



Teachers' Appraisal of the Impact of Tsangaya-UBE Schools on Almajiri Pupils' Literacy Skills in North-West Nigeria

Lazarus Mvendaga Tyoakaa,

Ministry of Education,
Birnin Kebbi, Kebbi State.

Olawuyi Ezekiel Babatunde

Entrepreneurship Development Centre,
Federal University Birnin Kebbi

Esther D. Tanko

Department of Home & Rural Economics,
Federal University of Agriculture Zuru, Kebbi State

&

Rukayya Abdullahi

Department of Education,
Waziri Umaru Federal Polytechnic Birnin Kebbi

Abstract

This study appraised the impact of Tsangaya-UBE schools on Almajiri pupils' literacy skills in North-west, Nigeria. The purpose of the study was to assess the impact of those Tsangaya-UBE schools on the literacy skills of the Almajiri pupils in basic six classes. The study was guided by three research questions, while three corresponding hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey design was adopted. The population for the study comprised 1,364 teachers from all the 68 Tsangaya-UBE schools in North-west Nigeria, while multistage, purposive and random sampling techniques were used to select a sample size of 137 teachers made up of 98 males and 39 females, drawn across the 86 Tsangaya –UBE schools, as well as four states of Kano, Kebbi, Sokoto and Zamfara out of seven States from the North-West, Nigeria. Data was collected using a self-developed questionnaire titled "Teachers' Assessment of the Impact of Tsangaya-UBE Schools on Almajiri Pupils' Questionnaire (TAITSAPQ). The instrument was validated by three experts so as to ascertain the face, content and construct validity. There after it was trial tested using 15 teachers which the results yielded reliability co-efficients of 0.62 for TAITSAPQ. Descriptive statistics of Mean and standard deviations were used in answering the research questions, while hypotheses were tested using t-test to determine the significant differences between the mean responses of male and female teachers at 0.05 level of significance. The findings showed that Tsangaya-UBE schools have moderate impact on the Almajiri pupils' literacy in terms of reading, writing and communication skills. The study also revealed that no significant difference exists in the mean responses of male and female teachers regarding the aforementioned variables. The research therefore, recommended among other things that all hands should be on deck by the stakeholders to ensure that the Almajiri pupils' literacy skills are seriously improved to a maximum level.



Keywords: Almajiri pupils, Appraisal, Impact, Literacy, Skills, Tsangaya schools

Introduction

Education in Nigeria is considered as a tool for national development. That is why the National Policy on Education (FRN, 2014) maintains that education is designed to make Nigeria a free, just and egalitarian society, a land full of opportunities for all its citizens, able to generate a great and dynamic economy and growing into united, strong and self-reliant nation. The philosophy underlying Nigerian education is geared towards, among other things, the social, cultural, political, scientific and technological progress of the entire citizenry. Oyelere and Wharton (2013) corroborate this view by stating that education significantly improves an individual's chances to increase income and escape poverty and also plays a critical role in socio-economic development. In a similar view, Tyoakaa (2014) also opines that the primary goal of education is that, every child of school going age should acquire basic and appropriate level of literacy, numeracy, and basic life skills needed in laying a solid foundation for scientific and reflective thinking.

Despite this acknowledgement, seven and half million children known as 'Almajiris' are reported to be roaming about aimlessly on the streets of Nigeria, without access to quality education particularly in the Northern part of the country Muhammad (2015). The word "Almajiri emanated from the Arabic word "Al-muhajirun" which came from prophet Muhammed to indicate those of his companions (Muhajirun) who migrated with him for the sake of Islam from Mecca to Medina. However, the name muhajirun later came to refer to those who move from one place to another in quest or search for knowledge like Qur'an school teacher and their pupils. In the northern part of Nigeria, Almajiri refers to a traditional method of acquiring and memorizing the Qur'an where boys at their tender age are sent out by their parents or guardians to other villages, towns or cities for the acquisition of Quranic education under a knowledgeable Islamic scholar called Mallam (teacher) (Yusha'u, Tsafe, Babangida & Lawal, 2013). Isiaka (2015) observed that the concept of Almajiri has undergone some transformation overtime in the twentieth century, where it is seen as 'bara' that is (begging) by the Qur'anic school pupils.

In Nigeria, Almajiri system started in the 11th century, as a result of the involvement of Borno ruler in Qur'an literacy. Several years later, the Sokoto Caliphate was founded principally through an Islamic revolution based on the teaching of the Holy Quran. These two empires run similar Quranic learning which over time came to be known as the Almajiri system of education (Ifijeh & James, 2012). The 'Almajiri' educational system was made to be overseen by the Mallam (teacher), while the 'Almajiri' (pupils) learn under their tutelage.

The fall of the Almajiri system of education in 1904 can be traced to the British invasion and colonization in the northern Nigeria territories where they took charge of the treasury, killed and deposed those emirs who resisted the foreign rule in place of traditional rule. Thereafter, the British refused to recognize the 'Almajiri' education system as an important education system and deliberately abolished its state funding arguing that, they

were mere religious schools, therefore, ‘Makaranta Boko’ (meaning western education) was then introduced and encouraged instead (Mashema & Idris, 2018). With loss of support from the government and the helpless emirs, the Almajiri system thus collapsed. The responsibility of the ‘Almajiris’ was then taken over by the local scholars who deemed it a moral and religious duty to educate these pupils for the sake of Allah (God). Although there was scarcity of funds and over whelming number of pupils to cater for, however, the system continued to flourish with the support of the immediate community. Begging was still not a norm and they believed that the western education (Boko) was of the Christians European origin and therefore anti-Islamic. The parents then abandoned the ‘Almajiri’s with their mallams, whom having no financial support from the Government, resulted to begging or doing other menial jobs for survival. Babajo (2017) asserts that almajiranci is a form of child abuse because that exposes the children to labourious work at tender ages, which normally involve children between the age of seven and twenty or even below, whose parents or mallams could not feed nor provide the necessities of life for them. Therefore, they embarked on begging or labour work in order to survive.

The menace of the Almajiri has recently attracted the attention of Federal and State Governments which led to the establishment of special UBE schools geared towards providing these children with knowledge and skills that will enable them to live meaningful lives and contribute to national development. The other intention was to infuse western education with Islamic education so as to transcend the Almajiri to functional members of a noble society. Merging the two systems of education together to curtail the plight of street begging by children and youths pursuing Qur’anic education is a welcome development (Mahuta, 2019). The system is to accommodate the Almajiri who are coming to the city from far and near villages for Qur’anic knowledge, and the purpose of integrating the two systems of education is to provide educational opportunities for this category of children to acquire both the Qur’anic education and western education so as to improve their living condition. By doing these, it will enable each state of the Federation to achieve Educational for All (EFA) and Millennium Development Goals (MDGs). The purpose of the infusion is to also strengthen the ability of the learners on how to read, write and memorize the Qur’an in a conducive learning atmosphere and to introduce secular subjects of western education into Qur’anic school system thereby making the products literate, numerate and equipped manipulative and survival skills. This is with a view to meeting the goals of Education For All (EFA) and to eradicate Almajiri method of involving teenage children into street begging, hard labour, unhygienic condition, social vices and also to provide adequate and qualitative instructional materials in both Islamic and secular subjects (Yusha’u, Tsafe, Babangida & Lawal, 2013). The integrated Almajiri schools popularly known as Tsangaya-UBE or Tsangaya model schools were conceived to offer the following core subjects, like English, Science, Mathematics, Social Studies together with Hausa, Computer, PHE and Handwriting under formal system of education with Agriculture, Trade, Commerce, Handcraft, Mechanic, Vulcanizing and Islamic Calligraphy among others as vocational skills of their curriculum (UBEC, 2013). On the other hand the components of the curriculum of

non-formal education is Qur'anic education involves strong foundation in recitation of the Glorious Qur'an and Islamic studies which includes Qira'atul Qur'an, Tahfeez, Tajweed, Arabic, Islamic Studies, Tauhid, Hadith, Fiqh and Sira (Yusha'u, Tsafe, Babangida & Lawal, 2013). Furthermore, Tsangaya-UBE schools or Tsangaya Almajiri education programme according to Northern Education Initiatives Plus (NEI +, 2021), is one of the initiatives of the Federal Government to address the problems of out-of-school children.

Purpose of the Study

The purpose of this study was to appraise the impact of Tsangaya-UBE schools on Almajiri pupils' literacy in North-west, Nigeria. Specifically, the study sought to:

1. Determine the mean difference in the response of male and female teachers on the impact of Tsangaya-UBE schools on Almajiri pupils' reading ability.
2. Find out teachers' assessment on the impact of Tsangaya-UBE schools on Almajiri pupils' writing ability.
3. Determine teachers' assessment on the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills.

Research Questions

This study was guided by the following research questions:

1. What is the impact of Tsangaya-UBE schools on the reading ability of Almajiri pupils as assessed by their teachers?
2. What is the impact of Tsangaya-UBE schools on writing ability of Almajiri pupils as assessed by their teachers?
3. How do the teachers assess the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean response of male and female teachers on Almajiri pupils' reading ability in Tsangaya-UBE schools.
2. There is no significant difference in the mean response of male and female teachers on Almajiri pupils' writing ability in Tsangaya-UBE schools.
3. There is no significant difference in the mean response of male and female teachers on Almajiri pupils' communication skills in Tsangaya-UBE schools.

Methodology

The research design adopted for this study was a descriptive survey method which according to Emaikwu (2012) is one which a group of people or items are studied by collecting and analyzing items to be representative of the entire population. The study was carried out in North-West Nigeria, comprising of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara States. The population of this study comprised 1,364 teachers in all the

68 Tsangaya-UBE schools in North-west Nigeria, while the sample comprised 26 Tsangaya schools 137 teachers made up of 98 males and 39 females, drawn across the 68 Tsangaya – UBE schools in Kano, Kebbi, Sokoto and Zamfara States (NBAIS, 2021). Multi - stage sampling technique was adopted for this study, which According to Akem (2012), a multi – stage sampling technique is a sampling technique that is used when the target population cut across a set of groups. “Teachers’ Assesment of Impact of Tsangaya-UBE Schools on Almajiri Pupils’ Questionnaire” (TAITSAPQ) was used to solicit information on the impact of Tsangaya-UBE schools on Almajiri pupils literacy skills. The questionnaire was made up of section A which sought information on respondent biodata, while section B was a 50-item questionnaire to determine teachers’ assessment of the Impact of Tsangaya-UBE schools on Almajiri pupils’ literacy. The researcher adopted a modified 4 point Likert- type scale in which each item of the questionnaire was responded to in one of the four response options of Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagree (D) = 2, or Strongly Disagree (SD) =1 for all positive statements. The reverse coding was used for negatively framed items.

The face, content and construct validity of the instruments was ascertained by three experts, two from Arts and Social Sciences Education and one from Measurement and Evaluation. Using Cronbach’s Alpha, the reliability coefficient of TPITSAPQ was found to 0.83. This reliability coefficient was considered reliable because according to Emaikwu (2013), an instrument with a reliability coefficient of 0.5 to 1.0 is considered reliable.

The researcher together with the research assistants personally visited all the sampled schools in the four north-western states and administration the questionnaire, where in each school, visited they ensured that the questionnaires were answered and returned before proceeding to the next sampled school. This was done to ensure high return rate of questionnaires and also to avoid low return of questionnaire by the respondents. A total of 137 questionnaires were administered to teachers from the 26 sampled Tsangaya-UBE schools in Kano, Kebbi, Sokoto and Zamfara States., where data collection was done on daily basis during school hours so as to enable the researcher meet the teachers in their schools before closing time.

In answering the research questions, the researcher used the descriptive statistics of Mean and Standard Deviation (SD) scores of teachers to answer the research questions, where the Mean scores of between 0-1.49 were regarded as low impact, ranging from 1.50-2.99 were regarded as moderate impact while mean values of 3.00 and above were taken as having high impact. The t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the impact of Tsangaya-UBE schools on reading ability of the Almajiri pupils as assessed by their teachers?

**Table 1:** Mean and Standard Deviation of the impact of Tsangaya-UBE schools on reading ability of Almajiri pupils as assessed by their teachers

S/No	Item	N	Mean	SD	Remark
1	UBE has helped improve my pupils' English reading comprehension ability	137	2.55	.63	Moderate
2	UBE has increased my pupils' motivation to reading English passages	137	2.51	.73	Moderate
3	UBE has helped improve my pupils' ability to read notes, effectively	137	2.63	.80	Moderate
4	UBE has helped improve my pupils' ability to read messages in English effectively	137	2.64	.82	Moderate
5	UBE has improved my pupils' ability to read letters in English Language effectively	137	2.61	.82	Moderate
6	UBE has helped improve my pupils' ability to read reports in English effectively	137	2.60	.80	Moderate
7	UBE has improved my pupils' ability to pronounce words accurately	137	2.56	.76	Moderate
8	UBE has improved my pupils' ability to read sentences and comprehend very well	137	2.69	.81	Moderate
9	UBE has helped improve my pupils' ability to interpret sentence or paragraphs. Correctly	137	2.55	.70	Moderate
10	UBE has improved my pupils' ability to observe punctuation marks when reading passages in English	137	2.53	.78	Moderate
Cluster Mean			2.59	0.76	Moderate

Data in Table 1 revealed that teachers have moderate assessment on all the items. However, the highest mean response was on item 8 with standard deviation of 0.81, while the least mean response was on item 2 with standard deviation of 0.73. Based on the cluster mean of items (2.59), teachers have moderate assessment of the impact of Tsangaya-UBE schools on reading ability of Almajiri pupils. The average standard deviation value of 0.76 indicates that the difference in the responses of teachers is very small.

Research Question 2: What is the impact of Tsangaya-UBE schools on writing ability of the Almajiri pupils as assessed by their teachers?

Table 2: Mean and Standard Deviation of the impact of Tsangaya-UBE schools on writing ability of Almajiri pupils as assessed by their teachers

S/No	Item	N	Mean	SD	Remark
11	UBE has helped improve my pupils' ability to write words correctly.	137	2.70	.70	Moderate
12	With the help of UBE, pupils' observe correct	137	2.58	.72	Moderate

13	capitalization of words while writing UBE has improved my pupils' ability to observe correct punctuation marks when writing passages in English	137	2.76	.84	Moderate
14	UBE has improved my pupils' ability to create texts in a variety of genres	137	2.50	.72	Moderate
15	UBE has helped improve my pupils' ability to write words accurately using alphabet	137	2.59	.77	Moderate
16	UBE has improved my pupils' ability to write down my ideas in sentences clearly	137	2.65	.72	Moderate
17	UBE has helped improve my pupils' ability to write dictation without mistakes	137	2.63	.71	Moderate
18	UBE helps improve my pupils' ability to write messages in English	137	2.81	.81	Moderate
19	UBE has improved my pupils' ability to write letters in English	137	2.58	.71	Moderate
20	UBE has helped improve my pupils' ability to write notes in class quickly	137	2.52	.72	Moderate
Cluster Mean			2.63	0.74	Moderate

Data in Table 2 indicates that the impact of Tsangaya-UBE schools on Almajiri pupils' writing ability as assessed by their teachers. From the data, the teachers' mean responses in all items indicated that they have assessed the impact of Tsangaya-UBE schools on Almajiri pupils' writing ability to be moderate. They have their mean responses ranging from 2.50 – 2.81 with the standard deviation ranging from 0.70 – 0.84. The cluster mean of the items is 2.63 which indicate that; overall, the teachers assessed the impact of Tsangaya-UBE schools on Almajiri pupils' writing ability to be moderate. The average standard deviation value of 0.74 indicates that the difference in the responses on the impact of Tsangaya-UBE schools on writing ability as assessed by teachers is very small.

Research Question 3: How do teachers assess the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills?

Table 3: Mean and Standard Deviation of the Tsangaya-UBE schools impact on the Almajiri pupils' communication skills as assessed by their teachers

S/No	Item	N	Mean	SD	Remark
21	With the help of UBE my pupils' can communicate in English language effectively, just like Hausa language	137	2.90	.75	Moderate
22	UBE has made my pupils' contribute effectively in group discussions	137	2.58	.73	Moderate
23	UBE has made my pupils' contribute appropriately to class discussions	137	2.50	.76	Moderate
24	UBE has helped my pupils' such that I do not need any interpretation in Hausa during class teaching in	137	2.64	.72	Moderate

	English language					
25	UBE helps the pupils' in my school to express their opinions clearly in English language without mistakes	137	2.51	.71	Moderate	
26	With the help of UBE, my pupils' can express their feelings better through communication	137	2.74	.83	Moderate	
27	With the help of UBE, my pupils' can construct simple sentences in English language without mistakes	137	2.74	.69	Moderate	
28	With the help of UBE, the pupils' in my school can read out sentences clearly in English language without mistakes	137	2.57	.71	Moderate	
29	With the help of UBE, my pupils' can spell out words correctly	137	2.82	.81	Moderate	
	Cluster Mean		2.67	0.74	Moderate	

Data in Table 3 indicates the mean and standard deviation of the impact of Tsangaya-UBE schools on the Almajiri pupils' communication skills as assessed by their teachers. From the data, the teachers' mean responses in all items indicated that they assessed the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills to be moderate with the mean responses for the items ranging from 2.50 – 2.90 and the standard deviation ranging from 0.70 – 0.84. The cluster mean of the items is 2.67 which indicate that; overall, the teachers assessed the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills to be moderate. The average standard deviation value of 0.74 indicates that the difference in the responses on the impact of Tsangaya-UBE schools on communication skills as assessed by teachers is very small.

Test of Hypotheses

Null Hypothesis 1: There is no significant difference in the mean response of male and female teachers on Almajiri pupils' reading ability in Tsangaya-UBE schools.

Table 4: t-test on difference in the mean response of male and female teachers on Almajiris pupils' reading ability in Tsangaya-UBE schools

Variable	Gender	N	Mean	SD	Df	t value	p	Remark
Reading Ability	Male	98	2.61	.56	135	.857	.393	Not Significant
	Female	39	2.52	.54				

Table 4 revealed the t-test on the difference in the mean response of male and female teachers on the Almajiri pupils' reading ability in Tsangaya-UBE schools. Result of the data analysis in Table 4 shows that $t = 0.857$, $p = 0.393 > 0.05$. Since 0.393 is greater than 0.05, the null hypothesis which states that there is no significant difference in the mean response

of male and female teachers on Almajiri pupils' reading ability in Tsangaya-UBE schools, is therefore not rejected. This implies that, no significant difference exists between the mean response of male and female teachers on the Almajiri pupils' reading ability in Tsangaya-UBE schools.

Null Hypothesis 2: There is no significant difference in the mean response of male and female teachers on Almajiri pupils' writing ability in Tsangaya-UBE schools.

Table 5: t-test on difference in the mean response of male and female teachers on Almajiris pupils' writing ability in Tsangaya-UBE schools

Variable	Gender	N	Mean	SD	Df	t value	p	Remark
Writing Ability	Male	98	2.56	.50	135	1.142	.255	Not Significant
	Female	39	2.67	.53				

From data in Table 5, the t-test of difference between the mean response of male and female teachers on the Almajiri pupils' writing ability in Tsangaya-UBE schools revealed that $t = 1.142$, $p = 0.255 > 0.05$. Since 0.255 is greater than 0.05, the null hypothesis is not rejected. This implies that, there is no significant difference between the mean response of male and female teachers on Almajiri pupils' writing ability in Tsangaya-UBE schools.

Null Hypothesis 3: There is no significant difference in the mean response of male and female teachers on Almajiri pupils' communication skills in Tsangaya-UBE schools.

Table 6: t-test on difference in the mean response of male and female teachers on Almajiris pupils' communication skills in Tsangaya-UBE schools

Variable	Gender	N	Mean	SD	Df	t value	p	Remark
Communication Skills	Male	98	2.71	.47	135	.777	.438	Not Significant
	Female	39	2.64	.49				

Data in Table 6 revealed the t-test of difference in the mean response of male and female teachers on Almajiri pupils' communication skills in Tsangaya-UBE schools. The result of data analysis in Table 6 showed that $t = 0.777$, $p = 0.438 > 0.05$. Since 0.438 is greater than 0.05, the null hypothesis that no significant difference in the mean response of male and female teachers on Almajiri pupils' communication skills in Tsangaya-UBE schools was not rejected. By implication, no significant difference exists in the mean response of male and female teachers on communication skills of the Almajiri pupils' in Tsangaya-UBE schools.

Discussion of Findings

Findings of this study indicated that teachers' assessment of the impact of Tsangaya-UBE schools on reading ability of Almajiri pupils was moderate. As such the Almajiri pupils are able to moderately read as a result of knowledge gained from the Tsangaya-UBE schools. This is revealed by the cluster mean of 2.59 on Table 1. However, when subjected to t-test, the result revealed that, no significant difference exists between the mean response of male and female teachers on the Almajiri pupils' reading ability in Tsangaya-UBE schools. This finding is in consonance with the findings of Obieze (2010) which showed clearly that, secondary schools students in Anambra State experience a little of difficulties in developing effective reading habits. Similarly, Okeke (2021) also pointed out that if the grammar of a language is introduced and learnt by the pupils, the easier, faster and better it is mastered during reading. The finding is however at variance with the earlier research findings of NIED (2015) whose result showed that more than three third of the first-grade student in the Namibian schools demonstrated lack of competency in the areas of literacy in terms of reading.

Findings of this study also showed that the Tsangaya-UBE schools as assessed by the teachers have a moderate impact on writing ability of the Almajiri pupils. This is indicated by the cluster mean of 2.63 on Table 2. However, when subjected to t-test, the result revealed that there is no significant difference between the mean response of male and female teachers on Almajiri pupils' writing ability in Tsangaya-UBE schools. This study is in agreement with the result of the study by Barham, Ihmeideh, Al-Falasi, and Abdallah (2019) which showed that pupils attain a moderate level or awareness or the knowledge of letters and writing ability. The study is then in disagreement with the earlier findings of Isiaka (2015) whose result showed that more than three third of the pupils in the Almajiri Schools in Sokoto lacks the basic literacy ability of writing in English Language

Findings of this study further demonstrated that the Tsangaya-UBE schools had moderate impact on communication skills of the Almajiri pupils. This is indicated by the cluster mean of 2.67 on Table 3. However, when subjected to t-test, the result still revealed no significant difference in the mean response of both male and female teachers regarding the impact of Tsangaya-UBE schools on Almajiri pupils' communication skills. This agrees with Okoro, Ekanem and Udo (2012) which found no statistically significant gender differences in the responses of the pupils. This is however in variation with Barham, Ihmeideh, Al-Falasi and Abdallah (2019) which showed that pupils attain a high level of oral language, phonological awareness. In addition, the result demonstrated significant difference between male and female first-grade student, with male students having better literacy and numeracy skills than female students.

Conclusion

From the findings of this study, it has been established that teachers in Tsangaya-UBE schools assessed the UBE programme to have moderate impact on the pupils' reading and writing ability, as well as their communication skills. Based on the findings of this study,

there is hope that with the introduction of Tsangaya-UBE schools by the Federal Government, the challenge of high level of illiteracy among Almajiri children in Northern Nigeria would be overcome.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Pupils on their part should actively engage in serious classroom activities by participating actively in the class so as to improve more on their reading and writing ability, as well as communication skills.
2. Teachers in Tsangaya-UBE schools should intensify efforts by using the available resources to improve their pupils' reading, writing and communication skills.
3. Governments at all levels should double their efforts in monitoring the Programme and also adequately fund Tsangaya-UBE schools, in order to discourage street begging by the Almajiri children, but instead benefit from the programme ma

Contribution to Knowledge

This study provides an empirical evidence for policy dialogue on education in Northern Nigeria regarding the Almajiri pupils and Tsangaya UBE schools. The result of this study has also provided the valuable evidence that support a scale up of the Tsangaya-UBE programme. The work, therefore, provides the needed evaluation data that could aid decision making especially on issues of legislation and appropriation of funds necessary to scale up the programme.

References

- Akem, J. A. (2012). *Research and statistics for higher education*. Makurdi: Destiny Ventures
- Babagana, M., Idris, U.S.B., Ndagi, M., Mohammed, D.A. & Kuchi, A.M. (2018). Assessment of Almajiri system of education: It's implication for child, family and national development in Minna metropolis, Niger State, Nigeria. *Journal of Research in humanities and Social sciences*, 8(4), 1 – 6.
- Babajo, H. H. (2017). The challenges of tsangaya Quranic schools in contemporary



societies: A study of Kano State Nigeria. *Asian Journal of Multidisciplinary Studies*, 5 (6), 23 -30. Retrieved on 10/02/2020 from <http://www.ajms.co.in/sites/ajms2015/index.php/ajms/article/view/2530>

Barham, A.I., Ihmeideh, F., Al-Falasi, M. & Abdallah, A. (2019). Assessment of first-grade

students' literacy and numeracy levels and influence of key factors. *International Journal of Learning, Teaching and Education Research*, 18(12),193-216.

Emaikwu, S.O. (2012). *Fundamentals of research methods and statistics*. Makurdi: Selfers

Academic Press Limited.

Emaikwu, S.E. (2013). *Fundamentals of Test, Measurement and Evaluation: With psychometric theories*. Peace Lumber Academic Publishing

Federal Government of Nigeria. (2014). *National Policy in Education (14th ed)*. Lagos: NERDC Press.

Ifijeh, I.G. & James, I.J. (2015). Provision of Formal Education to Almajiris: The Role of Libraries. *European Scientific Journal*, 8(15), 97 – 107.

Isiaka, T.O. (2015). A Pilot Study of the Challenges of Infusing Almajiri Educational System

into the Universal Basic Educational Programme in Sokoto. *Nigeria Journal of Education and Practice*, 6(16), 10 – 16.

Mahuta, G. A. (2019). Possible strategies for the integration of private islamiyyah education

with modern education in order to attain education for all (EFA), under the Sokoto state UBE policy: *Al. nadah Journal of Islamic Heritage*. UDUS, 6 (1&2), 129-145.

Mashema, B.L. & Idris, A.I. (2018). The challenges of Almajiri system of education to social peace in Nigeria: A cross-sectional investigation. *International Journal of Innovative Research in Advanced Studies*, August, 5(8), 1-7.

Muhammad, F. (2015). Prevalence of child abuse among pupils in Almajiri system of education in Zaria local government of Kaduna State, Nigeria. An Unpublished M.Ed Dissertation, University of Nigeria, Enugu Campus.



Northern Board for Arabic and Islamic Studies. (2021). Pupils'/students enrolment in Arabic and Islamic schools in Nigeria. Retrieved on 15/07/2021 from www.almajiritsangayaschools.edu.

Northern Education Initiatives Plus (2021). Structure and Control of Tsangaya Almajiri schools in northern Nigeria. retrieved On 18/08/2021 from <http://www.edu.org>northern-education-initiative-plus>.

NIED (2015). An investigation of literacy and numeracy skills at lower primary phase in Namibian schools. *Journal of Development and Research*, 6(1), 87-94. Retrieved on 02/3/2020 from www.nied.na/assets/documents/03Research.

Obieze, N. (2010). Reading problems of secondary school students in Anambra State. *Journal Of Couselling and Communication*, 1(3), 9-14.

Okeke, A.A. (2021). Reading problems of pupils in primary schools in Makurdi Metropolis of Benue State. An unpublished B.A. (Ed) English, Benue State University, Makurdi.

Okoro, C.C., Ekanem, I.E., & Udoh, N.A. (2012). Teacher gender and the academic performance of children in primary schools in Uyo Metropolis, Akwa Ibom State, Nigeria. *Journal of Educational and Social Research*, 2(1), 267-273.

Onitade, I.T. (2015). A pilot study of the challenges of infusing Almajiri educational system into the universal basic education programme in Sokoto, Nigeria. *Journal of education and Process*, 6 (16), 1 – 8.

Oyelere, R.U., & Wharton, K. (2013). The impact of conflict on education attainment and enrolment in Columbia: Lesson from recent IDPs' households in conflict network. Retrieved from www.hien.org

Tyoakaa, L.M. (2014). Universal basic education programme in Nigeria: Personnel and infrastructural assessment in Birnin Kebbi local government area. *International Journal of Research and Methods in Education*, 4 (4), 6-11.

UBEC (2013) 'Ministerial Presentation to National Economic Council by National Implementation Committee on Almajiri', pp. 1-11. Abuja: Universal Basic Education Commission.

UBEC (Last updated 2012b) 'Universal Basic Education Commission' (a webpage of Universal Basic Education Commission). Accessed June, 3rd 2013 <http://ubeconline.com/about_ubec.html>.



Yusha’u, M., A. Tsafe, S. Babangida & N. Lawal (2013) 'Problems and Prospects of Integrated Almajiri Education in Northern Nigeria', *Scientific Journal of Pure and Applied Sciences* 2(3): 125-134.