muhammad (P.B.U.H) was reported to have said *"Education is made compulsory upon all Muslims for both male and female believers"*. Therefore, the Almajiris who came and settle down from different Muslims communities give their contributions educationally, economically, socially and politically.

Educationally, Almajiri teachers (Malams) and their pupils provided their communities with Islamic education freely which in no doubt led to the development of '*Ajami*' (i.e a system of reading and writing in Arabic alphabets but conveyed information in Hausa). He

added there were over Six Hundred (600) Almajiri school in Northern Nigeria through which writing came to the North first before any other region. Through these system hundred million of our children had been educated for over a span of ten centuries, more importantly the Almajiri system of education is the only one today known in the Muslim world that has retain the reproduction of the Qur'an in writing direct from the memory. The system also reproduced the '*Imam*' who led Muslims communities' prayer, the judges who always reconciled between two or more Muslims when there were contradictions and it was established as an organized and comprehensive system of education for learning Islamic principles, values, jurisprudence and theology.

Economically, Almajiri systemof education had played a vital role toward boosting the economy of the Muslims communities for they invoke fishing, farming, well construction, masonry, production, trade and other business. Many of them were the farmers of the Northern Nigerian cotton and groundnut pyramid, they were the leather tanners and leather shoes and bags makers, they are the cap makers in Zaria City, they formed the largest percentage of the community work force and made significant contribution to the economy. After colonization, they were recruited by the British as columbine and tin miners in Jos city which was then under Bauchi before the creation of Plateau State. Socio-politically, the system was regarded as a civilizing agent second to none for it services as a total way of life of people in terms of good governance for it produces traditional kings who possessed absolute power to execute policies and then followers must follow.

It also concerns with the customs, traditional craft and ever made of dressing of the Muslims. That was the reason why the chronicles of the travelers said that the Northern part of the territory was well organized people living in walled cities 'Ganuwa' peacefully

while the southern part was characterized by wars, savagery, superstitions, butchery etc. Abdul-Kadir (2003) viewed that the system has produced prominent Islamic scholars of the Northern extraction like Sheikh Dahiru Bauchi, Late Sheikh Abubakar Mahmud Gumi, Late Sheikh Ja'afar Adam, Sheikh Goni Habib and the rest.

(4)   **Hindrances of the Almajiri Tsangaya System of Education**

Abdulkadir (2003) lamented the main factors that led to the total collapse of the Almajiri (Tsangaya) School System of Education in Nigeria was that around 1904 when the British invaded the region and killed most of the Emirs and disposed some. They lost control of their territories and accepted their new roles as mere traditional rulers. From there they lost the fundamental control of the Almajiri Tsangaya School System of Education. In addition, the British deliberately abolished the state of its funding in respect to the system urging that they were religious schools. As soon as the system lost support from the government, its immediate community and the helpless emirs, the Almajiri system collapsed like a pile of cards and '*Karatun Boko' (*western education) was introduced and funded instead.

Abbas and Babajo (2003) added that "the parents, states, communities and the inspectorate that reported directly to the emirs of the province concerning the matters relating to the Almajiri system of education were no more discharging their original functions toward helping the Almajiri schools through giving Zakkat, waqaf and through farming activities. The Malams and their Almajiri pupils have no any financial support they were resorted to begging and other menial jobs for survival. This is certainly the geneses of all the predicament of the Almajiri system of *education* today."

According to Yusha'u, Tsafe, Babangida and Lawal (2013) shade more light that "among the factors that led to the emerging problems of Almajiri Tsangaya system of

education was due to lack of an alternative by the Mallams for getting more incomes that will motivate them to discharge their original duty." Abdul-Kadir (2003) added that the reason why the system collapsed was due to the emergence of half-baked semi-illiterate Qur'anic Mallams who use the system as a means of living rather than a way of life itself. The pupils (Almajirai) struggle to cater for themselves and to support their scholars (Ulama'u) who take must of their time rather than to engage in learning.

The society and the parents have abdicated their obligations of properly earning and educating their children. Circumstantially, all the learned people who were at the helm of affairs in pre-colonial north fell in one swoop and were considered illiterates or uneducated, (at least to the government) in the new status quo, making them not only unemployed but also unqualified to be employed despite of being able to read and write. Islamic scholars who were revered professionally for controlling the moral fibers of the society gradually become neglected. An Imam who may be the source of arbitration to the people of the community was relegated only to delivering sermon once a week at the local Friday mosque. The same Imam is considered not qualified enough to have say in government or sit in chamber of state house of assembly in the laws and constitution of the state because he was considered uneducated and illiterate.

Bako and Sale (1994) in viewed that "the successive government that see themselves as the heirs, custodians as well as defenders of value of colonialism, the colonialist institutions and legacies and who in the interest of their estates so much impoverish the Almajiri system by not only depriving its state of resources but by ensuring that the only ticket for meal and reward able employment with the state, is a certificate of alienation or westernization."

2.5   Funding of the Almajiri Model School System of Education in Kaduna
                                    State,   **Nigeria**

Adeogun (2003) viewed that "Adequate and enough funding is a necessary ingredient for effective management, it is an aspect that deals with the provision, allocation and utilization of fund for efficiency and effectiveness of the system or situation." According to Business Dictionary (2015) defined funding as "a process involved the providing of financial resources to finance a need programme or protect it in general". In other words, American Heritage Dictionary of the English Language (2011) defined funding as "a sum of money or other resources set aside for a specific purpose."

Edwin (1980) in Bello (2007) sees funding as "the total sum of money or fund goes in to the educational sector or schools in order to maintain both human and material resources for the attainment of specific objectives." He further explains that "it is the salaries by which the teaching and non teaching staff received monthly as their packages (reward) for teaching including their special allowances, depending on their level and the length of service." Otu (2009) opined that the fund received by the teachers serve as a motivation which boost up their moral to discharge their duties effectively." Fafunwa (1990) opined that in a society like Nigeria where education is not left only to be produced by the private sectors alone due to the fear of it will be dominated and under supply or a lot in the society would not have the benefit of education because of its cost. Therefore, government may need to intervene to solve the situation through the provision of special incentives to conserve resources because of their scarcity and to subsidized tax burdens in the society.

Abbas (2003) said: The Federal Government and State Governments in collaboration with the Local Government Authority are responsible for funding education in Nigeria. According to United Nation Education Scientific and

Cultural Organization (UNICEF, 2000) by law the Federal Government is expected to provide twenty percent (20%) of her budget fund from the Federation account to support education, the state government is expected to pay ten percent (10%) from their locally generated revenue to the local government. The Federal Republic of Nigeria (2004) more said that more than (800,000.00) Eight Hundred Million Naira provided annually to defund National Primary Education Commission with which they can clearly affect a better system of management and funding of education.

Federal Republic of Nigeria (2010) placed that in 1993, Decree (96) again re-established National Primary Education Commission (NPEC) then the body has the responsibilities of advising the Federal Government on the funding of primary education in Nigeria, receiving National Primary Education Fund and allocating some to the primary education Board in each State and the Federal Capital Territory, Abuja. The agency responsible for Federal Government sponsored special primary education project according to specified formula among others.

According to United Nation Educational Scientific and Cultural Organization (UNESCO, 2000) "a sustainable amount of fund must be allocated to education and that the (26%) of amount of the National budgetary amount of fund of every country is recommended." In regard to Almajiri Tsangaya System of education, several hundred years ago the system was funded by the state treasury and the 'Zakka' funds that contributed immensely toward the success of the programme. United Nation International for Children Education Fund (UNICEF, 2008) has stated that "to ensure that less priviledge children received sound and functional education all over the globe, Nigeria in particular, some amount of funds should be denoted until every Almajiri is acquired sound education to make him socialized and fuctional.

Rabi'u (2015) related that the funding of Almajiri model school system of education is under the custody of the Federal Government through Universal Basic Education Commission (UBEC) as a body introduced to ensure that every Nigerian child received his early child Basic education-nine years of formal schooling, adult literacy, non-formal education, skill acquisition programs and the education of special group such as nomads and migrants, girl-child and women, Almajirai pupils and disabled group. In order to achieve the above by the (UBEC), the following was set as the objectives of the Universal Basic Education Commission:

(i) Developing the entire citizenry a strong consciousness for education and a strongcommitment to its vigorous promotion.

(ii)   Promotion of free universal basic education for every Nigerian of school age.

(iii) Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.

(iv) Catering for the learning needs of young persons who one reason or another had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education.

(v) Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethics, moral and civic values needed for laying a solid foundation for long-life learning.   In short, the Universal Basic Education Commission (UBEC) provides the entire necessary required amount to State Universal Basic Education Board (SUBEB) for funding the Almajiri model schools system of education; the Tertiary Education Trust Funds (TETFUND) has also finance the construction of the Almajiri model schools.

Shehu (2003) related that for adequate funding of Almajiri model school system of education, the schools have been classified into two (2) models as follows:

(1)   **Model I:** these are the kind of Almajiris schools built as an intervention by some proprietors who are assisted by the federal government in her effort of improving the existing infrastructure of the Almajiri Tsangaya schools in its original location by providing facilities like classrooms, recitation halls, boreholes, hostels, dining halls, toilets and salary for Malams.

(2)   **Model II:** these are completely new established model Boarding Almajiri Tsangaya Schools purposely introduced to handle the issues of Almajiri system of education. They are completely new schools with administrative blocks, Information Communication Technology (I.C.T) centers, and block of classrooms, laboratories, workshops for skills acquisition, hostels, and staff accommodation among others. He added, there are also Non governmental organizations who donated funds to Almajiri Tsangaya education system like Education Sector Support Program in Nigeria (ESSPIN) which supported about (192) schools that were clustered sampled in the whole Nigerian federation. There is also Islamiyya Qur'anic Tsangaya Education (IQTE) which they paid 'Alaramma' teacher of the Quranic memoration section allowances and also paid some qualified selected secondary school leavers to go and teach Almajirai in their 'Malam's' (teachers) houses. Other Non-Governmental Organizations that donate funds for the management of Almajiri education include: United Nation Children Education Fund (UNICEF), United State Agency for International Development (USAID) and United Nation Educational Scientific and Cultural Organization (UNESCO).

According to the former Minister for Education, Professor Rufa'i in an unpublished paper presented in the Federal Ministry of Education for strengthens the management of educational institution titled 'Transforming of the Educational Sector.'

She brought out the Federal government budgetary allocation of the year (2010 – 2013) to education as in table 2.5.1

TABLE 2.5.1: **Federal Ministry of Education Budgetary Allocation of the Year 2010-2013**

YEARS	BUDGETARY ALLOCATION AMOUNT
2010	₦234.8 Million Naira
2011	₦356.4 Million Naira
2012	₦409.5 Million Naira
2013	₦426.5 Million Naira
TOTAL	**₦1427.2 Million Naira**

Source: Federal Ministry of Education (2013)

The minister for education further stressed out the disbursement of federal government of Nigeria intervention fund to states by the Universal Basic Education Commission (UBEC) from the year 2010 – 2012 as in the table 2.5.1.2

Table 2.5.1.2 :   **Disbursement of Federal Government Intervention Fund**

S/N	PROGRAMMES	AMOUNT IN VALUE OF ₦
1	UBEC Matching Grant	₦86,885,101,490
2	Education Inbalance finance	₦22,564,933,276
3	Special Education Fund	₦1,963,861,476
4	Good Programme Fund	₦5,459,724,221
5	Teacher Professional Development Fund	₦13,211,398,189
6	Instructional Materials Fund	₦26,940,958,436
	Total Amount	**₦136,717,547.088**

Source: Federal Ministry of Education (2013)

2.5.1 Staffing of the Almajiri Model School System of Education in Kaduna State, Nigeria

According to Business Dictionary (2002) defined staffing as "the selection and training of individuals for specific job functions and charge them with associated responsibilities." Griffins (2003) defined staffing as "a process of staff selection that involved dealing with people with appropriate skills, knowledge, abilities and experience to fill in the whole organization and carry its function for the achievement of specific aims and objectives." This selection of staff is prescribed by the ministries and it must be studied by those involved in selecting staff." Otu (2009) opined that staffing simply means "to provide an organization with functional staff (those who will work in different section) to run such organization for the accomplishment of stated objectives." She further said it involves the staff selection dealing with the training and re-training of people appropriate skills, knowledge, abilities and experience to fill in and manage the organization."

Dare, Onekata and Auwal (2002) viewed that staffing involved "the selection and recruiting the personnel (staff) needed to run the activities of an organization or a group for attainment of stated objectives." They further stressed that "good staffing help towards retaining of the staff in an organization, for it provide the clue for

implementing initiatives to encourage the retention (holding) of a staff in the work place."

Bello (2007) viewed that Retention is involve all those practices which let the employees stick to an organization for a longer time, the main reason why employees not stick in an organization is due to least salary and lack of appreciation. And employee could be stopped from moving from one organization to another by making salary adjustment, change on their leave allowance, pay for their employees training and studies, increase communication to show appreciation, give feedback and employee recognition, including employee in decision making, outline the parameters of the job clear description and letting employees know what is expected them. Moreover, there is need to give credit for what they do and that the credit does not go to someone else provide compensation for giving above and beyond the call of duty. Implements measures to ensure and encourage a balance between work and home life.

Nwachukwu (1988) viewed that staffing concerns with the recruitment activities that involved the entire prospective applicant for the job position in an organization. It is a program that is properly designed planned and well operated and during the recruitment process, a systematic effort is made to identify the most suitable candidates to fill the identified positions. It is very important process which requires planning and objective, for in any organization is better than the people who made it up. He added that there are logical procedures followed during the selection of applicants which include selling application forms, conducting of tests, calling of an interview, physical examination, reference checks, and employment decision then finally given an offer.

Before the recruitment exercise, the jobs must be designed to determine the number of positions that exist in an organization because job tells the employee the activities that he has to perform in relationship to content, methods and relationship of job in order to satisfy technological and organizational requirements as well as the social and personal requirement of the job holder."

Thus, job has work content, method content, organizational and personal content. There is also need for job specification which is the summary of human qualification requirements of a job, this include the educational requirements of the applicant, his experience requirement, his personality requirement, specific knowledge requirement, responsibility requirement, manual skill and physical demand which emphasized factors such as working condition, physical exertion and hazards. Staffing activities pertinent practices are personnel training, job analysis, recruitment and selection." Koontz and Downed (1976) opined staffing as "filling and keeping filled positions in the organization structure." He added staffing in an organization consists of the following:

(i)   Selecting the right person for the right post.

(ii)   Training and development

(iii)   Giving proper remuneration and motivation

(iv)   Performance appraisal of employees

(v)   Proper promotions and transfer

He precedes that there are internal and external factors affecting staffing as follows:

The internal factors affecting the staffing include the promotion policy, future growth plans, technology used and support from the top management which explained below:

(i) **Promotion Policy:** Staffing is affected by the promotion policy of an organization, if the organization has a good promotion policy with prospects to career growth and development, here only efficient people will be attracted to the organization. Internal promotions are better for lower and middle-level jobs. This is because it increases the morale and motivation of the staff. However, top level jobs, the right person must be selected and the right person may be from within the organization or he/she may be selected from outside.

(ii) **Future Growth Plans**: Staffing is also affected by the future growth plans of the organization. If the organization wants to grow and expand then it will need many talented people. Here it must select experts and give them continuous training and development.

(iii) **Technology Used:** Staffing is also affected by the technology used by the organization. If the organization uses modern technologies then it must have continuous training programs to update the technical knowledge of the staff.

(iv) **Support from the Top Management:** Staffing is also affected by the support from the top management. If the top management gives full support to it, then the organization can have scientific solution procedures, scientific promotion and transfer policies, continuous training programs and career development programs e.t.c

(v) **Image of organization:** Staffing is also affected by the image of the organization in the job market. If it has a good image then staffing will attract the best

employees and managers. An organization earns a good image only if it maintains good staffing policies and practices. These include job security, training and development, promotion good working environment, work cultures e.t.c.

The external factors that affect staffing are labour laws, pressure from socio-political group, competition, educational standards, influence from trade union and social attitude to work as discussed below:

(i) **Labour Laws:** Labour laws also affect the staffing policy of the organization. Here the organization has to support social equality and uplifting policies of the government by giving jobs reservation to candidates coming from depressed classes like Scheduled Castes (SC), Scheduled Tribes (ST), other backward classes (OBC) and even those who are Physically Handicapped (PH). It is mandatory for an organization to recruits children in their work force and stops child labor and makes provision of minimum wages act, guide an organization to fix minimum salaries of employees and stop their economic exploitation.

(ii) **Pressure from Socio-political Groups:** Staffing is also affected by the activities of socio-political group and political parties. These groups and parties put pressure on the organization to grant jobs only to local people. (The concept of son of the soul).

(iii) **Competition**: This is happening where there is huge demand for highly qualified and experienced staff. This has resulted to competition between different organizations to attract and hire efficient staff.

(iv) **Educational Standards**: Staffing also affected by the educational standard of the society. If the educational standard of a place is very high then the organization will only select qualified and experienced staff for all job positions. For instance, selecting of candidates with computer knowledge for Information

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Communication Technology (I.C.T) post. Other external factors affecting staffing include trade union and social attitude towards work.

Rabiu (2014) briefed that staffing in the Almajiri model school system of education is designed by the Universal Basic Education Commission (UBEC) and it carried out through the State Universal Basic Education Board (SUBEB) in collaboration with Local Government Education Authority of the areas where the schools are located, which held responsible to recruit, enroll and retain the teaching and non teaching staff of the schools." This is because the main functions of the State Ministry of Education are:

(i)   Formulation of policies, control and administration of primary and secondary schools.

(ii)   Planning of research and the development of education in the state.

(iii)   Coordination of activities of all local education authority and organizing of inspectorate.

(iv)   Coordinating examination of primary and junior secondary school within the state.

(v)   Policy control over primary, secondary and tertiary institutions owned by the state in accordance with the requirement of the national policy on education.

He added that Local Government Education Authority functions based on the provision of National Policy on Education (N.P.E, 2004) which stipulated that the functions that the Local Government Education Authority has in the provision of primary education are as follows:

(i) Submit to the ministry of education annual budget estimate for primary schools and control of expenses.

(ii)   Maintenance of schools in line with ministry of education.

(iii)   Standardization of activities and premises.

(iv)   Recruitment and retention of staff in primary school

(v)   Supervision and quality control in all primary school in their areas in conjunction with federal and state authorities.

Thus, state universal basic education board (SUBEB) was held responsible for providing employment slots and inviting for application from suitable candidates to fill in a vacant position of Almajiri model schools from the whole state by reaching out, searching for and attracting a large supply of people or a large pool of interested applicants from which those who consider competent or most qualified for the job are chosen. It is responsible for determining the number of position that are available in the Almajiri model schools and a strong committee is formed from the whole local governments where the schools are built up by the Federal Government and in the year 2006, a directives came from the State Government that the (SUBEB) should stop recruiting staff till further notice. For that the Local Governments Education Authorities where authorized to recruit and enrolled them to teach in the Almajiri model schools based on the following criterion:

(i)   It is done by the full support from the top management of State Universal Basic Education Board (SUBEB) which is a body responsible for providing solution, procedures, scientific promotion and transfer policies, continuous training programs and career development programs of the Almajiri Model Tsangaya (Qur'anic) Education.

(ii) The qualified Alarammas were selected and assign to teach Almajiris pupils the Qur'anic education at Tsangaya section.

(iii)   Qualified and competent Teachers were selected and employed to teach the basic education subjects like English, Mathematics, Basic Science, Health Education, Social Studies, Computer, Islamic Studies, Arabic, Cltural Creative Art (CCA) etc and they were given continuous training and development.

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(iv) The staff was assigned specific managerial functions that are expected to carry out

in hierarchical order from the top to the bottom.

(v)   There is proper promotion and transfer of staff to increase their morale.

The administrative structure of the Almajiri model school system of

education in Kaduna State is designed as follow:

Headmaster

Assistant Headmaster

Chief Security   Admin Officer   Account Officer   Teachers   Co-ordinator Tsangaya
HOD Clinic

Three (3) Alarammomi   Asstn HOD Clinic   Pupils

Security Personnel
Clinic Attendant

Store Officer   Kitchen Master   Health Master   Labour Master
Game Master

Kitchen Prefect   cooks   Health Prefect   Labour Prefect
Game Prefect
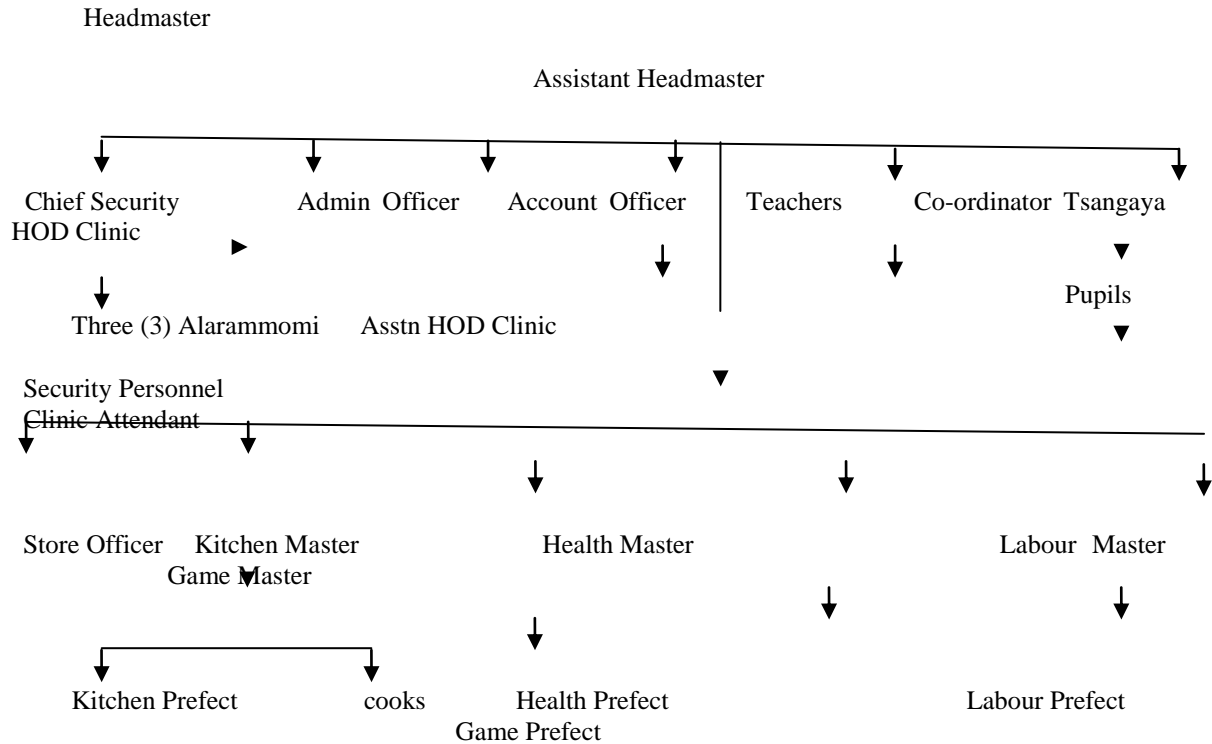
Source: Admin Office Umar Musa Yar'aduwa Biolingual Model Almajiri School Maraban Gwanda Sabon Gari Zaria, Kaduna State (2014)

2.5.2   Enrolment of Pupils in the Almajiri Model School System of Education Kaduna State, Nigeria

Cambridge English Language Dictionary of Teaching (2015) defined enrolment as "a process of enrolling or the total number of people enrolled into an organization or system." United Nation Educational Scientific and Cultural Organization (UNESCO, 2000) has defined enrollment as "the given access to children of box sexes aged 6-11years an opportunity to enrolment as "given access to children of both sexes aged between 6- 11 years an opportunity to enter and remain in school until graduation." American Heritage Dictionary of English Language (2015) defined enrolment as "to put yourself or someone else to the official list of members of a course, collage or group." In

the other hand, retention is refers to as retaining of an individual worker until retirement or students until graduation."

United Nation Educational Scientific and Cultural Organization (UNESCO, 2002) stipulated that to be able to achieved the goals of educational for all, education must be given to every child without gender descrimintion by every country of the world." Rabiu (2015) opined that "concerning the pupil's enrolment in to the Almajiri Model Schools, there are laid down criteria for the selection and admission of candidates in to the schools as stipulated by the State Universal Basic Education Board (SUBEB) in the 2014/2015 academic session schedule." These are:

(i)   Almajiri child must be from the pilot integrated Qur'anic schools and must be nominated by his Alaramma, parent or guardian before accepting to be enrolling in to the Almajiri Model Schools.

(ii)   He must be an indigene of the local government area where school is located.

(iii)   He must be a child of 6 – 11 years old.

(iv)   He must be interested and ready to learn both the Qur'anic and western education.

(v)   The Alaramma and the candidate must avail by the committees standing rules and regulations during the screening exercise.

He added, "Good ralp forth between teachers and the pupils (mutual understanding between teachers and pupils) reinforce and motivate the pupils to develop confidence and ability to love and remain to learn in the school.

2.5.3   Welfare Facilities Provision for Staff and Pupils of Almajiri Model School System of Education in Kaduna State, Nigeria

Paretamode (1995) related that "welfare can take a variety of forms such as monetary, payment, subsidies and vouchers (i.e food stocks, housing programmes etc) which may be funded directly by the government or in social insurance model by the

members of welfare scheme." Welfare is a statutory procedure or social effort designed to promote the basic physical, mental and material wellbeing of people in need or in an organization. It is also referred to provision of a minimal level of well-being and social support for some one. Nwachukwu (1988) in Oluwadare and Alphansus (2014) sees employee welfare as "additional entitlements given to employee by the management to supplement their wages." Oxford Advance Learner Dictionary of Current English (2001) Defined welfare as "the effort to make life worth for living"

Gene and Manab (1995) and Oluwatobi (2006) are on the same viewed employee welfare is "anything done for the comfort and improvement of employees intellectually or socially over and above the wages paid which is not a necessity of the organization which includes the various services, facilities and amenities and it is also refers to fringe benefit and services."

They added that the significance of the employee's welfare includes:

(i)   The objective to improve loyalty and morals of the employees.

(ii)   To reduce labour turn over and absenteeism.

(iii)   To improves public image, organizational relation and peace.

(iv)   The employees' welfare could be provided to some extent using a prescribed labour rules or laws designed by the federal, state or local government.

They further identified two kind of employees' welfare provided by organizations which include: Intramural and Extramural.

(i) **The Intramural Organizational Welfare:** These are the welfare for staff in an organization which includes canteen, restaurants, restrooms, crèches, uniform etc.

(ii)   **The Extramural Welfare:** These are welfare of staff that are provided outside the organization which includes housing, education, child welfare, leave

travel facilities, Interest free-loans, workers comparative stores and vocational guidance etc

Nwachukwu (1988) in Oluwadare and Alphansus (2014) Opined that the philosophy of welfare is based on the theory that success of organization or industry depends on the harmonious relation and cooperation between labour (employees) and management (employer). The labour has to be fund for knowledge and experience at his jobs if rightly directed and fully used for it will make a good contribution to the prosperity of the organization of labour. In short, based on the management role toward the employee welfare the organization is expected to provide welfare facilities to their employees. Such welfare facilities commonly referred to as employee benefit or services. The benefit when directed to monetary reward to the individual workers are pension, leave pay, salary advancement and those services invoke no direct and indentifying monetary benefit are like staff dubs, recreational facilities etc. He further indentified five types of employee welfare programs as follows:

(i)   employee welfare or added leisure and income

(ii)   Welfare for morale personal identification and participation

(iii)   Welfare for employment security

(iv)   Welfare for health protection

(v)   Welfare for old age and retirements

(i)   **Employee Welfare Program for Added Leisure and Income:** Most of the employees benefit in this category could be true to union policy. It involves reductions in what are usually described as normal hours of work, premium pay per second and third slugs paid holidays, collations and rest period have frequently been negotiated. It includes pay

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vocation rest pauses, break leave for illness, leave for death or relation. All these constitute payment for time not worked from one organization to another.

(ii)   **Welfare Program for Morale Personal Identification.** Here a number of common benefits have been created by managers largely on their own initiative for employee adjustment to and appreciation of working condition and relationship. Each facilitative service is process to meet some continuing need. These are regarded as evidencing management interest in each employee and management willingness to assist him in finding solution to personal problems. Behind these benefits, managers intend to encourage a reciprocal feeling of friendliness and personal beautification with the interest admission of the organization some often times, in this category include the relational program, housing and transportation, personal services, company financial assistance, Food services etc.

(iii)   **Employee Welfare Program for Security**: This has to do with matter of policy concerning the employee and their vision to converge in proposing way to maximize such personal and family security as can be provided by stable employment. The main objective here is to provide reasonably steady and certain income from work. In other words, this policy proposes to receive work such as possible from fear and worry about the employment and the loss of jobs and incomes benefits. Under this category it includes the severance pay or dismissal pay; unemployment insurance and retagging.

(iv)   **Welfare Program for Health:** This is a public policy tends to protection of employment incomes against the major health of workers and their department. Employees are now expected to develop for this several types of benefits. It provides

compensation for industrial accidents and work connected illness, numerous forms of insurance and other services.

(v)   **Welfare Programs for Old Age and Retirement**. This is a policy made to protect those who become older and retire from the work. Here a provision is made to enable them to enjoy some benefits such as pension and gratuity after retirement.

In regards to the pupil's welfare, Bello (2007) stressed that: "pupil's welfare is a statutory procedure designed for the comfort and improvement of the students or pupils intellectual and social well being." He then expressed that it is designed to provide personal and individual learner welfare support to make them happy. The normal welfare provided to pupils in the school includes: Good nutrition; clothing; desks; hall for residence (hostels); dining halls; school clinics (free medicare services); libraries; religious services, scholarship; pipe born water; electricity; recreational facilities and above all the education is to be free for every child that enrolled in to the school.

Bambale (2003) in Dahiru (2011) lamented that it is an effort of the Federal Government to achieve the greater objectives of Almajirai institutionalization of education and a proper welfare (to accommodate and feed them to prevent the situation where by Alaramma moves with pupils (Almajirai) especially during dry season that a bill was sent to the House of Assembly which seek to establish a national commission for eradication of child destitution and if the bill scale through. Almajirai schools must be registered with the proposed commission and failure to do so will put their teachers (Ulama'u and Alarammomi) in prison for two years without option of fine and any Almajiri schools teacher (Malam or Alaramma) who send his pupils to beg will attract the same punishment.

Nigerian Constitution of (1999) stated that "among the concurrent roles of Local Government include: welfare provision and maintenance of primary, adult and vocational educational institutions." Rabi'u (2014) mentioned the basic welfare that pupils enjoyed in the Almajiri Model School System of Education in Kaduna State includes: nutrition, clothing, personal hygiene, hall of residence (hostels), libraries, school clinics, recreational facilities among others.

Ibrahim (2010) opined that among the welfare that the Almajiri Model School System of Education pupils enjoy are:

(i) **Residence (hostels)**: The hostels were built and finished with wardrobes, supplied beds and mats, and books shares to support the student's wellbeing, self esteem and development of relationship.

(ii) **Dining Halls**: There are number of student's canteens and dining halls where nutritious food is distributed among Almajiris in the morning, afternoon and evening (The pupils subsequently take their breakfast in the dining hall at (9:00am), lunch around (1: 30pm) and dinner at (7:00pm).

(iii) **Medical health Care facilities/Centre:** There are medical centers provided for the preventive, curative and development of the health of Almajiris pupils and staff which consists of team experienced doctors, nurses, pharmacist and other paramedical personnel was employed to perform these functions. Most of the facilities provided for health, safety and security of the pupils includes the following:

(iv) **First Aid/ Sick Bay Clinic:** Here the pupils enjoy some medical health care facilities like free drugs, treatment of injuries and other communicable diseases.

(v) **Health Insurance Services:** The pupils enrolled and enjoyed free health insurance services at a cheap and affordable price.

(vi)   **Sanitary Facilities:** the pupils benefit from these facilities provided for cleaning the school premises and disposal of waste for their personal hygiene.

(vii)   **Good Toilets and Conveniences:** The toilets are provided with adequate toilet facilities for the comfort of pupils.

(viii)   **Libraries:** The libraries are built in the Almajiris Model Schools where free expensive books are made available to motivate the pupils to learn and portable desks are provided for their comfort.

(ix)   **Recreational Facilities:** A standard foot ball field and other playing facilities for track and field events are also made available for their mental, physical and psychological well being. Adeogun (2003) opined that the recreational facilities that are made available in the school include: sport field games, exercise facilities and equipments, gardens, recreational rooms, and places where these are carried out.

2.5.4   Disciplinary Measures for Pupils of the Almajiri Model School System of Education in Kaduna State, Nigeria

Cambridge English Dictionary of Teaching (2015) Defined discipline as:

(i) To put something in prominent place in order that it may readily be seen or to arrange something or a collection of things so that it can be seen by the public."

(ii) It is also seems as a systematic method to obtain obedience.

(iii) It is a state of order based upon submission rules and authority by instruction and control.

The above definition stresses that discipline is a learned behavior which is much more than obedient and punishment rather; it is a state of order and obedience that is result regulation and orders. According to Oxford Advance Learners Dictionary of Current English (O.A.L.D.C 2011) discipline means "a training that is expected to produce a specific character or patterns of behavior expecially training that produce

moral or mental development." Ibrahim, Jamil and Abubakar (2004) stressed that "one must be discipline to achieve his goals because it is a training that molds, strengthens or perfects mental faculties." He added that "discipline is very much important in life in absence of it man cannot utilize power properly given nature (God). Through discipline only man can attain power and by this power he becomes capable of developing of his natural tendencies with personal view of point."

Griffins (2003) pointed the genesis of the word '*discipline*' is derived from the Latin word '*Discplina*' which means management, rules, education practice, teaching and condition." The derivation of English word 'Discipline' is from Latin word '*Disciplina*' which means 'pupil'. And this is expected from the pupils that:

(i) They should obey their teachers respectfully,

(ii) They should develop the necessary and required qualities in themselves for successful life.

He added discipline refers to as a state of orderly conduct of an individual which is gained through training in self-control and inhabits of obedience to socially approved standards of thought and action. It implies a good understanding of right conduct. According to modern educational concept, the meaning of discipline is taking a wide spread form. Today, the objectives of education has been set to develop qualities of successful citizenship and sociability in child, at the same place the school discipline is meant internal and external discipline which should develop physical, mental, social and ethical values. It is the one which self-discipline and social discipline are stressed especially or particularly.

The great educationist John Dewey (1938) in his essay "Democracy and Education" has influenced sufficiently that the meaning of discipline is "to prepare

children for life democratically in the society and to provide help to man in achieving knowledge, strength, habits, interest and ideas which are envisage for the up-grading of self, his companies and whole of the society. A great philosopher Aristotle said: "a nation is not built by mountains and trees, for with standing its build by character of its citizens." This statement is completely true that when the citizens of a country would be disciplined, they would be capable of taking their path of progress. A disciplined person is of good character and pious by mind, words, and actions. What a man, what a nation and what a society, personally of all are made by the great discipline. Griffins (2003) brought out the types of discipline as follows:

(i)   **Self Discipline:** This is a willing and instinctive sense of responsibility that leads you to what needs to be done. Forinstance, getting to work on time, knowing the job, setting priorities and denying personal preferences for more important ones. This is the highest order of all discipline because it springs from the value you use to regulate and control your action.

(ii) **Task Discipline:** This is a measure for understanding how well you meet the challenges of your job. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability.

(iii) **Group Discipline:** This simply means team work; its shows in one's ability to work with several people effectively as a team leader or member.

(iv) **Imposed Discipline:** This is the enforced obedient to legal orders and regulations. It is absolutely in emergencies when there is no time to explain or discuss an order. This kind of discipline teaches how to carry order quickly and efficiently. This type of discipline is very important in the sense that it provides the structure and good order in a task necessary to be accomplished no matter the situation.

He concluded, discipline in school generally means "orders and system in doing things, regularity and obedient to command." The discipline is not synonymous with class order; it should be identified with orderly behaviour in the classroom and other forms of school activities. It is not maintained by force and fear, real discipline implies persuasion while order implies compulsion. It is therefore important that school discipline should be a gradual building up of habits, self control, and cooperation and carried out pupils not because it is imposed from above but because of the recognition by its necessity and value. For a discipline to take place in the school, it must be through some important components of the school as follows:

(i) **Head of the School:** The success or failure of any educational institution depends upon the personality of the head of that school. He must possess some philosophy of discipline and must have some well grounded fundamental principles which guide him to treat the teachers and students.

(ii) **The Teacher**: The teacher is the fountain head of discipline and character formation. With good teachers, half of the problems of school discipline disappear. Beside his cleverness and originality, every teacher should be a good disciplinarian himself. This will depend on his keen insight, patience, sympathy, love, justice and impartiality.

(iii) **Co-curricular Activities:** Sport, scouting, social services and community activities of the type, develop in a student's a sense of self control and self confidence, which is the corner-stone of discipline. Such activities give our students practical lessons on the basis of their will. Social co-operation, respect for authority and leadership training can pave the right way of instructing them in the fundamentals of true discipline.

(iv) **Building Traditions:** It is already known that the higher and nobler the traditions built up by a school, the greater the efforts on the part of students and teachers to maintain those traditions. The traditions are transmitted from one generation of students to another and such if properly guided, students would never try to lower the noble traditions built by those who have gone before them.

(v) **Teaching Method:** If appropriate teaching methods are employed, the chances of students getting in disciplined or going astray will be few and far between. Classroom methods should be directed towards the building up of a high morale.

(vi) **Self Government in School:** Here the students should be properly associated with administration of discipline as well as with health, sports, and dramatic and other school activities. Such an association will make obedient to rules and regulations for more real, meaningful and willing than when the same is imposed from the above.

(vii) **Good School Environment:** Here the school should prepare its calendar at the beginning of a new educational session, giving clear ideas of the ains, the course of study, administrative rules and regulations as well as the plans of curricular and co-curricular activities of the school.

(viii) **Judicious Used of Reward and Punishment:** Here the notorious and successful effort on the part of students must be recognized and rewarded, but the reward must encourage unhealthy competition among students. These should be very few and administered in a manner that may appeal to the higher motive of students.

(ix) **Effective Team-Work:** Here a sense of unity, cooperation and feeling prevailing among the school staff is sure to reflect upon the pupils. The young pupils in the

school watch very minutely the activities of their teachers and try to imitate them for good or bad. At the case may be, it is therefore necessary that in order to promote discipline among students or pupils, it must first be established and maintained among the members of the school staff.

Otu (2009) has identified these as the principles for maintaining discipline in the school:

(i)   The base of discipline should be love, trust and good will as fear or doubt based discipline is quite temporary or momentary. For maintaining true discipline, there should be love for each other among the school authorities like principal or headmaster, teachers and students love and originate trust and set the foundation of discipline.

(ii)   Good discipline should be based on co-operation. It must be essential to keep and maintain co-operation between the headteacher and the teachers, teachers and lady teachers, teachers and pupils, teachers and parents or guardians and between pupils and pupils. If there is no co-operation among all these, it would be very difficult to maintain good discipline. A good rapport among all is necessary.

(iii)   For maintaining good discipline, purnishment should not be used always. If someone does not leave his bad habits in any way, then its use would be necessary. If purnishment is used again and again, it may create various kinds of complexes in the mind of pupils. Due to this their personality might be inbalance. Hence, purnishment should not be used as far as reward.

(iv)   The entire climate of the school should be made beautiful and co-odinating. Here responsibilty should not be borne by teachers and authorities alone, rather

for creating this type of atmophare the students/pupils, guardians and whole of the society will have to take responsibility.

(v)   Various creative activities should be given place in the school so that children may interact between themselves and learn discipline through respecting the views of one another.

2.5.5 Teaching and Learning Facilities Available in the Almajiri Model School System of Education Kaduna State, Nigeria

Scott (2013) defined facilities as "something that makes an action, operation or activity easier, interactional supportive, inspiring environment students' participation, classroom discipline and manageable and instructional satisfaction." Adeogun (2000) described teaching and learning facilities as "objects or devices which help the teacher to make a lesson easier to learn by the students/pupils. They refer to facilities that are concrete, physical which provide sound, visual or both to the sense organs during teaching and learning programs." He further mentioned that the physical facilities have their own components in the school as follows:

(i)   **Land:** This simply refers to the side area, all the buildings/ structure of any educational enterprises or organization which include school farm land as well as sports and game fields.

(ii)   **Buildings:** This includes classroom blocks, library buildings, office block, laboratories, workshops, hostels/dormitories, dinning halls, staff residential quarters, assembly halls, lecture rooms and theatres etc.

(iii)   **Furniture and Fittings:** This comprised of all the classrooms furniture, offices furniture, hostel/dormitories furniture, and staff residential furniture etc.

(iv)   **Equipment:** This includes laboratory and workshop equipment, agricultural science tools and implements, office equipment such as typewriters, computers, duplicating machines, photocopiers and calculators etc.

(v)   **Machinery:** This means the workshop machines and tools etc.

The entire above are very important because they create supportive and inspiring classrooms, opportunities for collaboration, students/pupils participation, control, and discipline, satisfaction of staff and students etc. Otu (2009) opined teaching and learning facilities as "all the entire materials, equipments, furnitures, school books, teaching aids, televisions, computers, videos, machines, projectors, blackboards, chalks, makers, buildings, classrooms, offices, libraries, workshops, playground, laboratories, exams halls and other structures such as power, telecommunication, fire suppression system and supply equipments." She added, the success of any leaning process depends largely on the instructional procedures of a given instructional procedure to achieve desired objective it must be properly harnessed through adequate and proper use of instructional facilities.

The instructional materials (teaching and learning facilities) have an intellectual content that by designed source as the major tool for assisting in the instruction of a subject or course. These items may be consisted of hard backed or staff backed, text books, electronic, consumables, learning laboratories, manipulative electronic media, computers and the transportation facilities such as vehicles, motor cycles for staff who is running up the school affair and students mobility e.t.c.

Bello (2007) related that teaching and learning facilities include textbooks, educational media (library media print and non print) chairs, pupils desks, chalk, white and black boards, television, registers, teaching aids buildings like library, laboratories

and other instructional facilities needed for effective instruction delivery like transport facilities (vehicles), maps, audio visual materials like videos, motion pictures, films clips, films trips, tape recorders projectors, apparatus for producing chemical and other reactions for demonstrating and monitoring instruments and equipment. Olagboye (2004) defined teaching and learning facilities as the general items that comprised such as radio, television, projectors, video tapes, slide viewers, CD players, flannel board, bulletin boards, models, environment cards, maps, charts, posters, pictures etc. which he emphasize their advantages toward facilitating teaching and learning in the school. He also explained them as follows:

(i)   **Flannel Board:** This is also known as felt board. It is a visual display device made by covering a piece hard surface like plywood, wooding board or building board as adequate size with flannel. Other facilities, wools, felt, cloth, blankets, towels, native woven cloth can be used in place of flannel. Moreover, pictures of people and animals, letters, figures, symbols, diagrams, cut outs, painting, cut outs from newspapers, magazines etc. on light or weight paper of adequate size with the back cover and with rough facilities to adhere to the flannel board. The simple principle is that a rough surface will adhere to another rough one when gentle pressure is applied. Usually, the back is made rough by attaching a piece of sand paper or by spreading a little quality of glue and sand on it. When the sand dries a rough surface is created.

(ii)   **Materials for Production:** This include a sheet of wood, study cardboard, or ceiling tile, soft cloth, towel blanket, knitted shawl, flannel and woven fabric.

(iii)   **Process:** This involves covering the sheet of wool, study cardboard or ceiling tiles, soft cloth, blanket, knitted shawl, flannel woven, fabric and place the board on a stand or on a chain apply sand and glue to the back of object to

place on the board and allow them to dry pressure when placing these objects on the board.

(iv)   **Bulletin Board:** it refers to as the notice board or bill board which is the equipment used for displaying information it could be mobile or permanent encased in glass compartment or it may be in a softwood or plywood.. It's visual equipment that facilitates learning. The information display may be typed writen, bills, posters, cartoons, comics, cutouts from newspapers, magazines etc.

(v)   **Enrichment Cards:** these are small cards usually displayed by hands, either one at a time or in series. This card has words writen in numbers that are printed on them that is briefly displayed as learning device that are easily used to inform, assess, opinion, or facilitate discussion in the classroom. They are intended to progressively enrich knowledge and perceptions on a given topic. Examples of enrichment cards are: flash cards, story cards, pictures, discussion cards, ranking cards, matching cards, serialized cards, lesson cards and file cards etc.

(vi)   **Model or Mockups:** These are facilities recognizable in for representation of a real thing. They are constructed in such a way that can be enlarged, reduced to represent the exact size of the real thing that is very difficult to study. Models and specimens have a distinct appeal to children for they attract their close attention better than charts.

(vii)   **Charts:** This can be described as any diagrammatic representation. It is a combination of pictorials, graphics, numerical or verbal materials prepared to a clear visual summary of vital process, concept or set of relationships. It may be locally or commercially produced as the most commonly used types of charts include outline charts, flow charts and flip charts.

(viii) **Poster:** posters are largely sheets of papers or card boards posted in a location where it can be frequently seen. It is usually has a writen and illustrated message and publicizes an idea or an event. The poster is a cardinal example of an imagination intensive medium that is created to stimulate reflection, shape attitude, inform, inspire and entertain. It can be also conscience when the observer is challenge to unravel a message which is not immediately evident.

(ix) **Pictures:** pictorial presentation is effective particularly for the learners having reading difficulties or small vocabularies. Pictures helped to illustrate and bring a sense of realities to what is taught, while charts contain the lesson facilities. The pictures are very important because they stimulate interest, create and correct impression and bring lesson to life. The other teaching and learning facilities are mostly improvised within or outside the school environment.

Rabi'u (2014) posited that to provide the appropriate teaching and learning facilities in the Almajiri Model School System of Education, the federal government designed to equipped them with modern teaching and learning facilities under Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) such facilities includes: language laboratories, Qur'anic recitation halls, classrooms, dormitories, clinics, vocational workshops, dining halls, Mallams quarters, text books, black boards, pupils desks, maps, audio-visual and visual materials, computers, motion pictures, registers and other necessary things needed for effective instruction in the schools.

2.6   Review of the Empirical Studies

Researches have been conducted similar to the present study concerning Almajiri System of Education as follows:

Abdulkadir (2003) conducted a research concerning the Almajiri education titled "Almajiri System of Education in Nigeria Today." His research has seven objectives, seven research questions and seven hypotheses in line with the objectives. His research design was a survey research design with the population of 5,090 and a sampled size of his study was 126 respondents which were selected randomly by the used of simple random sampling techniques. The biodata of the respondents of his study was subjected to descriptive statistics and the Analysis of Variance (ANOVA) was used for data analysis of his research and the realiability was obtained at (0.86) using Alpha test. (0.05) level of signifance was used in justifying the acceptance or rejection of the hypotheses. The findings of his research have shown that the Almajiri system of education is associated with the Problems such as rapid expansion (over population), malnutrition, poverty, poor infrastructural facilities, among others. His study has also made these recommendations that:

(1) Government should be hand in hand with the nongovernmental organizations fund the Almajiri School.

(2) The community where Almajiri schools were located should also contibute towards funding the Almajiri education system through allocation of alms to the system.

(3) Parents of the Almajiris should be well oriented to realize the value of the education and encourages them to providing what their children might have used to carter for their lives and remain in the system than begging.

(4) Facilities should be provided in the schools for effective and learning in the schools.

(5) Maintainance culture should be inculcated among the school administrators and their staff for proper management of the Almajiris schools.

His study contributed to field of the knowledge for people were enlighted about the measures that are needed toward reviving the Almajiri system of education for better, to avoid lost of potential scholars. Moreover, the relationship between the present study and that of Abdulkadir is that, all the studies are survey designed and purposely undertaken to find out the actual situations of Almajiri System of Education with the aims to provide workable solutions to improve the system to meet-up with the standards. His research differed from this study because the scope of his study was for the whole Nigeria while the present study aimed at assessing the management aspects of the Almajiri Model Schools (the newly introduced ones) in terms of funding, staffing, welfare of staff and pupils, enrolment of pupils, discipline of pupils as well as the teaching and learning facilities in the system.

Like wise, his study was very wide and he concerntrated on the whole Almajirai Tsangaya System of Education practiced over years ago (since during the free colonial era) which is not easy to tackle at once because of the rapid expansion of the Tsangaya schools in terms of the population else where in Nigeria.

Another study was carried out by Yaqub in the year 2010 titled "Assessment of Almajiri System of Education and its Implication to Child, Family and National Development in Zaria Local Government Area, Kaduna State." The study has five specific objectives, five research questions and five hypotheses. His study was adopted survey research design and the population of his study was 2385 from which the sample size of 135 respondents was selected using simple random sampling techniques. He used Likert type of questionnaire for collection of data among the sampled respondents of his study. The reliabilty was obtained at 0.60 level of significance using Pearson Person Moment Correlation Coefficient (PPMRC).

The biodata of the respondents of his study was subjected to descriptive statistics and the Analysis of Variance (ANOVA) was used for data analysis of his research where 0.05 level of signifance was used in justifying the acceptance or rejection of the hypotheses. The findings of his study have shown that there is relationship between the issues concerning integrative approach, private sector participation in the Almajiri system of education and the impact of the system on child family and national development and that Almajiri education has an implication to child, family, and national development as well as in the relationship to their socialization. He also recommended that:

(1) The Government of the Northern States should put their heads together, through the governors forum to tackle the phenomenon of the Almajiri schools to make sure that the Almajiri child is treated like a child not as a slave.

(2) The solutions should not be one time, but gradual one so that the schools should be like a next home to Almajiri child not like a prison.

(3) The private sector should be encouraged to set up islamiyya primary and secondary schools to complement the effort of the various tiers of government.

(4) The teacher of Almajiri School (Malam) should give more care to Almajirai like their wards by encouraging them to live as social as human being.

(5) The community and perents should volunteer to pay regular visit to the Almajiris schools to attent their problems and offer help that would encourage them to live freely and feel they are members belonging to the community

(6) The malams of the Almajiris should allow the formal education teachers to be integrated in to their schools to help socializing their wards.

His study has relationship with the present study because they all focused on the situation of Almajiri system of education in order to provide means for improving its

situation for better. Moreover, his study is similar to this because both employed the same kind of research design (Survey Research), similar instrument for data collection and the same tools for data analysis. His study differed with this because the present study titled 'Assessment of the Management of Almajiri Model Schools System of Education in Kaduna State. Specifically, it is objectives to find out the funding, staffing, enrolment of pupils, welfare of staff and pupils, discipline of pupils and teaching and learning facilities, while his own was focused on the Assessment of the Situation of Almajiri System of Education and its Implication to the Child, and Family Socialization in Zaria Local Government, Kaduna State.

It is also differed with this study because the present research has wider scope for it covered all the areas that Almajiri Model Schools were located in Kaduna State, while his is narrower than this because it was only focused within the scope of Zaria Local Government, Kaduna State.

Moreover, another research tittled "Assessment of Almajiri System of Education and its Implication in Zazzau Emirates" was carried out by Abdullahi in the year 2010. He raised five (5) objectives, five (5) research questions and five (5) hypotheses.

The population of his study was 4102 and the instrument used for data collection was self designed questionnaire and a sample of 125 people was drawn using simple random sampling. The reabilty was obtained at 0.79 level of significance using Pearson Person Moment Correlation Coefficient (PPMRC). The biodata of the respondents of his study was subjected to descriptive statistics using frequencies, percentages and mean.

Analysis of Variance (ANOVA) was used for data analysis of his research where 0.05 level of signifance was used in justifying the acceptance or rejection of the hypotheses. His study revealed among others that the Almajiri system of education has

implication on most of the Almajirai in Zazzau Emirate, the curriculum is in adequate, and that leads to challenges facing the system. Based on the findings of his study, he was recommended that:

(1)   Government should consider addressing the feeding and welfare needs of Almajiri and their teachers (Ulama).

(2)   Infrastructural facilities should also be provided among others.

The present study differed from his because of its wider scope for his own ends only within the Zazzau emirates which is only a portion of Kaduna State while the present one aimed to improve the system in Kaduna State as whole.

Another related study was conducted by Labaran, Tanimu, Kasimu, Abbas, Mahrazu and Ahmad in the year 2006 titled "The Cases and Social Effect of Child – Abuse: A perspective of Almajiranci in Zaria Local Government Area of Kaduna State." Five (5) objectives, five (5) research questions were asked and five (5) hypotheses were formulated .The study was a survey research design with the total population of 1562 people and the 200 respondents were selected using simple random sampling. The instrument used for data collection was Likert style questionnaire and the realiability index was obtained at 0.98. Analysis of Variance (ANOVA) was used for hypotheses testing and 0.05 level of significant was used to justify the acceptance or rejection of the tested hypotheses. The findings of their study have shown that:

(1)   Almajiranci has contributed to child abuse in relationship to the Almajiri social aspect in Zaria Local Government Area of Kaduna State among others. Based on the findings of their study they recommended that government parent and the community should raise alerm on this phenomenon in Zaria local government by putting hands together to address the menance.

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(2)   Proper care should be given to Almajiri child in the Almajiri schools among others.

The present study has gone per beyond their study in terms of its uniqueness because it concerned with the management aspect of the Almajiri Model School System of Education in Kaduna State, Nigeria   were six objectives raised, six research questions were asked and six hypotheses were formulated. The present research also differed from their study because it has gone far beyond Local Government but wider in scope up to the State level. In terms of similarity both of the studies adapted a survey research design, similar instrument for data collection and analysis.

2.7   Summary

From the whole of this chapter, the concept of management has been defined as the process of putting together human and materials resources in order to attain common goals and pre-determined objectives from the view points of the scholars of the field. It is also concerned with implementing planned programs and policies related to the organization. In short, it is the process of designing and maintaining of an environment which individuals working together in a group efficiently to accomplish pre-determined objectives.

Moreover, the term Almajiri system of education which originated from the Arabic word 'Almuhajirun' simply means immigration illusion to the time of the Holy Prophet (SAW) when the people of Mecca' migrated to '*Madina almunawwarah'* (Ancient City of Mecca). It is defined by many scholars like Shehu, Tahir and Abdulkadir in different ways but all mean thesame thing. All their Almajiri definitions implies "a traditional way by which children would be sent to places far away from their parents where they would be under the custody of Malam to acquire religious knowledge." Through the system,

children not only learnt Qur'anic knowledge but also theology and jurisprudence knowledge for moral and spiritual upbringing. The system was brought to Africa since during the Ummayad Caliphs and expanded by the Arab Barbers of Tunusia, Algeria and Marocco to Ghana.

Like wise, Federal Government of Nigeria has made a plan to integrate and improve the Almajiri Qur'anic system of education in Kaduna, Kano, Borno, Sokoto, Jigawa, Gombe, Bauchi and other Northern part of the country practicing it in order to achieve the objectives of the Universal Basic Education Programe and the Millennium Development Goals. Different theories such as scientific management theory which is developed by Fredrick Winslow Taylor 1856 – 1917 who discovered some shortcomings of administration as lack of clear concept, in effective standards that were applied to work, absent of incentives, existence of systematic soldering at work places, existence of rule of emotion at work places, no overall study of management and labour, workers were randomly placed at task. Good supervision and good working condition also motivate people to work has been discussed. The scientific management theory has laid to the development of strict supervision, subordination of employees' adherence of the organizational rules and reward for a good job and punishment for bad job.

The second theory used was developed by Fayol 1888 who stated that the administrative activities is concerned with the technical activities (production and manipulating) commercial activities buying, selling, exchange, financial protection of property and person which involved planning, organization, controlling and commanding. Then he came up with eight 8 principles of administration which are very essential in any organization which include discipline, unity of command, unity of direction, subordination

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of individual interest, remuneration, centralization, scalar chain, order, initiative, equity, stability & tenure of personnel and exprit- de- corp.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The focus of the study is mainly on the Assessment of the Management of Almajiri Model School System of Education in Kaduna State. Therefore, this chapter discusses the research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of the research instrument, procedure for data collection and the statistical method by which data was analyzed.

3.2 Research Design

This is a descriptive study and therefore, a survey design was adopted for this study. Nichamic and Nashmias (1988) in the work of Isah (2010) ascertain that "descriptive survey research design always deals with the gathering of information concerning a large number of people using questionnaire and interview." Kalton (1983) added that "survey research design always attempts to picture or documents the current conditions or attitude and why they exist in the process." For that, survey research design was considered appropriate to this study for the assessment of the management of the Almajiri Model School System of Education in KadunaState.

3.3 Population of the Study

The population of this study is 876 out of which 92 were the teaching and non teaching staffs, 772 were pupils of the Almajiri model schools and the 12 were the State Universal Basic Education (SUBEB) officials, Kaduna State as in the table 3.3.1

Table: 3.3.1 Population Distribution of the Study

S/No	Names of Schools	Local Government Area of the Schools	Population of Staff	Population of Pupils	Population of SUBEB Officials
1	Ummaru Musa 'Yar'aduwa Almajiri Bi-Lingual Model Boarding Primary School, Maraban Gwanda	Sabon Gari	26	126	12
2	Almajiri Semi-Boarding Primary School Lungu, Soba	Soba	13	I14	0
3	Almajiri Semi-Boarding Primary School, Labar	Igabi	11	112	0
4	Almajiri Model Boarding Primary School, Hunkuyi	Kudan	10	98	0
5	Almajiri Model Boarding Primary School, Birnin Gwari	Birnin Gwari	13	116	0
6	Almajiri Bording	Kagarko	08	86	0

	Primary school, Jere				
7	AlmajiriSeni-Boarding Primary School, Dan Alhajin Gabas, Lere	Lere	11	120	0
	TOTAL		92	772	12

Source: Desk Officer Almajiri Education SUBEB, Kaduna (2014)

3.4 Sample and Sampling Techniques

The researcher utilized simple random sampling techniques in selecting the required sample size of all the respondents from the purposive selected Almajiri Model Schools among the 92 staff, 772 pupils and the 12 officials' of the State Universal Basic Education Board (SUBEB) Kaduna State. This is based on the assertion of Fink (1985) posited that "simple random sampling techniques is very important in a survey research for when using it, all the respondents are given equal chance of being selected without bias or specifically, preferences given for its inclusion in the sample as respondents." The researcher used 20% of the respondents population in determining the sample size of the study as Ujo (2000) viewed that "when using simple random sampling to determine the required size of the study, it is authorized to used 20% of the total number of the respondents' population to obtain an accurate data concerning the situation under study." as in table 3.4.1

Table 3.4.1 Sample Size of the Study

S/No	Names of Schools	Local Government Area of the Schools	Sample Size of Staff	Sample Size of Pupils	Sample Size of SUBEB Officials
1	Ummaru Musa 'Yar'aduwa Almajiri Bi-Lingual Model Boarding Primary School, Maraban Gwanda, Zaria	Sabon Gari	3	25	12

2	Almajiri Semi-Boarding Primary School Lungu, Soba	Soba	3	22	0
3	Almajiri Semi-Boarding Primary School, Labar	Igabi	3	22	0
4	Almajiri Model Boarding Primary School, Hunkuyi	Kudan	3	18	0
5	Almajiri Model Boarding Primary School, Birnin Gwari	Birnin Gwari	3	20	0
6	Almajiri Bording Primary school, Jere	Kagarko	3	18	0
7	AlmajiriSeni-Boarding Primary School,Dan Alhajin Gabas	Lere	3	25	0
	TOTAL		**21**	**150**	**12**

3.5 Instrumentation

The instrument purposely used for collection of data among the sampled respondents of this study was the five Likert style questionnaire. This was based on the opinion of Danes (1990) in Ujo (2000) that Likert rating scale famously known as 'summated rating scale' which is suitable and comprehensively used in education for measuring effective traits and construction of the scale entails generating a list of gradual responses options where by an individual is expected to indicate his/her degree of agreement and disagreement of the statement.

The researcher distributed 183 questionnaires based on the sample drawn from the population of the study out of which 21 were given to the staff, 150 for the pupils and 12 for the SUBEB officials to fill respectively. However, the researcher was able to retrieve only 160 filled questionnaires out of the 183.

3.5.2 Validity of the Research Instrument

Judd, Smith and Rand Kidder (1991) and Anestesis in Bsaha (2010) asserted that "the validity of the content of the research instrument should only be accepted when it

checked by an expert." Therefore, the research instrument was designed based on the six objectives, research questions and postulated hypotheses of the study and subjected to the experts (researcher's supervisors in the Department of Educational Foundations and Curriculum, Administration and Planning Section and the experts from the Department of English Language of Ahmadu Bello University, Zaria who endorsed, determined and validated its content.

3.5.3 Pilot Study

Isah (2010) opined that "pilot study is conducted purposely to obtain reliability before going in to the field for undertaking the main research."A pilot study was conducted in Almajiri Bio-lingual model primary school, Maraban Gwanda Sabon Gari, Zaria, and Kaduna State where 30 copies of the questionnaire were distributed for pilot testing. The questionnaire was designed to test the opinions of the respondents based on the Six (6) objectives, Six (6) research questions and Six (6) postulated hypotheses of the research. The data collected was subjected to statistical analysis through the use of Cronbach's Alpha reliability coefficient test.

3.5.4   Reliability of the Study

The reliability of the instrument was obtained at (0.87) reliability coefficient using Cronbach's Alpha Test. This means that the instrument was considered reliable and was able to measure what it meant to be measured. As Mukhejee (1983) in Idris (2014) opined that "the requirement for the internal consistency is an average value of the correlation co-efficient which must be higher than 0.80" and Martin (2009) in Isah (2010) asserted that 0.70 is generally accepted as a sign of acceptable reliability.

3.6   Procedure for Data Collection

The researcher administered One Hundred and Eighty Three (183) copies of Likert style questionnaire to the respondents which includes the Twenty One (21) staff and One Hundred and Fifty (150) pupils from the Almajiri model schools through the office of the head teachers of the seven (7) sampled Almajiri model schools in Kaduna State with the aimed to create an avenue for more explanation on the significance of the study. The researcher also administered Twlve (12) copies of the questionnaire to the State Universal Basic Education Board (SUBEB) officials who looked over the Almajiri model schools through the office of the Desk Officer Almajiri education Kaduna State who is the in charge of the programme in the state. It was fully explained to the pupils who find it very difficult to understand what it was designed for with the help of the staff. The questionnaire consisted of Sixty (60) item statements of opinion based on the six objectives, research questions and postulated hypotheses of the study.

3.7 Procedure for Data Analysis

This study employed a number of descriptive and inferential statistics for the analysis of the data collected. The Bio-data of the respondents were subjected to descriptive statistics were their frequency, mean and standard deviation as well as the percentages was determined and used to answer research questions. The interpretation of the data analysis was made for each table. Moreover, hypotheses of the study were tested by the used of one way Analysis Of Variance (ANOVA) because the researcher has more than two groups. The 0.05 Level of significance was used to justify the acceptance or rejection of the hypotheses of the study. This is based on the assertion of Best (1999) in Idris (2014) that "0.05 error (level of significance) is allowed and it was commonly used by social sciences and educational researchers."

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

This chapter presents the analysis and discussion of data collected for the study. The presentation is of two sections: section 'A' consisted of bio-data of the respondents which comprised of status, gender, age, marital status, level of class attended, qualifications, years of working experience and grade level while section 'B' consists of the data presentation and analysis of the one- to - sixty (1-60) item statements of the respondents openions based on the six postulated hypotheses of the study.

A total of 183 copies of the questionnaire were distributed among the respondents of the study where by Twenty One (21) copies of the questionnaire were distributed among staff but only Ten (10) copies were returned, One Hundred and Fifty (150) copies were distributed to the pupils but only One Hundred and Fourty (140) copies were returned and Twelve (12) copies were distributed to the SUBEB officials and only 10 copies were retrieved. Therefore, out of the One Hundred and Eighty Three (183) copies of the questionnaire distributed only One Hundred and Sixty (160) copies were retrieved.

The analysis therefore, was based on the data gathered from the retrieved number of the questionnaire. The data were also presented in a tabular form and each table contained serial number, item statements, category of the respondents. The respondents' openions were presented in frequences and percentages. Moreover, the chapter contains the interpretation of the hypotheses testing in tabular forms with explanations of acceptance or rejection based on the Analysis of Variance (ANOVA). Sixty (60) items statements were used in the assessment of the respondent's opinions (find in Appendix A). Tables were presented and items analysis was done in the presentation of findings.

4.2 Distribution Bio-Data

This section gives information on the Bio-Data of respondents using frequency table and percentage it covers item 1-8 which includes: status; gender; age; marital status; level of class attended; qualifications; years of working experience and grade level. Table 7 is on status of respondents: qualification and experience.

Table 7: Status of the Respondents

Category	Frequency	Percentage (%)
Pupils	140	87.5
Staff	10	6.3
Officials	10	6.3
Total	**160**	**100.0**

Table 7 showed the status of the respondents by category where pupils have the highest frequency and percentage because they were 140 representing (87.5%), 10 representing (6.3%) were the staff and 10 representing (6.3%) were ministry the officials. Table 8 is on sex of respondents.

Table 8: Sex of the Respondents

Category	Frequency	Percentages (%)
Males	150	93.8
Females	10	6.2
Total	**160**	**100.0**

The table 8 showed that males have the highest frequency because they were 150 representing (93.8%) and the trequency of females were 10 which indicated the (6.2%). The table 9 is on marital status of respondents.

Table 9: Marital Status of the Respondents

Category	Frequency	Percentages (%)
Married	10	6.2
Single	150	93.8
Total	**160**	**100.0**

According to the table 9, it showed that single respondents have the highest frequency 150 representing (93.8) percent. The table 10 is on age group of the respondents

Table 10: Age Group of the Respondents

Category	Frequency	Percentages (%)
07-18	120	75
19-30	25	15.6
31-40	10	6.3
41-50	03	1.9
51- and Above	02	1.25
Total	**160**	**100.0**

The table 10 showed that majority of the respondents between the age group of (07-20 years) have the highest frequency and percentage, they were 120 and representing (75%) of the respondents. The table 11 is on the qualification of the respondents.

Table 11: Qualifications of the Respondents.

Category	Frequency	Percentage (%)
SSCE	00	0
Grade II	00	0
Diploma	03	1.9
NCE	07	4.4
HND	00	0
B.Ed	03	1.9
B.Sc	02	1.2
PGD	00	0
M.Ed	03	1.9
M.Sc	02	1.2
P.hD	00	0
Others	140	87.5
Total	**160**	**100.0**

The table 11 showed that the respondents with other qualifications have the highest frequency 140 and percentage of (87%) followed by those that have Nigeria

Certificate in Education (NCE) with the frequency 7 and the percentage of (4.4%)

Table 12 is on the experience of the respondents.

Table 12: Eexperience of the Respondents

Category	Frequency	Percentage (%)
0-5	150	93.8
6-10	06	3.7
11-15	02	1.25
16-20	02	1.25
21 and above	00	0.0
Total	**160**	**100.0**

The table 12 showed that the respondents who have (0-5 years) working experience were of the highest number (150) and percentage (93.8%) followed by those who have (6-10 years) and the percentage of (3.7%). Table 13 is on the grade level of the respondents.

Table 13: **Grade Level of the Respondents**

Category	Frequency	Percentage (%)
0-5	152	95
6-10	06	3.75
11 and above	02	1.25
Total	**160**	**100.0**

The table 13 showed that the respondents from 0-5 grade levels have the highest frequency of 152 and their percentage was (95%).

4.3   Opinions of the Staff, Pupils and SUBEB Officials on the Assessment of the Management of Almajiri Model School System of Education in Kaduna State, Nigeria.

This section of the research presents the analysis and discussion of data related to raised research questions and objectives of the study which are set to ascertain the funding of Almajiri model school system of education in Kaduna State, to find out the staffing in the Almajiri model school system of education in Kaduna State, to assess the enrolment of pupils in the Almajiri model school system of education in Kaduna

State, to examine the welfare facilities for staff and pupils in the Almajiri model school system of education in Kaduna State, to investigates discipline measures for pupils of the Almajiri model school system of education in Kaduna State and to examine the availability of teaching and learning facilities in the Almajiri model school system of education in Kaduna State.

4.3.1 Opinions of Staff, Pupils and SUBEB Officials on Funding of Almajiri Model School System of Education in Kaduna State, Nigeria.

This section covers items 1-10 in the questionnaire. It presents analysis of the respondents responses in a table. Item 1 stated whether federal government is funding Almajiri model school system of education in Kaduna State. Item 2 stated whether the state government is funding Almajiri model school system of education in Kaduna State. Item 3 stated whether local government is funding Almajiri model school system of education in Kaduna State. Item 4 stated whether Non-gogernmental organizations (NGOs) are funding Almajiri model school system of education in Kaduna State. Item 5 stated whether traditional leaders are funding Almajiri model school in Kaduna State. Item 6 stated whether religious bodies are funding Almajiri model school system of education in Kaduna State. Item 7 stated whether Almajiri model school system of education is being funded from Zakkat (Alms from Islamic treasury) in Kaduna State. Item 8 stated whether parents of Almajirai are funding the Almajiri model school system of education in Kaduna State. Item 9 stated whether Islamic Scholars (Ulama) are funding Almajiri model school system of education in Kaduna State. Item 10 asked whether Almajiri model school system of education is being funded from the money of sadaqat in Kaduna State. The analysis was done in table 14.

Table 14: Opinions of Staff, Pupils and SUBEB Officials on Funding of Almajiri Model School System of Education in Kaduna State, Nigeria.

S/No	Item Statement	Response Categories					
		SA	A	UD	D	SD	Mean
1	Federal Government is funding Almajiri model school system of education in Kaduna State.	40	46	47	11	13	4.20
2	State Government is funding Almajiri model school system of education in Kaduna State.	90	33	16	12	09	4.14
3	Local Government funding the the Almajiri model school system of education in Kaduna State.	44	40	48	14	14	3.54
4	Non-governmental Organizations (NGO's) are funding Almajiri model school system of education in Kaduna State.	95	13	11	11	04	4.31
5	Islamic scholars are funding Almajiri model school system of education in Kaduna State.	05	04	10	99	42	2.38
6	Traditional leaders are funding Almajiri model school system of education in Kaduna State.	73	16	28	29	14	3.66
7	Religious bodies are funding Almajiri model school system of education in Kaduna State.	29	56	30	35	10	3.37
8	Almajiri model school system of education is being funded from zakat (Alms) generated money from Islamic treasury in Kaduna State.	36	49	30	35	10	3.41
9	Parents of Almajirai are funding Almajiri model school system of education in Kaduna State.	40	46	47	11	13	3.54
10	Almajiri model school system of education is being funded from Sadaqat (charity) generated fund in Kaduna State.	96	40	14	6	4	3.26
	Cumulative Mean						**3.78**

Decision Mean =3.000

The results in table 14 showed that there were sources for funding Almajiri model school system of education in Kaduna State, Nigeria. This is because their cumulative mean response of 3.78 is higher than the decision mean of 3.000. It is

indicated that majority of the respondents believed that, on-governmental organizations are funding for good management of Almajiri model school system of education in Kaduna State, as this attracted the highest mean of 4.31. It was also believed that federal government is funding Almajiri model school in Kaduna State, as it attracted the second highest mean of 4.2

4.3.2 Opinions of the Respondents on Staffing of the Almajiri Model School System of Education in Kaduna State, Nigeria.

This section contained 10 items 11 to 20 in the questionnaire. It presents analysis of the opinions of the respondents using decision mean in comparison with the cumulative means in the table. Item 11 endeavoures to find out whether positions are specified with objectivity for the recruitment exercise of the Almajiri model school system of education in Kaduna State. Item 12 asked whether internal and external advertisements are done to invite suitable interested applicants. Item 13 asks whether successful applicants are shortlisted for staffing in Almajiri model school in Kaduna State. Item 14 investigates whether successful applicants are interviewing for staffing in Almajiri model school in Kaduna State. Item 15 asks whether educational status of the applicants is considered in the process of staffing of Almajiri model school. Item 16 is to find out if the highly competant applicants are retained during staffing of Almajiri model school. Item 17 asks whether specializations of the applicants are considered during staffing for Almajiri model school. Item 18 find out whether working experience is considered for staffing of Almajiri model school system of education in Kaduna State. Item 19 asks whether salary scales of the posts are being specified in the process of staffing of Almajiri model school. And Item 20 asks whether conditions for termination of appointment are specified for staffing of Almajiri model school. The analysis was presented in table 15.

Table 15: **Opinions of Respondents on Staffing of the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S/No	Item Statement	Response Categories					
		SA	A	UD	D	SD	Mean
11	Positions are specified with objectivity for staffing in Almajiri model school system of education in Kaduna State.	96	34	14	10	06	4.28
12	Internal and external advertisements are done to invite suitable interested applicants.	35	39	56	15	15	3.40
13	Successful applicants are shortlisted for staffing of Almajiri model school in Kaduna State.	108	34	08	08	02	4.49
14	Successful applicants interviewed for staffing of Almajiri model school in Kaduna State.	67	16	29	33	15	3.54
15	Educational status of applicant is considered for staffing of Almajiri model school in Kaduna State	29	74	20	17	20	3.47
16	Highly competent applicants are retained for staffing of Almajiri model school in Kaduna State	47	56	34	17	06	3.76
17	Specializations of the applicants are considered for staffing of Almajiri model school in Kaduna State.	65	48	24	18	05	3.94
18	Working experience of applicants is considered for staffing of Almajiri model school.	100	26	14	14	06	4.25
19	Salary scales of posts are being specified for staffing of Almajiri model school in Kaduna State	73	16	28	29	14	3.66
20	Conditions for termination of appointment are being specified for staffing of Almajiri model school in Kaduna State.	30	65	20	19	26	3.34
	Cumulative Mean						**3.81**

Decision mean = 3.000

Table 15 showed the highest opinions of respondents on staffing in the Almajiri model school system of education in Kaduna State, Nigeria as the cumulative mean of 3.81 is higher than the decision mean of 3.000. Specifically, most of the respondents believe that successful applicants are being shortlisted during staffing of Almajiri

model school in Kaduna State, as this attributed the highest mean response of 4.49 and followed by the respondents responses on the salary scale of the post are being specified which generated the means of 4.25.

4.3.3   Opinions of the Respondents on Pupils Enrolment in the Almajiri Model School System of Education in Kaduna State, Nigeria.

This Section contained ten (10) items that is (21 to 30) in the questionnaire. It presents the analysis on the opinions of the respondents on the pupil's enrolment in Almajiri model school system of education in Kaduna State. Item 21 asks if form is purchased before an Almajiri child enrolls in to the Almajiri model school in Kaduna State. Item 22 find out whether Almajiri must have interest before he enrolls in to Almajiri model school in Kaduna State. Item 23 asks whether Almajiri child must attend the prescribed school age before he enroled in to Almajiri model schools in Kaduna State. Item 24 investigates whether Almajiri child must be an indigene of the LGA's of the schools before he will be accepted to be enroled in to Almajiri model school in Kaduna State. Item 25 asks whether Islamic scholars must be consulted before Almajiri child is enroled in to Almajiri model school in Kaduna State. Item 26 asks whether parents of Almajiri must be consulted before Almajiri enrolls in to Almajiri model school in Kaduna State. Item 27 asks whether Almajiri child must be screened before he enrolls in to Almajiri model school in Kaduna State. Item 28 findout whether registration fees must be paid for enrolment of Almajiri in to Almajiri model school in Kaduna State. Item 29 asks whether uniform must be purchased before Almajiri child enrolls in to Almajiri model school in Kaduna State Item 30 investigates whether cutleries must be purchased before Almajiri enrolls in to the Almajiri model school in Kaduna State. The analysis was presented in table 16.

Table 16:   **Opinions of the Respondents on Pupils Enrolment in the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S/No	Item Statement	Response Categories					
		SA	A	UD	D	SD	Mean
21	Form is purchased before an Almajiri child enrolls in to the Almajiri model schools in Kaduna State.	26	70	18	22	08	3.76
22	Almajiri child must have interest before he enrolls in to Almajiri model school in Kaduna State.	67	16	29	33	15	3.54
23	Almajiri child must attend the prescribed school age before he enrolls in to Almajiri model school in Kaduna State.	29	74	20	17	20	3.47
24	Almajiri child must be an indigene of the LGA's of the schools before he will be accepted to be enroled in to Almajiri model school in Kaduna State.	47	56	34	17	06	3.76
25	Islamic scholars must be consulted before Almajiri enrolls in to Almajiri model school in Kaduna State.	65	48	24	18	05	3.94
26	Parents of Almajiri must be consulted before Almajiri enrolls in to Almajiri model school in Kaduna State.	108	34	08	08	02	4.49
27	Almajiri child must be screened before he enrolls in to Almajiri model school in Kaduna State.	73	16	28	29	14	3.66
28	Registration fees must be paid for enrolment of Almajiri in to Almajiri model school in Kaduna State.	40	54	36	17	13	3.44
29	Uniform must be purchased before Almajiri child enrolls in to Almajiri model school in Kaduna State.	42	56	38	18	06	3.69
30	Cutleries must be purchased before Almajiri enrolls in to the Almajiri model school in Kaduna State.	67	45	23	18	07	3.92
	Cumulative Mean						**3.97**

Decision mean = 3.000

From the table 16, it attributed that there are criteria for enrolment of pupils in to the Almajiri model schools in Kaduna State, Nigeria. This is because the cumulative mean of 3.97 is higher than the decision mean of 3.000. On item analysis, majority of respondents stand on the opinions that parents of the Almajiri child must be consulted before he enrolls in to the Almajiri model schools in Kaduna State as it

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obtained the highest mean of 4.49. And it followed by the item statement of that Islamic scholars must be consulted before Almajiri child enrolls in to the Almajiri model school in Kaduna State as it obtained the highest mean scores of 3.94 respectively.

4.3.4   Opinions of the Respondents on Welfare Facilities Provided for Staff and Pupils of Almajiri Model School System of Education in Kaduna State, Nigeria.

This Section contained ten (10) items that is (31 to 40) in the questionnaire. It presents the analysis of the opinions of the respondents (staff, pupils and SUBEB officials) on the welfare facilities for staff and pupils in the Almajiri model school in Kaduna State, using cumulative means of 3.000 by comparing it with decision means to determine highest responses of respondents. Item 31 endeavourers to ask whether staff of Almajiri model school enjoy pension and gratuity in Kaduna State. Item 32 asks whether staff / pupils of Almajiri model school enjoy traveling allowances in Kaduna State. Item 33 investigates whether staff of Almajiri model school are given study leave with pay (Scholarship) in Kaduna State. Item 34 asks whether staff of Almajiri model school are given vehicles loan in Kaduna State. Item 35 asks whether staff of Almajiri model school enjoy annual leave grand in Kaduna State. Item 36 find out whether Staff of Almajiri model school enjoy bank loan in Kaduna State. Item 37 asks wither staff of Almajiri model school enjoy housing loan in Kaduna State. Item 38 asks whether staff/pupils of Almajiri model school enjoy health insurance scheme in Kaduna State. Item 39 investigates whether soap and detergents are given to staff/pupils free in Almajiri model school in Kaduna State. Item 40 investigates whether books and other writing materials are given pupils free in Almajiri model schools in Kaduna State. And the analysis was presented in table 17.

Table 17: **Opinions of the Respondents on the Welfare Facilities Provision for Staff and Pupils of Almajiri Model School System of Education in Kaduna State, Nigeria.**

S/No	Item Statement	Response Categories					
		SA	A	UD	D	SD	Mean
31	Staff of Almajiri model school enjoy pension and gratuity in Kaduna State.	42	05	38	18	06	2.41
32	Staff / pupils of Almajiri model schools enjoy traveling allowances in Kaduna State.	67	45	23	18	07	3.92
33	Staff of Almajiri model school are given study leave with pay (Scholarship) in Kaduna State.	40	56	30	18	02	3.45
34	Staff of Almajiri model school are given vehicle loan in Kaduna State.	47	56	34	17	06	3.76
35	Staff of Almajiri model school enjoy annual leave grand in Kaduna State	35	39	56	15	15	3.40
36	Staff of Almajiri model school enjoy bank loan in Kaduna State.	73	16	28	29	14	3.66
37	Staff of Almajiri model school enjoy housing loan in Kaduna State.	60	45	30	16	09	3.82
38	Staff/pupils of Almajiri model school enjoy health insurance scheme in Kaduna State.	46	50	30	15	05	3.47
39	Soap and detergents are given to staff/pupils free in Almajiri model school in Kaduna State.	41	56	40	15	08	3.47
40	Books and other writing materials are given to staff/ pupils free in Almajiri model school in Kaduna State.	33	42	50	20	15	3.36
	Cumulative Mean						**3.49**

Decision mean = 3.000

It can be noted from the result of in the table 17 that, all the cumulative mean response of respondent's placed at 3.49 and it is higher than the decision mean of 3.000. The highest responses of the respondents believed that staff and pupils of Almajiri model school enjoyed traveling allowances in Kaduna State which are 3.92 and the staff enjoyed bank and housing loan which attracted the mean scores of 3.82.

4.3.5 Opinions of the Respondents on Discipline Measures Put in Place for Pupils of the Almajiri Model School System of Education in Kaduna State, Nigeria.

This Section contained ten (10) items that is (41 to 50) in the questionnaire. It presents the analysis of the respondents responses on discipline measures put in plce for pupils in the Almajiri model school system of education in Kaduna State. Item 41 investigates whether there is cooperation and administrative rules in the Almajiri model schools in Kaduna State. Item 42 asks whether guardians are monitoring their wards in Almajiri model schools in Kaduna State. Item 43 is to find out if good behavior is rewarded to maintain discipline in the Almajiri model schools in Kaduna State. Item 44 seeks to understand whether bad behaviors are punished in the Almajiri model schools in Kaduna State. Item 45 investigate whether punctuality and regularity is maintained in the Almajiri school model school in Kaduna State. Item 46 asks whether pupils carried out school tasks with mutual respect in Almajiri model school in Kaduna State. Item 47 find out whether the climate of Almajiri model school in Kaduna State is made beautiful in such a way that will create discipline. Item 48 asks whether team work is maintained among pupils/staff with discipline in Kaduna State. Item 49 asks whether the traditions of Almajiri model school in Kaduna State are made to develop discipline among pupils. And item 50 endeavors to find out whether creative activities are given place for pupils to drive mental /emotional satisfaction in Almajiri model school system of education in Kaduna State. The analysis was presented in table 18.

Table 18: **Opinions of Respondents on Discipline Measures Put in Place for Pupils of the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S/No	Item Statement	Response Categories					
		SA	A	UD	D	SD	Mean
41	There is Cooperation and administrative rules in the Almajiri model schools in Kaduna State.	30	65	20	19	26	3.34
42	Guardians are monitoring their wards in Almajiri model schools in Kaduna State	67	16	29	33	15	3.54

43	Good behavior rewarded to maintain discipline in the Almajiri model schools in Kaduna State.	29	74	20	17	20	3.47
44	Bad behaviors are punished in the Almajiri model school in Kaduna State.	47	56	34	17	06	3.76
45	Punctuality and regularity is maintained in the Almajiri school model school in Kaduna State.	65	48	24	18	05	3.94
46	Pupils carried out school tasks with mutual respect in Almajiri model school in Kaduna State.	20	106	14	12	08	3.74
47	The climate of Almajiri model schools are made beautiful to create discipline in Kaduna State.	73	16	28	29	14	3.66
48	Team work is maintained among pupils with discipline in Almajiri nodal schools in Kaduna State.	100	22	08	06	04	4.43
49	The traditions of Almajiri model schools were made to develop discipline among pupils in Kaduna State.	32	34	30	56	08	3.16
50	Creative activities are given place for pupils to drive mental/emotional satisfaction in Almajiri model school in Kaduna State.	67	45	23	18	07	3.92
	Cumulative Mean						**3.97**

Decision Mean = 3.000

Table 18 showes that, there is discipline of pupil in the Almajiri model school system of education in Kaduna State, Nigeria because the overall mean response of 3.69 was found to be much higher than the decision mean of 3.000. From the majority of the respondents there was high degree on team work is maintained among pupils with discipline in Almajiri Modal school system of education in Kaduna State for it is real that the item has highest means of 4.43, followed by the item which revealed punctuality and regularity is maintained in the Almajiri model school system of education in Kaduna State from the indication of its higher means of 3.92.

4.3.6: Opinions of the Respondents on Availability of Teaching and Learning Facilities in the Almajiri Model School System of Education in Kaduna State, Nigeria.

This section contains the analysis of the respondents responses on the ten (10) items from 51 to 60 in the questionnaire that are concerned with the availability of teaching and learning facilities in the Almajiri model school system of education in Kaduna State. The Items 51 investigated the opinions of the respondents on whether teaching and learning facilities of Almajiri model school system of education in Kaduna State provide effective instructional delivery. Item 52 asks whether computer machines are available for effective teaching and learning at Almajiri model school in Kaduna State. Item 53 asks whether projectors and white boards are available for effective teaching and learning in Almajiri model school in Kaduna State. Item 54 investigated whether televisions/video tapes are available for effective teaching and learning in Almajiri model school in Kaduna State. Item 55 asks whether flash cards and pictures are being used for instruction in Almajiri model school in Kaduna State. Item 56 find out whether calendars and newspapers are being used for teaching and learning in Almajiri model school in Kaduna State. Item 57 asks whether cameras are being used for teaching and learning in the Almajiri model school in Kaduna State. Item 58 asks whether maps are used for teaching and learning in the Almajiri model schools. Item 59 investigates whether bulletin boards are used for teaching and learning in Almajiri model school. Item 60 investigates whether magazines and text books are available for teaching and learning in Almajiri model school system of education in Kaduna state, Nigeria. The analysis was presented in table 19.

Table 19: Opinions of the Respondents on Availability of Teaching and Learning Facilities in Almajiri Model School System of Education in Kaduna State, Nigeria.

S/No	Item Statement	Response Categories					Mean
		SA	A	UD	D	SD	

51	The teaching and learning facilities of Almajiri model school provide effective instructional delivery.	101	19	5	12	23	4.02
52	Computer machines are available for effective teaching and learning in Almajiri model school.	23	34	48	37	18	3.04
53	Projectors and white board are available for effective teaching and learning in Almajiri model school.	26	50	34	38	12	3.25
54	TV/ video tapes are available for teaching and learning in Almajiri model school in Kaduna State.	95	44	10	9	2	4.38
55	Flash cards and pictures are being used for instruction in Almajiri model school Kaduna State.	97	34	14	9	6	4.29
56	Calendars and newspapers are available for teaching /learning in Almajiri model school in Kaduna State.	36	38	56	15	15	3.41
57	Cameras are being used for teaching and learning in Almajiri model school in Kaduna State.	48	56	34	16	6	3.78
58	Maps are available for teaching and learning in Almajiri model school in Kaduna State.	67	16	29	33	15	3.54
59	Bulletin boards are available for teaching and learning in Almajiri model school in Kaduna State.	38	47	27	28	20	3.34
60	Magazines and textbooks are available for teaching and learning in Almajiri model school.	96	40	14	6	4	3.36
	Cumulative Mean						**3.74**

Decision mean = 3.000

According to table 19, there were teaching and learning facilities in the Almajiri model school in Kaduna state. The reason is being that their overall cumulative mean response of 3.78 is higher than the decision mean pf 3.000. From the majority of the respondents, there was high degree on that televisions and video tapes are available for teaching and learning in the Almajiri model school system in Kaduna State as the item has the highest mean of 4.38. In the same vein they strongly believed that, text books and magazines are available for teaching and learning in Almajiri model school system of education in Kaduna State as this opinion attracted

the second highest mean of 4.36. A conclusion has made that there are teaching and learning facilities in Almajiri model school in Kaduna State.

4.4 Hypotheses Testing

This section presents summary of hypotheses testing in line with the raised objectives and null hypotheses of the study. The parametric statistics of analysis of variance (ANOVA) was used in the analysis of data at (0.05) level of significance. Six (6) hypotheses were formulated and tested. Hypothesis was retained when the probability value is more than (0.05) level of significance and hypothesis was said to be rejected when probability value is less than (0.05) level of significance. These hypotheses are based on the data collected from items related to ascertain the funding of Almajiri model school system of education in Kaduna State; to find out the staffing in the Almajiri model school system of education in Kaduna State; to assess the enrolment of pupils in the Almajiri model school system of education in Kaduna State; to examine the welfare facilities provided for staff and pupils in the Almajiri model school system of education in Kaduna State; to investigate the discipline measures put in place for pupils in the Almajiri model school system of education in Kaduna State and to examine the availability of teaching and learning facilities in the Almajiri model school system of education in Kaduna State. Details of these are as follows:

$H0_1$:

There is no significant difference in the opinions of staff, pupils and SUBEB officials on funding of Almajiri model schools in Kaduna State. The data collected in respect of items 1-10 in the questionnaire were used to analyze the level of consensus in the opinions of the respondents. All the items were analyzed by the use of

statistical tool of Analysis of Variance and recorded the difference or otherwise of the

respondents responses and the outcomes are presented in table 20.

Table 20:   **Summary of Analysis of Variance on there is no Significant Difference in the Opinions of Staff, Pupils and SUBEB Officials on Funding of Almajiri Model School System of Education in Kaduna State, Nigeria.**

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	18.164	2	9.082	0.810	0.447	2.60
Within Groups	1759.436	157	11.207			
Total	**1777.600**	**159**				

From Table 20, results of the analysis of variance statistics shows that there is

no significant difference in the respondents' opinions on funding of the Almajiri

model schools in Kaduna State. This is because the calculated P value of (0.447) was

found to be higher than the (0.05) Alpha level of significance, as the computed F-

value of (0.810) is lower than the F- critical value of (2.60). Therefore, the null

hypothesis which states that there is no significant difference in the opinions of staff,

pupil and SUBEB officials on funding of Almajiri model school system of education

in Kaduna State is hereby retained.

H0$_2$:

There is no significant difference in the respondents' opinions on staffing in

the Almajiri model schools in Kaduna State. The data collected in respect of items

20-21 in the questionnaire were used to analyze the level of consensus in the

opinions of the respondents. As such all the items were analyzed by use of statistical

tool of Analysis of Variance and recorded the difference or otherwise of the

respondents responses as the outcomes are presented in table 21.

Table 21: **Summary of Analysis of Variance Statistics on There is no Significant Difference in the Opinions of the Respondents on Staffing of the Almajiri Model School System of Education in Kaduna State, Nigeria.**

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	61.958	2	30.979	1.961	0.065	2.60
Within Groups	1642.536	157	10.462			
Total	**1704.494**	**159**				

From table 21, results of the test revealed that there is no significant difference in the respondents opinions on staffing in the Almajiri model school system of education in Kaduna State because the calculated P value of (0.065) was found to be higher than (0.05) alpha level of significance, and the computed F-ratio values of (1.961) is less than the F-critical value of (2.60). Therefore, this shows that there is no significant difference in the opinions of the respondents on staffing in the Almajiri model school system of education in Kaduna State. For that the null hypothesis is hereby accepted and retained.

H0₃:

There is no significant difference in the opinions of the respondents on pupils enrolment in the Almajiri model school system of education in Kaduna State. The data collected in respect of items 21-30 in the questionnaire were used to analyze the level of consensus in the opinions of the respondents. All the items were analyzed by use of statistical tool of Analysis of Variance (ANOVA) and recorded the difference or otherwise of the respondents as the outcomes are presented in table 22

Table 22: Summary of Analysis of Variance Statistics on There is no Significant Difference in the Opinions of the Respondents on

Pupils Enrolment in the Almajiri Model School System of Education in Kaduna State, Nigeria.

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	37.914	2	18.957	1.652	0.195	2.60
Within Groups	1802.086	157	11.478			
Total	**1840.000**	**159**				

Based on table 22, the analysis of variance of statistics shows that the calculated f-ratio value (1.652) at 2 df 157 and at the Alpha level of significance (0.05); the f-critical value (2.60) is greater than the computed F-ratio values (1.652) and the observed probability level of significance P-value (0.195) is greater than (0.05). This means that there is no significant difference in the opinions of the respondents on pupils enrolment in the Almajiri model school system of education in Kaduna State. Therefore the null hypothesis which stated that is hereby accepted and retained.

H0₄:

There is no significant difference in the respondents opinions on welfare facilities provided for staff and pupils in the Almajiri model school system of education in Kaduna State. The data collected in respect of items 31-40 in the questionnaire were used to analyze the level of consensus in the opinions of the respondents. All the items were analyzed by use of statistical tool of Analysis of Variance (ANOVA) and recorded the difference or otherwise of the respondents' responses as the outcomes are presented in table 23.

Table 23: **Summary of Analysis of Variance Statistics on There is no Significant Difference in the Respondents' Opinions on Welfare Facilities Provided for Staff and Pupils of Almajiri Model School System of Education in Kaduna State, Nigeria.**

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	33.975	2	16.987	1.796	.169	2.60
Within Groups	1485.000	157	9.459			
Total	**1518.975**	**159**				

Based on table 23, the test revealed that the f-ratio values (1.652) at 2 df (157) and at the alpha level of significance (0.05) the F- critical value of (2.60) is greater than the F- ratio value (1.652), the observed probability (.195) is higher than the alpha level of significance (0.50). Therefore, the null hypothesis which stated that there is no significant difference in the respondents' opinions on welfare facilities provided for staff and pupils in Almajiri model school system of education in Kaduna State is hereby accepted and retained.

H0₅:

There is no significant difference in the respondents' opinions on discipline of pupils in Almajiri model schools in Kaduna State. The data collected in respect of items 41-50 in the questionnaire were used to analyze the level of consensus in the opinions of the respondents. All the items were analyzed by the use of statistical tool of Analysis of Variance and recorded the difference or otherwise of the respondents as the outcomes are presented in table 24.

Table 24: **Summary of Analysis of Variance Statistics on There is no Significant Difference in the Opinions of the Respondents on Discipline Measures Put in Place for Pupils' of Almajiri Model School System of Education in Kaduna, Nigeria.**

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	38.044	2	19.022	1.537	.195	2.60
Within Groups	1942.900	157	12.375			
Total	**1980.944**	**159**				

From tables 24, results of the test revealed that the computed F-ratio value (1.537) at 2 df 157 and at (0.05.) alpha level of significance; the f- critical value (2.60) is greater than the F-ratio value (1.537); and the observed probability level of significance (.195) is greater than the alpha level of significance (0.05). This means there is no significant difference in the respondents' opinions on discipline measures for pupils in the Almajiri model school system in Kaduna State. Therefore, the null hypothesis is accepted and retained.

H0₆:

There is no significant difference in the respondents' opinions on availability of teaching and learning facilities in the Almajiri model school system of education in

Kaduna State. The data collected in respect of items 50-60 in the questionnaire were used to analyze the level of consensus in the opinions of the respondents. All the items were analyzed by use of statistical tool of Analysis of Variance (ANOVA) and recorded the difference or otherwise of the respondents as the outcomes are presented in table 25.

Table 25: **Summary of Analysis of Variance on There is no Significant Difference in the Respondents' Opinions on Availability of Teaching and Learning Facilities in the Almajiri Model School System of Education in Kaduna State, Nigeria.**

Variable	Sum of Squares	Df	Mean Square	F	Prob.	Critical value.
Between Groups	34.151	2	17.075	1.481	.231	2.60
Within Groups	1810.593	157	11.532			
Total	**1844.744**	**159**				

Based on table 25, results of the test revealed that the F-ratio value (1.48) at 2 df (157) and at the Alpha level of significance (0.05); the f-critical value (2.60) is higher than the F-ratio value (1.48), the observed probability (0.231) is greater than the alpha level of significance (0.05). This means there is no significant difference in the respondents' opinions on availability of teaching and learning facilities in Almajiri model school system of education in Kaduna State.Therefore, the null hypothesis is here by accepted and retained.

Table 26: Summary of the Hypotheses Testing.

Hypotheses	Hypotheses Statements	Statistical Tool	Results	Level of significance	Conclusion
$H0_1$	There is no significant difference in the respondents' opinions on funding of Almajiri model school system of education in Kaduna State.	ANOVA	Prob. Value is .447	0.05	Retained
$H0_2$:	There is no significant difference in the respondents' opinions on staffing in the Almajiri model schools system of education in Kaduna State.	ANOVA	Prob. Value is .065	0.05	Retained
$H0_3$:	There is no significant difference in the respondents' opinions on the enrolment of pupils in the Almajiri model schools system of education in Kaduna State.	ANOVA	Prob. Value is .195	0.05	Retained
$H0_4$:	There is no significant difference in the respondents' opinions on welfare facilities for staff and pupils in the Almajiri model schools system of education in Kaduna State.	ANOVA	Prob. Value is .169	0.05	Retained
$H0_5$:	There is no significant difference in the respondents' opinions on discipline of pupils in the Almajiri model schools system of education in Kaduna State.	ANOVA	Prob. Value is .218	0.05	Retained
$H0_6$:	There is no significant difference in the respondents' opinions on teaching and learning facilities in the Almajiri model schools system of education in Kaduna State.	ANOVA	Prob. Value is .231	0.05	Retained

Results from table 26 showed that no significant difference exist on the opinions of the respondents in all the six hypotheses. This is because their P-Values are

higher than (0.05) significant level and all the hypotheses are therefore accepted and retained.

4.5 Summary of Findings

The study revealed that:

(i)   Funding of Almajiri model school system of education in Kaduna State is from the federal government, state government and other donors from some international organizations like Education Sector Support in Nigeria (ESPIN), as ascertained from the opinions of staff; pupils and the SUBEB officials;

(ii)   There were enough staff for the management of Almajiri model school system of education in Kaduna State, Nigeria as signified from the respondents' opinions;

(iii)   A good criteria for the enrolments of pupils in to the Almajiri model school system of education in Kaduna State, Nigeria has existed;

(iv)   Some of the welfare facilities such as housing rent allowance, trvelling allowance,vihycle loan for staff, bank loan, annual leave grant, health insurance,free detergent among others were enjoyed by the staff and pupils for better management of Almajiri model school system of education in Kaduna State, Nigeria;

(v)   Disciplinary measures such as checking out punctuality and regularity, monitoring of pupils, team work, creative activities that help in driving moral and emotional satisfaction, purnishment of bad behavior and team work were put in place for pupils in the Almajiri model school system of education in Kaduna State; and

(vi)   There were available teaching and learning facilities such as television and radio, video clips, flash cards and pictures, computer, magazines and text books

among others for the management of Almajiri model school system of education in

Kaduna State.

4.6   Discussion of the Findings

From the data collected, analyzed, interpreted and presented, it was discovered

most of the respondents were on the opinions that Almajiri model school system of

education is funded by the federal, state and international organizations through

donations which significantly helps towards the management of both human and

materials resources in the schools. Based on the responses of the respondents, the

researcher observed that adequate funding of educational institutions is very crucial in

system of education. This ascertion is in comformity with the opinions of Fafunwa

(1974) who observed that "no any educational institution could survive without

appropriate source of funding." In relation to this, Kaduna State Government and the

Federal Government should develop multiple ways for generating funds through taxing

companies, civil societies and foreign investors and hotel owners and the tax generated

should be judiciously used for the effective management of the Almajiri model school

system of education in Kaduna State.

Nevertheless, majority of the respondents opined that staffing exist in the

Almajiri model school system of education in such a way that would yield proper

management and attainment of the specific goals of the school in Kaduna State. This

was in line with the opinions of Otu (2009) who contends that "good staffing provide

an organization with functional and competence staff to run an organization for the

accomplishment of its stated objectives." She added that "it involves selection and

dealing with the training and re-training of people with appropriate skills,

knowledge, abilities and experience to manage the organization." In view of this, the

Kaduna State Government should increases the number of staff of the Almajiri model school system of education by employing N.C.E, Degree and Masters holders for proper management of the school system of education in Kaduna State, Nigeria.

Likewise, the researcher found that most of the respondents opined that there existed a led down criteria for enrolment of pupils in to the Almajiri model school system of education in Kaduna State. This ascertion is in line with the opinions of Dahiru (2011) who posited that "a led down criteria for selecting and admitting pupils in to the school provide room for accommodating large number of pupils to schools to compare skills that will change their attitude positively and in no doubt help them to become a participatory member of society."

However, most of the respondents were on the opinion that some welfare facilities provided for the comfort of staff and pupils of the Almajiri model school system of education in Kaduna State. This is in line with the ascertion of Gene and Manab (1995) who posited that "welfare facilities provision make life of staff worth for living and provide them comfort and development intellectually, socially over and above the wages which paid it includes various services, facilities and amenities and so forth such as free health care scheme, housing loan, bank loan and travelling allowance." In line of this, government should provide more welfare services and facilities for the comfort of staff and pupils and to achieve the maximum outcomes in the Almajiri model school system of education in Kaduna State, Nigeria.

In regards to Disciplinary measures put in place for pupils, majority of the respondents opined that Almajiri pupils were disciplined and the displinary measures put inplace has positively affected their behaviour in the Almajiri model school in Kaduna State. This opinions is in line with the the ascertion of Koontz and Downed

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(1976) who opined that "discipline serves as the controlled behavior resulting from disciplinary training or a method by which obedient is obtained." In view of this, government and parents should contribute their own quarter to make sure that the disciplinary measures put in place are maintained through parents and teachers relationship, teachers and pupils' relationship, teacher to teachers and head teacher's to teachers' relationship and between community to school authority relationship of the Almajiri model school system of education in Kaduna State, Nigeria.

The respondents were on the opinions that most of the teaching and learning facilities which include furnitures, text books, projectors, and public address system among others were made available and been used for effective teaching and learning in the Almajiri model school system of education in Kaduna State. This is in line with the opinions of Olagboye (2004) who contends the significance of teaching and learning facilities such as school buildings, classrooms, furnitures, libraries, laboratories, recreational services and electronic devices serves as a major factor contributing academic achievement and good relationship in the school education for they facilitate teaching and learning by making it to be permanent." In view of this ascertion, Federal Government and State Government should provide more modern teaching and learning facilities to Almajiri model school system of education for the attainment of its purposive objectives in Kaduna State, Nigeria.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of findings, conclusions, recommendations as well as suggestions for further studies.

5.2 Summary

The study embarked on the management of Almajiri model school system in Kaduna State, Nigeria. It stressed the background to the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumption and significance of the study. Many concepts, theoretical frame and literatures were sourced and reviewed in the chapter two of the study. The research methodology such as research design, population, sample and sampling techniques, instrumentation, procedure for data collection and analysis was presented.

It also presented the analyzed and discussed respondent's responses through statistical means of descriptive and inferential statistics of Analysis of Variance (ANOVA) was used in testing of the hypotheses and its acceptance and rejection was justified at (0.05) significance level. The finding of the study showed that funding, staffing, pupils enrolment, provision of welfare facilities for staff and pupils, discipline measures and availability of teaching and learning facilities are assured in the management of Almajiri model school system of education in Kaduna State.

5.3 Conclusions

Based on the outcomes, the following conclusions were made:

(1)   Diverse ways of generating fund would assist towards the effective management of Almajiri model schools, in Kaduna State, Nigeria. It is therefore,

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believed the schools or educational institutions that have multiple ways for generating fund achieve greater in the phase of management.

(2)   Appropriate staffing enhances the effective management of Almajiri model school system of education in Kaduna State, Nigeria.

(3)   Enrolling of Almajiri pupils through a well defined criterion have great influence in the effective management of Almajiri model school system of education in Kaduna State. It is therefore suggested that more Almajirai should be admitted to the model school system of education in Kaduna State, Nigeria based on the stipulated rules and regulation.

(4)   Welfare facilities for staff and pupils affect the management of school for it motivated them to feel they are full workers and conscious of adapting strategies for attaining the objectives by which the school were established. Therefore, more welfare facilities should be provided by the federal and state government in the Almajiri model school system of education in Kaduna State,

(5)   Discipline measures for pupils are assured in the management of Almajiri model school system of education in Kaduna State. Therefore, it should be improved and maintained by the school authorities through staff and pupils, staff and staff and school authority with staff in the Almajiri model school in Kaduna State, Nigeria.

(6)   Availability of teaching and learning facilities are good and effective in the management of Almajiri model school system of education. Therefore, more modern teaching and learning facilities should be provided by both Federal and State and Local Government for the Almajiri model school system of education in Kaduna State, Nigeria.

5.4   Recommendations

Based on the findings of the study, it was recommended that**:**

Almajiri Education Trust Fund should be established at the state level through taxing civil servants of the state, companies, foreign investors, private schools propriators, hotels owners, land lords who own renting houses, local traders who invested in the state should be invited and seek for permanent aids from faith aids organizations, individual with resources to donate, Community Based Organizations (CBOs), civil society organizations, and international development partners who interested in supporting education and the fund generated should be work out in supporting the staff by paying them salary, for pupils welfare and infrastractural development of the Almajiri model school system of education in Kaduna State.

Federal Ministry of Education, State Ministry of Education , Local Government Authority, and educated members of the community should regularly organized comprehensive programmes for creating awareness among Ulama (Islamic scholars) of old Tsangaya schools, parents of Almajirai and public about the significance of the newly introduced Almajiri model school system of education in such a way that it might reduce the tension and fear they developed for the successful implementation of the Almajiri model school system of education programmes in Kaduna State.

The grand in aids generated through Almajiri Trust Fund should be used judiciously not only for the comfort of the staff and pupils but also for recruiting more qualified staff with experience and high professional qualifications including NCE, Degree and Masters Degree holders' annually including the original Ulama (Islamic

Scholars) from the old Tsangaya schools to manage the Almajiri model schools in Kaduna State.

Government at various levels and the society should make the enrolment of Almajirai that are in the Tsangaya schools compulsory in to the Almajiri model school system of education in Kaduna State by giving them free school uniforms, scholarship and financial aids so as to achieve the goals of Education For All (EFA) in Kaduna State.

The federal, state and local government authorities should allocate fund specifically for the support and development of Almajiri model schools in terms of welfare facilities provision to increase, encourage, harmonize and motivate the staff and pupils to be better than they were for the attainment of specific objectives by which Almajiri model schools is established.

The discipline measures for pupils should be improved and maintained by the school authority in support of parents and community for the sustainability of the Almajiri model school system of education in Kaduna State.

More modern teaching and learning facilities should be provided by the federal, state and local government through fund allocations from Universal Basic Education Commission (UBEC), Education Trust Fund (ETF) and offce of the Millionium Development Goals (MDG's) so that the teaching and learning activities would be improved for better in the management of Almajiri model school system of education in Kaduna State.

5.5 Suggestions for Further Studies

This study suggested that further research should be carried out in the following areas:-

(i)　　　Comparison of Almajiri model schools system of education and the public primary schools in Kaduna State, Nigeria.

(ii)　　　Influence of Almajiri system of education on the control of social vices in Zazzau Emirates, Kaduna State, Nigeria.

(iii)　　　Analysis of the essence of integrating Almajiri model schools with public schools for the Achievement of Education For All (EFA) Goals in Nigeria.

(iv)　　　Assessment of the community awareness and participation in the implementation of Almajiri model school system of education in Nigeria.

5.6　　　Contributions of the Study to the Knowledge

This study contributed to the knowledge in the sense that:-

(i)　It will help government and educational stake holders to initiate new policies that would improve the Almajiri system of education for better.

(ii)　It would serves as a bank of knowledge for understsnding the essence for introducing the Almajiri model school system of education in terms policy and objectives by the public of both rural and urban centres of Kaduna State and Nigeria at large more expecially the uncivilized parents of Almajirai, their Malams (Islamic Scholars) and their children who were on the negative perception that the Almajiri model school system of education were introduced against their practices.

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APPENDIX I

A QUESTIONNAIRE FOR STAFF, PUPILS AND SUBEB OFFICIALS ON THE ASSESSMENT OF THE MANAGEMENT OF ALMAJIRI NODEL SCHOOL SYSTEM OF EDUCATION IN KADUNA STATE, NIGERIA

Departmentof Educational Foundations and Curriculum,

Educational Administration and Planning Section,

Ahmadu Bello University Zaria, Kaduna State.
29TH August 2015.

Dear Respondents,

REQUEST LETTER

I am a postgraduate student from the Department of Educational Foundations and Curriculum, Education Administration and Planning section of Ahmadu Bello University, Zaria conducting a research on Assessment of the Management Almajiri Model Schools in Kaduna State.

This questionnaire is designed to obtain information (data) from you concerning the management aspects Almajiri model schools system of education in terms of funding, staffing, pupils enrolment, welfare of staff and pupils, discipline of pupils as well as the teaching and learning facilities.

The success of this study depends upon your co-operation in answering these item statements. All your responses would be treated confidentially and considered very important to this research. You are please required to read all the item statements and understand their contents then respond to each according to the set instructions, please respond to all questions there is no right or wrong answer all that is required is a free expression of your opinion.

YoursSincerely,

Abubakar Ahmad Sharhi

SECTION 'A': **BIO DATA OF THE RESPONDENTS**

1. Status: (a) Headmaster ( ) (b) Asst. Headmaster ( ) (c) Classroom Teacher ( ) (d) Security Man ( ) (e) Tsangaya Alaramma ( ) Other Specify_____

2. Ages: (a) 18 – 25years ( ) (b) 26 – 33years ( ) (c) 34 – 45years ( ) (d) 46 – 53years ( ) (e) 54 and above ( )

3. Marital Status: (a) Married ( ) (b) Single ( ) (c) Divorced ( ) (d) Widow ( )

4. Gender: (a) Male ( ) (b) Female ( )

5. Age: (a) 0 – 18 years ( ) (b) 19 – 40 years ( ) (c) 41 – 59 years ( ) (d) 60 years and above ( )

6. Qualification: (a) Local Arabic ( ) (b) Primary Certificate ( ) (c) Adult Education ( ) (d) SSCE ( )

(e) Teacher Grade II ( ) (f) NCE ( ) (g) O.N.D ( ) (h) H.N.D ( ) (i) 1st Degree ( ) (j) PGDE ( ) (k) Masters () (l) PhD ( ) Other Specify_____

7. Year(s) of Working Experience: (a) 1 – 5 years ( ) (b) 6 – 10 years ( ) (c) 11 – 15 years ( ) (d) 16 – 20 years () (e) 21years and above ( )

8. Grade Level: (a) 02 – 4 ( ) (b) 5 – 07 ( ) (c) 8 – 10 ( ) (d) 11 – 13 ( ) (e) 14 and above ( )

SECTION (B): **Opinions on Funding Almajiri Model School System of Education in Kaduna State, Nigeria.**

S /No	Item Statement	Response Categories				
		SA	A	UD	D	SD
1	Federal Government is funding Almajiri model school system of education in Kaduna State.					
2	State Government is funding Almajiri model school system of education in Kaduna State.					
3	Local Government funding the the Almajiri model school system of education in Kaduna State.					
4	Non-governmental Organizations (NGO's) are funding Almajiri model school system of education in Kaduna State.					
5	Islamic scholars are funding Almajiri model school system of education in Kaduna State.					
6	Traditional leaders are funding Almajiri model school system of education in Kaduna State.					
7	Religious bodies are funding Almajiri model school system of education in Kaduna State.					
8	Almajiri model school system of education is being funded from zakat (Alms) generated money from Islamic treasury in Kaduna State.					
9	Parents of Almajirai are funding Almajiri model school system of education in Kaduna State.					
10	Almajiri model school system of education is being funded from Sadaqat (charity) generated fund in Kaduna State.					

SECTION (C): **Opinions on Staffing of the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S /No	Item Statement	Response Categories				
		SA	A	UD	D	SD
11	Positions are specified with objectivity for staffing in Almajiri model school system of education in Kaduna State.					
12	Internal and external advertisements are done to invite suitable interested applicants for Almajiri model school in Kaduna State.					
13	Successful applicants are shortlisted for staffing of Almajiri model school in Kaduna State.					
14	Successful applicants interviewed for staffing of Almajiri model school system of education in Kaduna State.					
15	Educational status of applicant is considered for staffing of Almajiri model school system of education in Kaduna State.					
16	Highly competent applicants are retained for staffing of Almajiri model school system of education in Kaduna State.					
17	Specializations of the applicants are considered for staffing of Almajiri model school system of education in Kaduna State.					
18	Working experience of applicants is considered for staffing of Almajiri model school system of education in Kaduna State.					
19	Salary scales of posts are being specified for staffing of Almajiri model school system of education in Kaduna State.					
20	Conditions for termination of appointment are being specified for staffing of Almajiri model school in Kaduna State.					

SECTION (D): **Opinions on Pupils Enrolment in the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S /No	Item Statement	Response Categories				
		SA	A	UD	D	SD
21	Form is purchased before an Almajiri child enrolls in to the Almajiri model school system of education in Kaduna State.					
22	Almajiri child must have interest before he enrolls in to Almajiri model school system of education in Kaduna State.					
23	Almajiri child must attend the prescribed school age before he enrolls in to Almajiri model school system of education in Kaduna State.					
24	Almajiri child must be an indigene of the LGA's of the schools before he will be accepted to be enroled in to Almajiri model school.					
25	Islamic scholars must be consulted before Almajiri enrolls in to Almajiri model school system of education in Kaduna State.					
26	Parents of Almajiri must be consulted before Almajiri enrolls in to Almajiri model school system of education in Kaduna State.					
27	Almajiri child must be screened before he enrolls in to Almajiri model school system of education in Kaduna State.					
28	Registration fees must be paid for enrolment of Almajiri in to Almajiri model school system of education in Kaduna State.					
29	Uniform must be purchased before Almajiri child enrolls in to Almajiri model school system of education in Kaduna State.					
30	Cutleries must be purchased before Almajiri enrolls in to the Almajiri model school system of education in Kaduna State.					

SECTION (E):Opinions on Welfare Facilities Provided for Staff/Pupils in the Almajiri Model School System of Education in Kaduna State, Nigeria.

S/No	Item Statement	Response Categories				
		SA	A	UD	D	SD
31	Staff of Almajiri model school system of education enjoys pension and gratuity in Kaduna State.					
32	Staff / pupils of Almajiri model school system of education enjoy traveling allowances in Kaduna State.					
33	Staff of Almajiri model school system of education are being given study leave with pay (Scholarship) in Kaduna State.					
34	Staff of Almajiri model school are being given vehicle loan in Kaduna State.					
35	Staff of Almajiri model school enjoy annual leave grand in Kaduna State.					
36	Staff of Almajiri model school enjoy bank loan in Kaduna State.					
37	Staff of Almajiri model school enjoy housing loan in Kaduna State.					
38	Staff/pupils of Almajiri model school enjoy health insurance scheme.					
39	Soap and detergents are given to staff/pupils free in Almajiri model school in Kaduna State.					
40	Books and other writing materials are given to staff/ pupils free in Almajiri model school in Kaduna State.					

SECTION (F): **Opinions on Discipline Measures Put in Place for Pupils in the Almajiri Model School System of Education in Kaduna State, Nigeria.**

S/No	Item Statement	Response Categories				
		SA	A	UD	D	SD
41	There exist co-operation and obedient to administrative rules and regulations in Almajiri model schools in Kaduna State.					
42	Guardians' are monitoring their wards in Almajiri model schools.					
43	Good behaviors rewarded to maintain discipline in Almajiri model schools.					
44	Bad behaviors are punished to mold behaviors in Almajiri model school					
45	Punctuality and regularity is maintained in Almajiri model schools.					
46	School tasks are carried out with mutual respect in Almajiri model schools.					
47	The climate of Almajiri model school system of education is made beautiful and co-coordinating to create discipline.					
48	Team work is maintained in the Almajiri model school in Kaduna State.					
49	The traditions of Almajiri model schools develop discipline.					
50	Various creative activities are given place for pupils to drive mental and emotional satisfaction in the Almajiri model schools.					

SECTION (G): **Opinions on Availability of Teaching and Learning Facilities in Almajiri Model School System of Education in Kaduna State.**

S/No	Item Statement	Response Categories				
		SA	A	UD	D	SD
51	The teaching and learning facilities of Almajiri model school provide effective instructional delivery.					
52	Computer machines are available for effective teaching and learning in Almajiri model school.					
53	Projectors and white board are available for effective teaching and learning in Almajiri model school.					
54	TV/ video tapes are available for teaching and learning in Almajiri model school in Kaduna State.					
55	Flash cards and pictures are being used for instruction in Almajiri model school Kaduna State.					
56	Calendars and newspapers are available for teaching /learning in Almajiri model school in Kaduna State.					
57	Cameras are being used for teaching and learning in Almajiri model school in Kaduna State.					
58	Maps are available for teaching and learning in Almajiri model school in Kaduna State.					
59	Bulletin boards are available for teaching and learning in Almajiri model school in Kaduna State.					
60	Magazines and textbooks are available for teaching and learning in Almajiri model school.					

Locations of Some Old Almajiri Tsangaya School System of Education in Zaria and Sabon Gari Local Government Area Kaduna State, Nigeria

S/No	Name of Schools	Locations: Anguwan Zakara Kaura Ward, Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Musa	Anguwar Zakara/ Kaura	70	10-21	29years
2	Shaihi Idi	Kaura	80	10-17	50 years
3	Alaramma Abbas	144, kaura	80	9-35	60 years
4	Malam Muhammad Nura Doka	Kaura	150	10-17	4years
5	Malam Idi	Kaura	15	9-15	10 years
6	Malam Na Gidan Ada	Kaura	22	10-14	4 years
7	Malam Dan Alhaji	Kaura	35	11-32	25years
8	Malam Kasimu	Kaura	55	9-27	20 years
9	Malam Hariri	Kaura	126	10-21	15 years
10	Malam Zakiru	Amaru/kaura	67	9-24	10years
11	Malam. Muhammadu Na Kududdufi	Kaura	78	8-21	30 Years
12	Malam Sale Gidan Doka	Gidan Doka/ Kaura	120	10-29	40 years
13	Malam Bello Gumbin Kure	Amaru / Kaura	54	10-16	15 years
14	Malam Kasimu Danmina	Amaru /Kaura	4	9-14	20 years
15	Malam Sahabi	Amaru / Kaura	55	8-20	21 years
	Name of Schools	**Locations: Anguwan Sirdi Limancin Kona Ward, Zaria.**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam. Zakiru	Anguwar. Sirdi	65	10-18	20 years
2	Malam Sani Moriki	Salmanduna	41	10-33	40 years
3	Malam Basiru (Alaramma)	Salmanduna	58	10-35	48 years
4	Malam Sani Awai	Tudun Ban Allah	60	13-37	52 years
5	Malam Sabo (Nafaiko)	Tudun Ban Allah	76	12-33	56 years
6	Malam Musa Nagwandu	Anguwan Sirdi	52	11-24	42 years
	Name of Schools	**Locations: Rimin Bindiga / Kambari, Kaura Ward, Zaria**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
7	Malam Adamu Na'iya	Rimin Bindiga	47	11-29	43 years
8	Malam Sarki Ibrahim	Rimin Bindiga	50	12-33	38 years
9	Malam Haruna	Rimin Bindiga	68	11-35	48 years
10	Malam Isiyaku	Rimin Bindiga	101	10-25	38 years
11	Malam Hassan (Yawuri)	Rimin Kambari	270	10-32	45 years
12	Malam Idiris Danfulani	Rimin Kambari	165	11-37	55 years
13	Malam Abubakar Isiyaku	Anguwan Nufawa	40	10-27	45 years
14	Malam Sani Mai Tukunya	Anguwan Nufawa	120	10-35	43 years
15	Malam Ibrahim	Anguwan Nufawa	30	12-30	55 years
16	Malam Isiyaku	Anguwa Nufawa	200	1-28	65 years
17	Malam Aminu Malam Na'iya	Bubban Gwani/anguwan Mele	1500	10-40	120 years
18	Malam Basiru Alaramma	Kanfage	43	10-31	50 years
S/No	**Name of Schools**	**Locations: Limancin Kona Ward, Zaria**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Isa Gidan Fulani	Limancin Kona	70	10-17	34 years

S/No	Name of Schools	Location	No of Pupils	Age of Pupils	Years of the School
2	Malam Ahmadu (Goga)	Limancin Kona	50	10-21	25 years
3	Malam Idris Auta	Limancin Kona	45	11-21	25 years
4	Malam Bala Musali-Musali	Limancin Kona	95	10-22	55 years
5	Malam Umar Maijakan Karatu	Limancin Kona	80	10-21	25 years
6	Gidan Liman Kona	Limancin Kona	92	9-31	100 years
7	Shaihi AbdulKadr Halifa	Limancin Kona	218	10-45	55 years
8	Malam Nasara	Limancin Kona	89	10-16	45years
S/No	Name of Schools	Locations: Limancin Iya, Anguwan Juma Ward, Zaria	No of Pupils	Age of Pupils	Years of the School
1	Malam Ghali Yahuza	Anguwan Juma'a	94	12-30	56 years
2	Alaramma AbdulKadir	Anguwa Iyan Juma'a Opposite Umar Maihula's House	157	10-31	49 years
3	Malam Salisu Alfadarai	Limancin Iya	102	11-27	34 years
4	Malam Ibrahim Sakami	Gwargaje Road	210	12-40	52 years
5	Milam Said Marmara	Anguwan Juma'a	73	10-26	34 years
6	Malam Kabiru Na Annabi	Anguwan Iya	33	12-19	48 years
7	Malam Nuhu Danga	Ganuwa	31	16-32	40 years
S/No	Name of Schools	Locations:Gwargwaje Kufena Ward, Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Nazifi	Rafin Albasa Kofar Kuyanbana	109	10-29	40 years
2	Malam Bubba	Rafin Albasa Kofar Kuyanbana	81	10-23	58 years
3	Malam Bazabarme	Anguwan Yarbawa Gwargwaje	45	9-25	17 years
4	Malam Muhammadu	Anguwan Yarbawa Gwargwaje	59	9-21	23 years
5	Malam Ja'afaru	Anguwan Madaci Gwargwaje	74	9-17	12 years
6	Malam Sha Rubutu	Anguwan Yarbawa	59	10-23	21 years
7	Malam Sama'ila	Anguwan Dankali	56	9- 19	16 years
8	Malam Tanimu	Anguwan Dankali wazata	33	10-19	17 years
9	Malam Ali Mai Ashafa	Anguwan Dankali	57	9-15	12 years
10	Malam Tasi'u Fage	Kuregu	68	10-15	13 years
S/No	Name of Schools	Locations: Kwarbai Ward, Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Barau Ang Tanki	Mohd Jumare Road	128	10-30	25 years
2	Mal Mohd Lawal	Kwarbai	89	10-21	15 years
3	Malam Yunusa	Prison Road kwarbai	71	9-24	17 years
4	Malam Sahabi Danfulani	Anguwan Tanki, Zaria	128	9-37	42 years
5	Malam Bashir	Anguwan Tanki	84	10-21	12 years
6	Malam Danfilani Kwanar Shahada	Muhammad Jumare Road	107	9-23	40 years
S/No	Name of Schools	Locations: Tudun Wada Ward, Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Shaik Liman Habibi	Anguwan Malamai	300	10-35	75 years
2	Malam Labaran Hajiya Igi	Layin Fanke	41	9-36	45 years
3	Malam Abbas Lawal Dangungun	Layin Fanke	50	11-23	29years 09033504596
4	Malam Sani Ministan Malamai	Anguwan Malamai Makabarta	250	10-24	85years 07069097474
5	Malam Masa'udu Shehu (Mai Kayan Miya)	Layin Barebari Tudun Wada, Zaria	150	9-31	58years 08034343573
6	Malam Nasiru	Gangaren Kwadi	55	9-18	27 years
7	Malam Abdu (Maigandi)	Gangaren Kwadi	64	10-21	34 years

8	Malam Hassan Bakura	Maje Road Tudun Wada, Zaria	121	10-37	75years 07066816827
S/No	**Names of Schools**	**Locations: Gyallesu Ward, Zaria**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Hassan Mai Almajirai	Jos Road Nagoyi, Zaria	300	9-24	70years 08054406718
2	Malam Musa (Tudun Faila)	Lere Street Nagoyi, Zaria	40	9-16	20years 08082757264
3	Malam Ali (Layin Almajirai)	Old Jos Road, Gyallesu, Zaria	150	9-32	40years 08135555029
4	Malam Sahabi	Kogin Dutse, Zaria	52	10-32	28 years
5	Malam Sunusi Ang Almajirai	Kogin Dutse, Zaria	75	10-27	40years 07063163098
6	Malam Sahabi Gyallesu	Kufena Road	55	9-18	29years 08160203066
7	Malam Abubakr Malam Salihu Mai Dandarani	Zango Road	200	10-27	50years 08138043680
8	Malam Aliyu (Karazau)	Zango Road	75	9-22	53years 08062241674
9	Malam Umar Ruwan Dorawa	Zango Road	150	10-35	65 years
10	Alaramma Umaru	Gangaren Gyallesu	25	11-16	8 years
11	Malam Lawal	Gangaren Gyallesu	350	12-25	50 years
12	Malam Mustapha	Gangare Gyallesu	50	10-17	25 years
13	Malam Abubakar Abdullahi Bakatsine	Gangare Gyallesu	25	11-16	20years 09030342682
14	Malam Sani Dan Tasgaru	Fanmadina	101	10-27	50years 08086357273
15	Malam Dan- Malam	Koba Road	120	9-13	4 years
16	Malam Aminu (Gabashi Babban Gida)	Koba Road	129	10-16	10 years
17	Malam Ahmadu Mangwaron Mailaya	Mangwaron Mailaya Gyallesu	101	10-35	55 years
18	Malam Abdullahi Dan Idde	Mangwaron Mailaya, Gyallesu	82	10-18	16 years
19	Malam Bello Na Liman Habibi	Kufena Road	70	9-21	49years 08133036550
S/No	**Name of Schools**	**Locations:Kogoro Kofar Kona, Zaria**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Ali Na Maikwari	Kogoro	501	8-35	35 years
2	Malam Usman Na Maikwari	Kogoro	50	7-33	30 years
3	Malam Sani Mayanci	Kogoro	60	9-11	15years
4	Malam Bala Mai Zabura	Kogoro	30	9-11	10 years
5	Malam Abubakar Nasabo	Kogoro	30	9-20	5years
6	Malam Muhammad Sani	Kogoro	70	11-21	3 years
7	Malam Ahmad	Kogoro	37	11-25	4 years
8	Malam Muhammadu Bala	Kogoro	47	9-17	14years
S/No	**Name of Schools**	**Locations: Kaura Ward Kofar Kona**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Ibrahim Aliyu Alaramma	Kofar Kona	43	11-15	10years
2	Shaihu Abubakar Chota	Kofar Kona	36	11-25	13 years
3	Malam Yahaya Abdullah	Kofar Kona	32	11-26	10 years

4	Malam Salisu Mai Turare	Kofar Kona	22	11-26	10 years
5	Malam Hashimu	Kofar Kona	20	7-20	12years
6	Malam Usman Batoro	Kofar Kona	50	10-25	25years
7	Malam Adamu Munafi	Kofar Kona	40	10-24	10 years
8	Malam Adamu Aliyu	Kofar Kona	60	10-25	20 years
9	Malam Hassan	Kofar Kona	50	10-20	25years
10	Malam Haruna Bakin Ganuwa	Kofar Kona	74	11-24	15years
11	Malam Buhari Ganuwa	Kofar Kona	70	11-21	10years
12	Malam AbdulAziz Mai Tawakkali	Kofar Kona	110	11-25	15 years
13	Malam Ibrahim	Kofar Kona	30	9-24	15years
S/No	**Name of Schools**	**Locations: Anguwan Bishar Kaura ward, Zaria**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Mohammadu Lawal Na'unashi	Anguwa Bishar	50	9-21	20years
2	Malam Sani Maigemu	Anguwan Bihar	40	10-27	20years
3	Shaik Auwalu Mashahuri	Anguwan Bihar	70	10-24	40years
4	Malam Sule Bazabarme	Anguwan Bishar	60	10-23	20years
5	Malam Yahaya Gidan Dalma	Anguwan Bishar	59	9-20	30years
6	Malam Sabiu Umar Gidan NSL	Anguwan Bishar	178	9-27	40years
7	Malam Ibrahim Alero	Kaura	115	9-28	35years
8	Malam Safiyanu	Kaura	40	9-30	40years
9	Malam Ishaq Na Gusau	Kaura	80	9-29	35years
10	Malam Bakiru	Anguwan Zakara	75	9-26	29years
S/No	**Name of Schools**	**Locations: Anguwan Malam Sule Jushi Ward, Sabon Gari**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Hussain Mai Wankin Hula	Jushin Waje Anguwan Malam Sule	30	10-19	14years
2	Malam Umaru Liman	Anguwan Kudu Jushi	45	9-27	14years
3	Malam Sanusi Kasar Gada	Kasar Gada Jushi	67	10-25	15years
4	Malam Murtala	Anguwan Gwado	30	9-21	32years
5	Malam Yunusa Abdullah	Anguwan Gwado	71	10-22	21years
6	Malam Usman Yahuza	Anguwan Kanawa	102	9-23	30years
7	Malam Adamu Mai Kuli	Anguwan Jaba, Jushi	150	11-34	50years
8	Malam Amadu	Anguwan Jaba	100	10-25	43years
9	Malam Muhammadu Alaramma	Anguwan Jaba	80	10-22	30years
10	Malam Basiru Alaramma	Bakin Kogi	70	10-23	15years
11	Malam Salisu Alaramma	Anguwan Jaba	30	11-20	15years
12	Malam Saidu Alaramma	Anguwan Jaba	32	10-17	15years
13	Sarkin Malamai	Anguwan Jaba	30	9-17	19years
14	Malam Shehu Basakwace	Anguwan Jaba	115	10-25	19years
S/No	**Name of Schools**	**Locations: Anguwan Gabas Ward, Sabon Gari**	**No of Pupils**	**Age of Pupils**	**Years of the Schools**
1	Malam Umaru Dogon Bauchi	Hausawa Road	100	10-25	25years
2	Malam Ya'u Bagobiri	Hausawa Road	115	9-19	24years
3	Malam Magaji	Hausawa Road	91	10-26	22years
4	Malam Abdullahi Ibrahim	Dogon Bauchi Jeka da Kwari	35	9-29	60years

S/No	Name of Schools	Locations: Muciya Ward Sabon Gari	No of Pupils	Age of Pupils	Years of the Schools
		Road			
1	Mal Hussain	Gangaren Malam Lawal Dan faki	200	10-32	50years
2	Alaramma Manir Marmara	Sepele Road Marmara	250	10-31	40years
3	Malam Sani Tsauni	Tsauni	220	9-27	53years
4	Malam Liman Tsugugi	2,Prince Road, Tsugugi	180	10-38	60years
5	Malam Muntari	Layin Sambo Tsugugi	91	9-16	21years
6	Malam Hussain Mai Dalubai Anchau	Bakin Kogi Tsugugi	22	9-15	13years
7	Malam Abubakar Bayan Gidan Maianguwa	Makarahuta Tsugugi	65	10-27	45years
8	Malam Musa Kalla	Makarahuta Tsugugi	120	9-20	20years
9	Malam Aminu	Tsugugi	45	9-14	15years

S/No	Name of Schools	Locations:Zabi Ward Sabon Gari	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Suwidi Yantukwane	Layin Yakubu Danladi, Hayin Ojo	71	10-17	38years
2	Malam Aminu	Hayin Ojo	50	10-20	30years
3	Malam Saminu Alaramma	Hayin Ojo	38	9-12	5years
4	Malam Surajo	Sarkin Magina Road.	25	9-13	10years
5	Malam Bala Na Mal Sani	Abdu Gwarzo Road Hayin Ojo	15	9-12	16years
6	Alaramma Basiru	Ibrahim Kura Road Hayin Ojo	55	9-14	30years
7	Alaramma Hamza	Sarkin Fada Road Hayin Ojo	150	9-13	20years
8	Malam Salihu Sarkin Malaman Mucciya	Waziri Street Hayin Ojo	200	10-19	25years
9	Malam Haruna	Sabuwar Anguwa, Hayin Ojo	100	9-14	15years
10	Malam Sani	Sabuwar Anguwa Hayin Ojo	150	11-19	17years
11	Malam Yakubu	Sabuwar Anguwa Hayin Ojo	30	11-14	18years
12	Malam Samaila	Sabuwar Anguwa Hayin Ojo	50	10-16	15years
13	Malam Abdu Bazazzagi	Sabuwar Anguwa Hayin Ojo	30	9-15	30years
14	Muhammadu Nasafele	Mucciya Yan Awaki	100	10-17	50years
15	Malam AbdulRahman	Cikaji	50	9-14	20years
16	Malam Sunusi Mai Ashafa	Mucciya Bubban Titi	150	9-17	10years

S/No	Name of Schools	Location:Dogarawa Sabon Gari, Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Ashiru Dogarawa	Dogarawa	50	10-15	12years
2	Gidan Malam Tsoho Mucciya	Bakin NationalTurbaco Company Bubban Titi	70	10-17	25years
3	Malam Mohammadu Sani	Ang Malam Barau Dogarawa	10	9-12	9years
4	Malam Mamman	Dogarawa Secretariat Road	15	9-19	21years
5	Malam Mudassiru	Sarki Ahmadu Road opp Nana Quality,School Dogarawa	75	10-29	40years
6	Malam Sarki Dan Azumi	Layin Barazana, Dogarawa	500	9-27	45years
7	Malam Ibrahim Babarbare Hasbunallahu	Layin Barazana Dogarawa	100	10-16	25years
8	Malam Ishaq Runduma	Anguwan Nadabo	100	11-27	40years
9	Malam Shitu Sarkin Malamai	Anguwan Nadabo , Layin Manaja, Dogarawa	60	10-16	24years

S/No	Name of Schools	Locations	No of Pupils	Age of Pupils	Years of the Schools
10	Malam Amadu Katsina	Bakin Tsauni Dogarawa	100	9-16	15years 07030167795
11	Malam Sadiqu	Kwantaresha Bakin Rami	135	10-15	35years
12	Malam Adamu	Kwantaresha	60	9-14	30years
13	Malam Dahiru dan Alkasim	Nasarawar Dogarawa	75	10-26	36years 08065121630
14	Malam Ashiru Buna	Anguwan Nomi Kwantaresha	80	10-15	20years
15	Malam Suleiman Nala'ato	Gidan sarkin Matari, Dogarawa	117	9-13	8years
16	Malam Yushau Shehu	Kwantaresha	70	10-14	45years
17	Alramma Ya'u Kudan	Kwantaresha	80	9-15	11years
18	Malam Habibu	Plate Bakwai Kwantaresha	16	9-12	12years
19	Malam Murtala Anguwan Goruba	Yanbitta Hayin Ojo	43	10-16	15yeras 08084738482
20	Marigayi Malam Hudu	Gidan Mangoron Hayin Ojo	75	10-15	25years
21	Alaramma Sani Mai Sangaya	'Yanbita Ojo	120	9-18	20years 08032688275
22	Malam Adamu	'Yanbita Goruba Uku	27	9-11	8years
23	Alaramma Sama'ila	'Yanbita Bakin Dogo	56	9-15	25years 07038475068
24	Malam Yakubu	'Yanbita Bakin Dogo	45	9-21	21years
S/No	Name of Schools	Locations: Kwangila Area, Sabon Gari Zaria	No of Pupils	Age of Pupils	Years of the Schools
1	Malam Buhari	Kwangila Behind Sakadadi Motor Park	70	11-18	33years 08098759531
2	Shaik Umaru Yarima	Kauran Dole Makara Huta Kwangila	140	10-24	50years 08065691216
3	Malam Hassan Gidan Danjuma Mai Lemu	Kauran Dole By Kabama Kwangila	50	9-14	15years 07067445961
4	Malam Sagir	Kauran Dole Kwangila	64	10-16	20years
5	Malam Ya,u	Kauran Dole, Kwangila	56	9-14	18years
6	Malam Haruna	Kauran Dole, Kwangila	50	9-13	6years
7	Malam Ado Yangoro	Anguwan Nashifka, Kwangila	150	10-27	30years 08039182647
8	Malam AbdulKadir Caranci	Anguwan Nashifka, Hanwa Extension	157	9-29	35years 08104928777
9	Malam Adamu Hussaini Yangoro	Anguwan Nashifka New Extention, Hanwa	200	10-16	10years 08038431331
10	Malam Rayyanu Habibu	Makera, Hanwa	120	9-13	5years 0703544153

Source: Field Survey (2014)