

## MANAGEMENT PROBLEMS OF *ALMAJIRI* MODEL SCHOOLS FOR THE ATTAINMENT OF THE OBJECTIVES OF PRIMARY EDUCATION IN NIGERIA: A CASE STUDY OF NORTH-WEST GEO-POLITICAL ZONE

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### Abstract

*This study empirically investigated the envisaged management problems of the Almajiri Model schools education programme. Specifically, it investigated how inadequate public awareness, funding, dearth of specially trained teachers, inadequate provision of educational facilities and supervisions hinder the effective implementation of the programme for the attainment of the objectives. A ten item self-designed questionnaire was administered on 1,132 respondents sampled out of the total population of four groups of teachers, officials, community and religious leaders of 30,540 stakeholders in the area of study. The respondents indicated their position on a three rating scales of Agree, Undecided and Disagree. Descriptive statistics and chi-square statistical analyses were employed to test the null hypothesis at 0.05 level of significance. The null hypothesis of the study was accepted in view of the fact that the result showed no significant difference in the calculated value. The findings of the study showed that all the envisaged management problems are prevalent and should be properly tackled in order to achieve the objectives of Primary Education and Almajiri Model Programme in Nigeria. Based on the findings it was recommended among other things that public awareness especially at the grass root level is necessary to educate parents and community members on the importance of Almajiri Model Schools.*

### Introduction

The *Almajiri* Integrated Schools emerged in Nigeria to address a number of social and educational predicaments. Over the last few decades prevalent social problems decried include street begging by young school going age children that lead to other forms of child abuse and child labour. Similarly the high percentage of out-of-school children in some parts of the country has remained a source of concern. As a result of that many concerned citizens have been lamenting the situation and calling on governments to address the menace. It was in response that the *Almajiri* Integrated Model Schools were first initiated in Sokoto and Kano States. The sole aim is the integration of Islamic *Almajiri* education system and the Primary level Education in Nigeria. The programme has now become a Federal Government programme under Universal Basic Education Commission (UBEC) and extend nationwide with international donor interventions from the United Nations Development Programme (UNDP) and the Millennium Development Goals (MDGs).

*Almajiri* basic school is an integrated educational programme designed for categories of people whose occupational activities involve moving from one location to the other. These include the Fulani cattle rearers in the North, hunters in the West and the fishermen in the riverine areas. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2000) found out that about 20 millions of children in Nigeria have no access to primary education. It is on the basis of the above that this research investigates the management problems of the *Almajiri* schools which include inadequate funding and public awareness, dearth of trained teachers among others, with a view to forward some cogent suggestions.

## **Review of Related Literature**

Review of literature on the Integrated *Almajiri* Schools covers the following subheadings:

- i. Organization of *Almajiri* Schools Education Programme in Nigeria.
  - ii. Primary Education and Its Objectives in Nigeria.
  - iii. Objectives of *Almajiri* Integrated Schools Education in Nigeria.
  - iv. The Proposed Curriculum of the *Almajiri* Schools in Nigeria.
  - v. Envisaged Management Problems of the *Almajiri* Schools Education Programme.
- i. **Organization of *Almajiri* Schools Education Programme in Nigeria:** The word '*Almajiri*' is derived from the Arabic word 'Al-Muhajiru' which literary means 'an emigrant'. Later on the word 'Al-muhajirun' became used in Islamic societies to refer to those who migrate from one place to another in pursuance of Islamic Education. The hitherto polarized system of education became bedeviled with multi-facet problems that resulted in this intervention of the federal, states governments and other stakeholders.

According to the National Implementation Committee on *Almajiri* Education Programme (2011) three models of intervention were identified as follows:

1. Model I. Integration of Traditional Quranic schools within its original location.
2. Model II. Model *Almajiri* schools established to serve a group of Quranic schools within a locality.
3. Model III. Integration of Basic Education in an established Model *Almajiri* School.

The committee also outlined operational modalities which served as guidelines to the implementation as follows:

- Setting up of committees for *Almajiri* education programme at all levels (federal, state and local)
- Drawing up relevant terms of reference for the committees.
- Provision of essential needs and requirements for effective implementation of the programme.
- Establishment of relevant collaborative partnerships and synergies with national and state based stakeholders.
- Drawing up of action plans and strategies.
- Monitoring and evaluation and
- Report and feedback mechanism.

The document also spells out the roles and specific activities to be undertaken by all the stakeholders of the programme.

The organizational structure of the model schools enables the pupils to have access to elements of basic education while fully acquiring Quranic education. The Quranic education component is divided into two major levels of junior

primary and senior primary stages. It is a 50:50 ratio of time allocation at both levels.

- ii. **Primary Education and Its Objectives:** The objectives of Primary Education according to the National Policy on Education (2004) are as follows:
- a. The inculcation of permanent literacy and numeracy and ability to communicate effectively.
  - b. The laying of a sound basis for scientific and reflective thinking.
  - c. Citizenship education as a basis for effective participation in and contribution to the life of the society.
  - d. Character and moral training and development of sound attitudes.
  - e. Developing in the child the ability to adopt to his changing environment.
  - f. Giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and
  - g. Providing basic tools for further education advancement, including preparation for trades and crafts of the locality.

These objectives have not been achieved in full in Nigeria because of certain national problems which according to Adesina (1989) include poor planning, inadequate funding, supply of competent teachers, provision of educational facilities and poor supervision.

- iii. **Objectives of *Almajiri* Integrated Schools Education Programme:** The objectives of the *Almajiri* schools according to Umar (2012) are as follows:
- i. Ability to read and write in English and Arabic through an integrated educational curriculum.
  - ii. To inculcate in the students ability and knowledge on medical care.
  - iii. To develop their hidden talents for skills acquisition.
  - iv. To create awareness and the ability to differentiate Nigerian currency, read number plates of cars, symbols and banners.
  - v. To create political awareness and enable them participate actively.

The above objectives are not quite different from the objectives of primary education in Nigeria. According to Ojo (2000) implementation of any educational programme for objectives attainment is based on good management, adequate funding, supply of educational facilities and effective supervision. Therefore, effective management of *Almajiri* schools is very important for the realization of its objectives.

- iv. **The Proposed Curriculum of the *Almajiri* Schools:** According to the Blue Print of Model Tsangaya Primary School (2011) and the National Implementation Committee on *Almajiri* Educational Programme (2011), the proposed curriculum of the *Almajiri* school includes two components of Quranic education and the core subjects from the conventional primary school system i.e. English Language, Mathematics, Science and Social Studies including Health Education, Arabic Language and Islamic Studies, Local Language first and later English as mode of instructions, Vocational skills



training in Agriculture, trades, commerce, handicrafts, home economics, mechanics, vulcanizing, etc.

- v. **Envisaged Management Problems of the *Almajiri* Schools Education Programme:** The envisaged management problems of the *Almajiri* schools include among others inadequate public awareness, inadequate funding and dearth of specially trained teachers. Others include inadequate provision of education facilities and supervision of instructions, proper use of local and English languages in instructions, admission procedures and adequate provision of health and welfare services in the schools as well as enough security. These problems should be effectively addressed for effective implementation of the objectives of Basic Model Schools in Nigeria.

### Objectives of the Study

The objective of the study is:

1. To investigate the management problems of *Almajiri* Basic Model Schools in the attainment of the objectives of Primary Education in Nigeria.

### Research Hypothesis

The hypothesis of the study is as follows:

1. There is no significant difference in the opinions of stakeholders on the management problems of *Almajiri* schools on the attainment of primary education in Nigeria.

### Population

The population of the study consists all UBEC officials in the North-West Geo-political zone which are 420. Headmasters in the zone were 8210 and teachers of primary schools in the zone were 21,510 (UBEC, 2010). It also includes 100 randomly selected religious and community leaders in the zone, because there was no accurate statistics of the total population of this group of respondents available.

### Sample and Sampling Procedure

Aderounmu (1980) asserted that 30% of the parent population can be a good representation of entire population. In view of this 30% of the population of the various subjects that participated in the study is as follows:

**Table 1: Sample of Stakeholders used in the Study.**

Respondents	Population	Sampled
Teachers	21,510	646
Headmasters	8,210	246
UBEC Officials	420	140
Randomly selected community and religious leaders	100	100
<b>Total</b>	<b>30,540</b>	<b>1,132</b>

**Instrumentation**

A ten item structured questionnaire was employed for data collection. Respondents were asked to indicate their options in the questionnaire that relate to their opinions on the items of the questionnaire based on self developed 3 point Likert scale of Agree, Undecided and Disagree which is weighted 3, 2 and 1 respectively.

**Validation of Instrument**

For the purpose of validation of instrument the draft of the questionnaire was given to three experts in the field of educational administration for their observation and inputs. The validation led to improvement of the questionnaire items.

**Reliability of the Instrument**

In addition to the above the instrument was pretested on people of same status as our proposed respondents in Kaduna and Zaria which are also part of North-West Zone. The reliability co-efficient of the instrument obtained was 0.61. The instrument reliability was therefore ascertained.

**Method of Data Analysis**

Descriptive analysis of data was employed to discuss the opinions of the respondents and chi-square statistical analysis was also employed to test the hypothesis.

**Hypothesis Testing**

Chi-square statistical analysis was employed to make meaningful empirical interpretations of the opinions of the respondents on the management problems of *Almajiri* schools at 0.05 level of significance.

Item	Agree			Undecided			Disagree			Total	%
	f	%	N	f	%	N	f	%	N		
1	103	82.4	108	10	10.3	31	4.3	1135	100%	25.0	
2	82	81.5	108	10	9.3	38	5.4	1135	100%	8.8	
3	111	80.3	108	10	15.7	2	0.2	140	100%	15.7	
4	141	88.5	108	10	10.5	4	1.9	549	100%	51.3	
5	130	82.9	108	10	9.3	2	0.7	646	100%	23.9	
6	102	83.8	108	10	15.8	21	4.2	1135	100%	16.8	
7	80	80	108	10	10	0	0	100	100%	8.8	
8	100	11.8	108	10	1.8	0	0	146	100%	15.7	
9	106	10.9	108	10	1.8	2	0.7	546	100%	51.3	
10	120	82.1	108	10	8.9	40	6.1	646	100%	23.9	
11	130	85.6	108	10	14.8	38	5.4	1135	100%	16.8	
12	111	11	108	10	10.3	0	0	100	100%	8.8	
13	100	93.2	108	10	32.1	1	0.7	140	100%	15.7	
14	106	81.7	108	10	15.8	11	4.4	546	100%	51.3	
15	120	86.5	108	10	6.5	10	5.4	646	100%	23.9	
16	102	83.0	108	10	4.8	14	1.3	1135	100%	16.8	
17	111	83	108	10	1	0	0	100	100%	8.8	
18	100	82.4	108	10	3.2	0	0	140	100%	15.7	
19	105	84.3	108	10	4.0	4	1.9	546	100%	51.3	
20	104	83.3	108	10	2.1	10	1.2	646	100%	23.9	
21	110	80.3	108	10	15.7	1	1.8	1135	100%	16.8	
22	100	80	108	10	10	0	0	100	100%	8.8	
23	100	51.4	108	10	5.2	2	3.2	149	100%	15.7	
24	110	82.3	108	10	15.1	0	5.1	546	100%	51.3	
25	120	80.4	108	10	10.2	0	0	646	100%	23.9	

**Table 2. Descriptive Analysis of the Opinions of the Respondents on the Management Problems of the Almajiri Model Schools.**

	Question Item	Category of Respondents	Agree		Undecided		Disagree		Totals	
			F	%	F	%	F	%	N	%
1	Public awareness especially at the grass root is necessary for effective management of Almajiri Model Schools in the aspect of enrolment.	Teachers	520	80.4	126	19.5	00	00	646	57.6
		Headmasters	210	85.3	30	12.1	6	2.1	246	21.7
		UBEC Officials	100	71.4	35	25	5	3.5	140	12.3
		Relg. & Com. Leader	80	80	10	10	10	10	100	8.8
		<b>Totals</b>	910	80.3	210	17.7	21	1.8	1132	100%
2	Adequate funding and efficient management of funds are pertinent to the attainment of the objectives of Almajiri Schools.	Teachers	603	93.3	33	5.1	10	1.5	646	57.6%
		Headmasters	232	94.3	10	4.0	4	1.6	246	21.7
		UBEC Officials	135	96.4	5	3.5	00	00	140	12.3
		Relg. & Com. Leader	93	93	7	7	00	00	100	8.8
		<b>Totals</b>	1063	93.9	55	4.8	14	1.2	1132	100%
3	Supply of specially trained teachers may constitute a serious problem to the management and implementation of Almajiri Schools curriculum.	Teachers	570	88.2	60	9.21	16	2.4	646	57.6%
		Headmasters	200	81.3	35	17.4	11	4.4	246	21.7
		UBEC Officials	89	63.5	50	35.7	1	0.7	140	12.3
		Relg. & Com. Leader	77	77	23	23	00	00	100	8.8
		<b>Totals</b>	936	82.6	168	14.8	28	2.4	1132	100%
4	Provision of educational facilities in quantity and quality are prerequisite for the effective management and implementation of the Almajiri Schools.	Teachers	550	85.1	56	8.6	40	6.1	646	57.6
		Headmasters	196	79.6	45	18	5	2.0	246	21.7
		UBEC Officials	109	77.8	25	17.8	6	4.2	140	12.3
		Relg. & Com. Leader	80	80	20	20	00	00	100	8.8
		<b>Totals</b>	935	82.5	146	12.8	51	4.5	1132	100%
5	Implementation of the curriculum of model Pschool can best be done through the use of the language of the immediate community.	Teachers	620	95.9	21	3.2	5	0.7	646	57.6
		Headmasters	217	88.2	25	10.2	4	1.6	246	21.7
		UBEC Officials	111	79.2	20	14.2	9	6.4	140	12.3
		Relg. & Com. Leader	85	85	10	10	5	5	100	8.8
		<b>Totals</b>	1033	91.2	76	6.7	23	2.3	1132	100%
6	English language can gradually be used as a transition	Teachers	507	78.4	108	16.7	31	4.7	646	57.6



	from the language of the immediate community in the senior primary school.	Headmasters	198	80.4	46	18.6	2	0.8	246	21.7
		UBEC Officials	112	80	20	14.2	8	5.7	140	12.3
		Relg. & Com. Leader	78	78	18	18	4	4	100	8.8
		<b>Totals</b>	<b>875</b>	<b>79.0</b>	<b>192</b>	<b>16.9</b>	<b>45</b>	<b>3.9</b>	<b>1132</b>	<b>100%</b>
7	Supervision of instruction is necessary to enforce compliance to the curriculum implementation in the Basic Model Schools.	Teachers	612	94.7	33	5.1	1	0.1	646	57.6
		Headmasters	206	83.7	33	13.4	7	2.8	246	21.7
		UBEC Officials	99	70.7	35	25	6	4.2	140	12.3
		Relg. & Com. Leader	84	84	11	11	5	5	100	8.8
		<b>Totals</b>	<b>1001</b>	<b>88.4</b>	<b>112</b>	<b>9.8</b>	<b>19</b>	<b>1.6</b>	<b>1132</b>	<b>100%</b>
8	Admission into the Basic Model Schools should consider availability of teachers and educational facilities.	Teachers	570	88.2	50	7.7	26	4.0	646	57.6
		Headmasters	211	85.7	23	9.3	12	4.8	246	21.7
		UBEC Officials	92	65.7	25	17.4	23	16.4	140	12.3
		Relg. & Com. Leader	83	83	15	15	2	2	100	8.8
		<b>Totals</b>	<b>956</b>	<b>84.4</b>	<b>113</b>	<b>9.9</b>	<b>63</b>	<b>5.5</b>	<b>1132</b>	<b>100%</b>
9	Adequate provision and management of Health and Welfare services are necessary for the well-being of the students and teachers in the Model Primary Schools.	Teachers	498	77.0	113	17.4	35	5.4	646	57.6
		Headmasters	177	71.9	50	20.3	19	7.7	246	21.7
		UBEC Officials	89	63.5	25	17.8	26	18.2	140	12.3
		Relg. & Com. Leader	70	70	26	26	4	4	100	8.8
		<b>Totals</b>	<b>834</b>	<b>73.6</b>	<b>214</b>	<b>18.9</b>	<b>84</b>	<b>7.4</b>	<b>1132</b>	<b>100%</b>
10	Management of security of staff and students is necessary for academic stability in the model primary schools.	Teachers	625	96.7	11	1.7	10	1.5	646	57.6
		Headmasters	220	89.4	20	8.1	6	2.4	246	21.7
		UBEC Officials	98	70	22	15.7	20	14.2	140	12.3
		Relg. & Com. Leader	75	75	18	18	7	7	100	8.8
		<b>Totals</b>	<b>1018</b>	<b>89.9</b>	<b>71</b>	<b>6.2</b>	<b>43</b>	<b>3.7</b>	<b>1132</b>	<b>100%</b>

**Table 3. Summary of chi-square on the opinions of respondents on the management problems of Almajiri model schools.**

Respondents.	No.	X <sup>2</sup> -Cal	DF	X <sup>2</sup> -Crit	P Value
Teachers.	646	820	68	76	0.004
Headmasters.	246				
Officials of UBEC	140				
Religious & com. leaders	100				
<b>Totals.</b>	<b>1132</b>	<b>820</b>	<b>68</b>	<b>76</b>	<b>0.004</b>

From Table 3 above X<sup>2</sup> calculated is 820 which is greater than the X<sup>2</sup> critical of 76 and P-value is 0.004 against the back-dropped of 0.05 significance level. This shows that there is no significant difference in the opinions of respondents on the management problems of Almajiri Model Schools in the North-West Geo-Political Zone. With this data analysis the study null hypothesis is hereby accepted.

### Discussion of Findings

It is observable from table 2 and item I that public awareness encourage enrolment into Almajiri model schools for the achievement of the objectives of primary education in Nigeria. This finding can be supported by a similar study by Azare (2009) who asserted that public awareness especially at the grass root is very important to encourage access as well as the attainment of objectives of primary education in Nigeria.

Items II, III and IV in the questionnaire revealed that adequate funding, supply of specially trained teachers and educational facilities are very important in the management of Almajiri Model Schools for the attainment of the objectives of primary education. This is in harmony with the outcome of the study by Ojo (2000) on the management of educational institutions. According to the outcome of his study adequate funding, competent teachers and educational facilities are very pertinent in the management of educational institutions.

Item V in the questionnaire is on curriculum implementation. The study revealed that the use of language of immediate community is necessary in the implementation of the curriculum of Almajiri Model School. This is in line with the dictates of the National



Policy on Education (2004) which emphasizes the use of the language of the immediate community at the lower primary school level for the attainment of objectives of primary education in Nigeria.

Item VII in the questionnaire revealed that supervision of instructions is pertinent to the achievement of the objectives of primary education in the *Almajiri* Model Schools. These findings can be supported by Dare (2009) on the role of instructional supervision in educational institutions. According to his research findings supervision of instructions is very important because it helps to improve the quality of both teaching and learning as well as educational standards.

Item IX on the questionnaire revealed that adequate provision of health and welfare services for staff and students are important ingredients in the management of *Almajiri* Model Schools for the attainment of the objectives of primary education. This finding is in harmony with the outcome of a similar study by Akande (2011) who asserted that adequate provision of health and welfare services are necessary for the well being of staff and students in the *Almajiri* Model Primary Schools for the attainment of the objectives of primary education.

Item X in the questionnaire revealed the importance of maximum security for staff and students in the *Almajiri* Model Schools. This finding is in harmony with the pronouncement of Maku (2013) on the security challenges and for academic stability in the educational institutions in Nigeria.

### **Conclusions**

Educational policies in Nigeria such as the Universal Primary Education (UPE), and 6334 system of education could not achieve their national objectives in full due to certain national problems such as inadequate funding, supply of qualified teachers, provision of educational facilities and poor supervision of instruction. These national problems should be properly tackled in order to be able to achieve the objectives of primary education through the *Almajiri* Model Schools in Nigeria.

### **Recommendations**

Based on the findings of the study the following recommendations have been advanced for effective management of *Almajiri* Model Schools for the attainment of the objectives of primary education in Nigeria.

1. Public awareness especially at the grass root level is necessary to educate parents and community members on the importance of *Almajiri* Model Schools.
2. Adequate funding is also necessary to be able to make provision for supply of trained teachers and educational facilities in the *Almajiri* basic schools.
3. Regular supervision of instructions is very important for curriculum implementation in the *Almajiri* Model Schools.
4. Adequate provision of health and welfare services are very necessary for the well-being of staff and students in *Almajiri* Model Schools.
5. In view of the current security challenges in the country especially in the Northern part, maximum security should be put in place for security of life and property and academic stability in the model primary schools.

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