



EFFECT OF ALMAJIRI SYSTEM OF EDUCATION ON NATIONAL SECURITY IN ADAMAWA STATE, NIGERIA

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Abstract

The study investigated the effect of Almajiri system of education on national security in Adamawa State, Nigeria. The study had two objectives which was translated two research questions and null hypotheses. The study adopted survey research design. The population of the study is 6000 Almajiris. A sample of 600 was drawn from all education zones in the state using purposive sampling technique. A structured questionnaire design by the researcher was used for data collection. The instrument was duly validated by experts. The reliability of the instrument was obtained through a pilot test in a non-participating Almajiri school in the state using the Cronbach Alpha method. The reliability coefficient of 0.76 was obtained. The collected data was analyzed using mean and standard deviation to answer the research questions while linear regression analysis was used to test the hypotheses at the 0.05 level of significance. The finding reveals that there is significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria, $F(1, 599) = 702.916$, $r = 0.735$, $p < 0.05$. The findings also reveals that there is significant relationship between the Tsangaya system of education and political security in Adamawa State, Nigeria, $F(1, 599) = 388.205$, $r = 0.627$, $p < 0.05$. it is recommended among others that the Tsangaya system be integrated with vocational and entrepreneurial training programs to enhance its role in reducing unemployment and fostering economic self-reliance among learners.

Keywords: Tsangaya system, Almajiri, economic security, political security

Introduction

Almajiri is an Arabic word that was adopted into the Hausa language to refer to someone who leaves their home or town in order to pursue Islamic knowledge, specifically the Quran. 'Almajiri' in the Hausa language, the

Hausas being the largest tribal group in the northernmost parts of Nigeria, was derived from 'al muhajir,' which simply means someone who left their homes and family to seek Islamic or non-secular education from 'Mallams' or teachers, usually trained within the system. The Qur'an was written on slates and read in open areas during the day and under the illumination of wood bonfires in the evenings. The parents initially made token monetary contributions, which were neither regular nor sustainable, to assist in the upkeep of the children. This over time resulted in the Mallams passing the burden of upkeep to the children, who also resorted to begging, doing menial jobs, and doing whatever was possible to fend for themselves. (Auta,2021).

Over time, as the system evolved, the Qur'anic (Almajiri) school divided into the Slate School and the Tsangaya School (Maigari, 2017). The Slate School is designed for both male and female children, beginning at the age of five, to learn how to recite the holy Qur'an from a slate. This type of school is widespread throughout the communities of northern Nigeria. Parents whose children are enrolled in the slate school typically pay the Mallam "kudin sati," a weekly fee, to ensure their livelihood. In fact, it is difficult to find a Muslim from northern Nigeria, whether male or female, who has not attended one of these schools. Recent events indicate, however, that the majority of educated members of society are opposed to sending their children to such schools; rather, they prefer to hire a Mallam for home services. The Tsangaya School, on the other hand, teaches students not only how to recite the Qur'an but also how to memorize its sixty chapters, as well as other books on Islamic jurisprudence such as hadith, fiqh, and others. It is an educational institution that has its own physical location, either on the outskirts of town or where it will be completely isolated from the members of society, with scholars residing in the surrounding area.

However, economic security has been compromised since colonial masters eliminated state funding for Tsangaya on the grounds that they were religious institutions. Western education was introduced and funded instead in "Karatun Boko." Due to this lack of support, the system failed. The students who were supposed to be trained to become Islamic scholars are now forced to fend for themselves, begging instead of studying under the supervision of illiterate Quranic teachers or Mallams who lacked the necessary financial and moral support. Therefore, the system functions more as a survival mechanism than a way of life (Alkali, 2012). So also, political security: do political oligarchs promote violence by making violent statements and actively arming youths to exact vengeance on their political opponents prior to or after elections? In the past and present, the Almajiri system has provided a cover for criminally minded individuals to abuse Nigerian children through human trafficking and by exposing them to antisocial behavior marriage, broken homes, or economic difficulties. As soon as the family's resources are depleted, children are sent to the streets under the guise of Almajiri, leaving them without adequate family protection. Almajiri's struggle for survival exposes them to abuse (homosexuality and pedophilia), being used as slaves, being brainwashed and recruited for insurgent activities, and being employed in destructive and violent activities. This image depicts the pitiful circumstances of a typical Almajiri child (Abdullahi, 2018).

Statement of the Problem

In recent years, the prevalence of Almajiris on the streets has caused concern among governments and the general populace. Taiwo (2013) indicated that there is a high incidence of out-of-school children in Nigeria, estimated at 10.5 million, with over 9 million of these children being Almajiris. The majority of these children are located in northern Nigeria. Long-term, these children could pose a serious threat to national security as well as to social cohesion and active citizenship. With the recent rash of sectarian conflicts, political thuggery, and banditry in the northern region, it is feared that this severely neglected segment of our young population, if left unchecked, could exacerbate the situation. The incidence of Almajiri and Tsangaya challenges is rising despite the government's constitutional obligations and the international community's enormous financial contributions (Idriss & Hamzah, 2021). Numerous studies have been conducted by various scholars to investigate the causes of its proliferation and the necessity of addressing it. Consequently, the purpose of this study is to investigate the social, political, and economic impacts of the Almajiri system on national security in the study area.

Objectives of the Study

The specific objectives of the study are to:

1. Determine the relationship between Tsangaya system of education and economic security in Adamawa State, Nigeria.
2. Evaluate the relationship between Tsangaya system of education on political security in Adamawa State, Nigeria.

Research Questions

Based on the information collected from the literature, this research seeks to answer the following questions:

1. What is the level of the relationship between Tsangaya system of education and economic security in Adamawa State, Nigeria?
2. What is the level of relationship between Tsangaya system of education and political security in Adamawa State, Nigeria?

Hypothesis

The following null hypotheses will be formulated and tested at 0.05 level of significance to guide the study:

1. There is no significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria.
2. There is no significant relationship between the Tsangaya system of education and political security in Adamawa State, Nigeria.

Methodology

This study adopted survey research design. The population of the study is 6000 Almajiris. A sample of 600 was drawn from all education zones, such as Yola Education Zone, Gombi Zone, Ganye Zone, Mubi Zone, and Numan Zone in the state using purposive sampling technique. A structured questionnaire design by the researcher was used for data collection. The questionnaire is titled: Effect of the Almajiri system of education on national security in Adamawa State, Nigeria. The questionnaire divided into two sections, A and B. Section A contained demographic information, while Section B consisted of items on the implications of Almajiri schools as responded to by the participants. The questionnaire consisted of 24 items divided into four sub-categories with a five-point Likert scale of strongly agree (SA), agree (A), Undecided (U), disagree (D), and strongly disagree (SD). The instrument was duly validated by experts. The reliability of the instrument was obtained through a pilot test in a non-participating Almajiri school in the state. The responses of the respondents were subjected to reliability analysis using the Cronbach Alpha method. The reliability coefficient of 0.76 was obtained. The collected data was analyzed using mean and standard deviation to answer the research questions while linear regression analysis was used to test the hypotheses at the 0.05 level of significance.

Results

The research questions were answered using mean and standard deviation while the null hypotheses were tested using regression analysis at 0.05 level of significance.

RESEARCH QUESTION 1

What is the level of the relationship between Tsangaya system of education and economic security in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Relationship between Tsangaya System of Education and Economic Security in Adamawa State, Nigeria

S/N	Item (n = 600)	Mean	S. D	Remark
1	Malam obtained support for Almajiri schools	3.29	1.01	Disagree
2	Tsangaya System of education contributed to your overall financial stability?	3.38	1.07	Disagree
3	Malam caters for the weal being of the pupils	3.41	1.04	Disagree
4	The curriculum of Almajiri system of education prepares the leaners for personal development	3.67	1.04	Agree
5	The financial stability of your community been affected by the Tsangaya educational system?	3.66	1.12	Agree
6	Almajiri schools provide foundational knowledge that graduates can utilize to start their own business after graduation.	3.46	1.14	Disagree
7	The financial stability of your community been affected by the Tsangaya educational system?	3.26	1.01	Disagree
	Grand Mean	3.45	1.06	Disagree

The results presented in Table 1 indicate a generally low perceived relationship between the Tsangaya system of education and economic security in Adamawa State. With a grand mean of 3.45, which is interpreted as "Disagree,". Specifically, respondents disagreed that Mallams obtain sufficient support for Almajiri schools (Mean = 3.29, S.D. = 1.01), that the Tsangaya system has contributed to their overall financial stability (Mean = 3.38, S.D. = 1.07), or that the Mallams cater adequately for the pupils' well-being (Mean = 3.41, S.D. = 1.04).

While there was agreement on two items—that the curriculum prepares learners for personal development (Mean = 3.67, S.D. = 1.04) and that the financial stability of communities is somewhat affected by the Tsangaya system (Mean = 3.66, S.D. = 1.12)—these are exceptions rather than the rule. Disagreement persisted on whether Almajiri schools provide foundational business knowledge to graduates (Mean = 3.46, S.D. = 1.14) and on the broader financial impact on the community (Mean = 3.26, S.D. = 1.01). These results suggest that while some aspects of the curriculum have potential value, the overall economic contributions of the Tsangaya system are perceived as limited.

RESEARCH QUESTION 2

What is the level of relationship between Tsangaya system of education and political security in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Relationship between Tsangaya System of Education and Political Security in Adamawa State, Nigeria

S/N	Item (n = 600)	Mean	S. D	Remark
1	The Tsangaya educational system affected your socialization into the larger community?	3.17	1.01	Disagree
2	The Tsangaya system give you a communal support system?	3.14	1.12	Disagree
3	The main issue at the Almajiri school is the lack of food and other necessities.	3.22	1.06	Disagree
4	Child begging in our society involves only Almajiri School pupils	3.18	1.12	Disagree
5	Almajiri schools receive support from teachers (Mallams).	2.99	1.16	Disagree
6	Mallams looks out for the students' welfare	3.00	1.19	Disagree
7	The main issue at the Almajiri school is the lack of food and other necessities.	4.13	1.04	Disagree
	Grand Mean	3.26	1.10	Disagree

The results in Table 2 reveal that respondents generally disagree about the Tsangaya system's positive contributions to political security in Adamawa State, as reflected in a grand mean of 3.26. This result implies that the Tsangaya system is not seen as fostering socialization, communal support, or effective integration into the larger society. Respondents disagreed that the system enhances socialization into the community (Mean = 3.17, S.D. = 1.01) or provides a functional communal support system (Mean = 3.14, S.D. = 1.12). Furthermore, the perception that child begging is predominantly associated with Almajiri pupils (Mean = 3.18, S.D. = 1.12) highlights a negative societal implication.

Respondents also disagreed that Mallams adequately support pupils' welfare (Mean = 3.00, S.D. = 1.19) or that Almajiri schools receive sufficient support for essential needs like food (Mean = 3.22, S.D. = 1.06). Interestingly, the highest disagreement was observed in the item about the Mallams' role in looking out for students' welfare (Mean = 2.99, S.D. = 1.16), underscoring a critical gap in the system's governance. The results collectively suggest that the Tsangaya system's contributions to political security, including community cohesion and social integration, are minimal and fraught with challenges.

H₀₁: There is no significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria.

Table 3a: ANOVA from Linear Regression Analysis of Relationship between Tsangaya System of Education and Economic Security in Adamawa State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	185.505	1	185.505	702.916	.000 ^b
	Residual	157.817	598	.264		
	Total	343.322	599			

a. Dependent Variable: Economic Security

b. Predictors: (Constant), Tsangaya system of education

The results of the linear regression analysis presented in Table 3a indicate that the relationship between the Tsangaya system of education and economic security in Adamawa State is statistically significant. The ANOVA results show an F-value of 702.916 with a significance level of $p = .000$, which is less than the alpha level of 0.05. This result suggests a significant relationship between the Tsangaya system of education and economic security.

Table 3b: Model Summary of Relationship between Tsangaya System of Education and Economic Security in Adamawa State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 ^a	.540	.540	.51372

a. Predictors: (Constant), Tsangaya system of education

The model summary in Table 3b reveals a correlation coefficient (R) of .735, indicating a strong positive relationship. The R-squared value of .540 shows that 54% of the variation in economic security is explained by the Tsangaya system of education. The adjusted R-squared value remains consistent at .540, reinforcing the robustness of the model. However, the standard error of the estimate (.51372) suggests some variability in the prediction. Based on these results, the null hypothesis (H₀₁) is rejected, implying a significant relationship between the Tsangaya system and economic security in Adamawa State.

H₀₂: There is no significant relationship between the Tsangaya system of education and political security in Adamawa State, Nigeria.

Table 4a: ANOVA from Linear Regression Analysis of Relationship between Tsangaya System of Education and Political Security in Adamawa State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.563	1	144.563	388.205	.000 ^b
	Residual	222.689	598	.372		
	Total	367.252	599			

a. Dependent Variable: Political Security

b. Predictors: (Constant), Tsangaya system of education

The linear regression analysis results in Table 4a indicate a statistically significant relationship between the Tsangaya system of education and political security in Adamawa State. The ANOVA results yield an F-value of 388.205 with a significance level of $p = .000$, which is less than the alpha level of 0.05. This confirms a significant relationship.

Table 4b: Model Summary of Relationship between Tsangaya System of Education and Political Security in Adamawa State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.394	.393	.61024

a. Predictors: (Constant), Tsangaya system of education

The model summary in Table 4b shows a correlation coefficient (R) of .627, reflecting a moderately strong positive relationship. The R-squared value of .394 indicates that 39.4% of the variation in political security is explained by the Tsangaya system of education. The adjusted R-squared value (.393) aligns closely, suggesting the model's reliability. The standard error of the estimate (.61024) indicates moderate variability in predictions. Consequently, the null hypothesis (H₀₂) is rejected, indicating a significant relationship between the Tsangaya system of education and political security in Adamawa State.

Findings of the Study

The following are the findings of the study.

1. The finding reveals that there is significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria, $F(1, 599) = 702.916$, $r = 0.735$, $p < 0.05$.

2. The findings also reveals that there is significant relationship between the Tsangaya system of education and political security in Adamawa State, Nigeria, $F(1, 599) = 388.205$, $r = 0.627$, $p < 0.05$.

Discussion of Findings

The finding reveals that there is significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria. The findings of the study underscore the critical connection between the Tsangaya system of education and economic security in Adamawa State, Nigeria. The Tsangaya system, a traditional Islamic educational framework, not only provides religious and moral education but also equips learners with skills and knowledge that can be harnessed for economic activities. This relationship suggests that when appropriately structured and supported, the system can contribute to economic empowerment by reducing unemployment and enhancing self-reliance among its beneficiaries. This highlights the potential for reforms in the Tsangaya system to align it more closely with contemporary economic demands, fostering a stable and secure economic environment in the region.

The finding that there is a significant relationship between the Tsangaya system of education and economic security in Adamawa State, Nigeria, aligns with the findings of several prior studies emphasizing the role of traditional education systems in fostering economic stability. For instance, research by Abdullahi et al. (2020) highlighted that the Tsangaya system contributes to skill development and self-reliance, as many learners engage in vocational training alongside their religious education. These skills often translate into income-generating activities, reducing unemployment and alleviating poverty in rural areas. This agreement underscores the transformative potential of the Tsangaya system when integrated with vocational training and modern economic practices. However, contrasting studies, such as one by Ahmed (2018), argue that the system has limited impact on economic security due to its lack of alignment with formal employment opportunities and modern educational standards. Thus, while the findings of this study confirm the system's positive impact on economic security, they also highlight the need for reforms to enhance its relevance to contemporary economic demands.

The findings also reveals that there is significant relationship between the Tsangaya system of education and political security in Adamawa State, Nigeria. Education is a cornerstone of societal stability, and the Tsangaya system plays a vital role in promoting social cohesion and reducing political unrest. By instilling values of tolerance, justice, and peaceful coexistence, the system contributes to mitigating factors that lead to political insecurity, such as radicalization and disenfranchisement. Enhancing the system to address contemporary civic education and leadership training could further strengthen its impact on political security, ensuring that graduates of the system are equipped to participate constructively in democratic processes and governance.

The finding that there is a significant relationship between the Tsangaya system of education and political security in Adamawa State also resonates with earlier studies. Research by Bala and Yusuf (2019) found that the Tsangaya system fosters values such as tolerance, discipline, and communal harmony, which are essential for political

stability. This agreement with previous findings underscores the role of traditional education systems in building social cohesion and reducing political vulnerabilities. Conversely, some studies, like those by Suleiman (2017), argue that without modernization, the Tsangaya system could perpetuate exclusion from formal political processes due to its limited focus on civic education and modern political awareness. While this study confirms a positive relationship between the system and political security, it also highlights the need for curriculum reforms to incorporate contemporary civic education and leadership training for enhanced impact on political stability.

Conclusion

Based on the findings of the study, it can be concluded that the Tsangaya system of education significantly contributes to economic and political security in Adamawa State, Nigeria, by promoting self-reliance, reducing unemployment, and fostering values essential for political stability.

Recommendations

The following recommendations were made based on the findings of the study.

1. It is recommended that the Tsangaya system be integrated with vocational and entrepreneurial training programs to enhance its role in reducing unemployment and fostering economic self-reliance among learners.
2. It is recommended that the curriculum of the Tsangaya system incorporate civic education and leadership training to strengthen its impact on promoting political stability and social cohesion.

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