Integration of Entrepreneurship Development in the Almajiri Educational System in Katsina State Nigeria

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Abstract: Despite the establishment of Almajiri formal education in 2012, Nigeria is still experiencing high number of almajiri across the country most especially, the Northern parts. The failure of the recent almajiri formal schools in Northern Nigeria to reduce or eradicate the number of almajiri children roaming the streets and begging for alms calls for a great concern. Therefore, this study aimed at integrating almajiri system of education with the basic entrepreneurship skills programmes and to assess the effect of the integration on the entrepreneurship development, using 144 valid responses received from mallams from Almajiri schools, staff of ministries of education and boards of Arabic and Islamic studies across the 3 senatorial districts of Katsina State. The study utilized convenience and purposive sampling techniques in the selection of the respondents due to heterogeneous nature of the population and the absence of knowledge about the sample frame. Descriptive statistics such as frequencies, percentages, mean, minimum and maximum values were used in data presentation; while multiple regression technique was used in assessing the effect of the study variables. Major findings indicate that integration of Almajiri system of education with basic entrepreneurship skills has positive and

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significant effect on entrepreneurship development. The study therefore concludes that integration of Almajiri system of education with basic entrepreneurship skills is achievable and that it will enhance entrepreneurship, and ultimately economic, activities in the state. The study recommends that the Almajiri system of education should be integrated with entrepreneurship skills; as doing so will foster entrepreneurship development.

Keywords: Entrepreneurship development; Integration; Almajiri; Education; Katsina State

JEL Classification: M14

1. Introduction

The Almajiri system of education with its initial great values and promises have metamorphosed into what has now become a widely accepted global phenomenon, variously referred to as "street child", "child streetism", "street urchins", or "homeless children" (Consortium for Streets Children, 2015). In order to prepare Almajiri for life and work in a rapidly changing economy, the Almajiri education system needs to be re-oriented to impact a repertoire of life-skills like entrepreneurship. That is, informal entrepreneurship development training rather than formal education system.

Almajiri Entrepreneurship development is about facilitating entrepreneurship training and skill acquisition among street urchins with the purpose of changing their mind-set from begging and over dependence on Mallams (Islamic scholars) to self-dependence. Kumolu (2012) explains that the Almajiri children are completely at the mercy of Mallams, who on most occasions cannot cater for them, and consequently, send them out for alms and to do other menial jobs in order to feed and clothe them. An inevitability, as these children are abandoned to the mercy of the Mallams by parents who usually leave far away.

As the situation is rampant only in Northern Nigeria, this led to the establishment of Almajiri schools by the Federal Government of Nigeria in 2012 in affected part of the north, thus making the Federal Government of Nigeria the first among the West African countries to formally establish almajiri schools. The plan is to integrate the almajiri system into the formal school system. The first Almajiri School was located at the Almajiri Model School Gaji, Sokoto State.

Despite the establishment of the almajiri formal education since 2012, the country still experience high rate of unschooled children across the country, especially in the North. Furthermore, the formal Almajiri education system does not make provision for financial empowerment of the pupils after graduation despite the existence of the Zakat Collection and Management Board in Nigeria.

The failure of the system posed a great threat to the society as these children will eventually be foisted on society without any form of life tailored skill. Hence, the objective of this study is to fathom how the adoption of entrepreneurial skills

acquisition in the Almajiri system of education will impact the economic well being of the almajirais in particular and the society in general.

The Almajiri system was meant to inculcate Islamic virtues in youth but it has degenerated to such an extent that pupils resort to begging for alms and doing menial jobs for their living and upkeep. This may not be unconnected to the curriculum in Qur'anic and Arabic schools that do not include the teaching of entrepreneurial skills that enable the pupils acquire various skills that can provide them with economic independence after graduation. Oladosu (2012) observes that the scope of curriculum in Qur'anic schools is myopic, as it does not include such orthodox subjects as mathematics, English, social studies and basic science. The almajiri curriculum centres mainly on the reading and the writing of Quran and on tafsir, hadith and tawhid and other branches of Islamic studies. Oladosu (2012) further opines that the deficiency in science-oriented subjects and in modern information, communication and technology as well as entrepreneurial skills development negatively affects the students in the labour market after graduation, making many of them unemployable.

In addition, review of empirical studies on the subject matter reveal that no study has been conducted on the area of entrepreneurship and almajiri system in Katsina State. This creates a gap in knowledge which needs to be filled considering the menace which the Almajiri system constitutes to the society. This study therefore, addresses this gap by looking into the possibility of introducing entrepreneurship into the Almajiri schools' curriculum. In other words, the broad objective of this study is to integrate almajiri system of education with the basic entrepreneurship skills programmes and to assess the effect of the integration on the entrepreneurship development in Katsina State.

In view of the above and in order to adequately reduce or eradicate almajiri in our society and meaningfully contribute to the development of our nation, the following questions are raised.

i. How will the almajiri system be integrated with the basic entrepreneurship skills programme?

ii. How can a curriculum that will enable Almajiri pupils combine the Qur'anic/ Islamic studies with basic entrepreneurship skills development be effectively develop?

iii. What financing sources are available to facilitate the integration of Almajiri system of education with basic entrepreneurship skills?

2. Literature Review

This section focuses on conceptual framework, review of empirical studies and development of hypotheses. The next sub-section discusses the conceptual framework.

2.1. Conceptual Framework

The key concepts on the variables of the study are discussed here. In specific terms, the concepts of Almajiri, entrepreneurship and Zakat are highlighted and clarified.

2.1.1. Almajiri- The word Almajiri refers to a person who migrated from the comfort zone of his home to other places or to a popular teacher in quest for Islamic knowledge. Kabiru (2012) documented that the word 'Almajiri' is a word borrowed from the Arabic language which was derived from the word "Al-muhajir" i.e. a seeker of Islamic knowledge. Almajirai is a plural of Almajiri which means male Islamic faith-based children who migrate to other places for Islamic knowledge, particularly when acquisition of knowledge at home is either inconvenient or insufficient. They are now referred to as children who are ushered into the street to beg for alms in poor appearance, such as dirty hair, dirty faces, torn clothes etc.

2.1.2. Entrepreneurship - Entrepreneurship involves innovation and creativity. Anugwom (2002) stressed that entrepreneurship is concerned with innovation and management as well as creativity. Entrepreneurship is the willingness and ability of an individual to seek investment opportunities to establish and run an enterprise successfully (Suleiman, 2006). The most critical of entrepreneurship is the creation of new business.

2.2. Review of Empirical Studies

Almajiri education system without entrepreneurship is not going to be beneficial to the Almajirai in the long run. The research carried out by Adebowale, Sunday and Hakeem (2016), in the three Northern cities i.e. in Kano, Sokoto and Gusau on 120 Almajiri children viewed that all the Almajiri schools should be converted to school of vocational studies, where there will be more of practical work than theory. The study found that the sure way for a panacea to Almajiri street children is through entrepreneurship training and vocational studies and using local but experienced artisans. Similarly, Bukar (2011) opined that the almajiri students should be imparted with relevant skills so that they can take care of themselves. Also, Iro and Surulola (2013) concluded in their study that mallams and other experts should be used in teaching vocational courses in the almajiri model schools. The inclusion of the mallams, whom the almajiri and their parents are already used to, will make the

families receptive. All is to ensure better improvement in the Almajiri model education programme.

In the examination of Almajiri syndrome in Nigeria, Fowoyo (2013) opines that the modern Almajiri school system will complement the existing local structure of the Islamic education. Pupils will have the opportunity of having a broad outlook and exposure to life, its values, awareness and respect to other people's culture and tradition. In order to ensure the success of the Almajiri modern school, Fowoyo (2013) equally recommended that funding should be adequate, regular and monitored. The school curriculum should be planned to include technical and vocational. Also, special training should be organized for the Almajiri Mallams, to give them sense of belonging, direction and to absorb them into the formal school system.

It is in the light of these that this study hopes to close the gaps by establishing the road maps towards the development of a wholesome Almajiri school curriculum that combines traditional learning methods with entrepreneurial and vocational skills.

2.3. Hypotheses

In this study, the following hypotheses were formulated and tested:

i. $H0_1$: Integration of almajiri system of education with basic entrepreneurship skills has no significant effect on entrepreneurship development.

ii. $H0_2$: Curriculum development on how almajiri pupils will effectively combine the Qur'anic / Islamic studies with basic entrepreneurship skills has no significant effect on entrepreneurship development.

iii. $H0_3$: Financing sources needed to facilitate the integration of Almajiri system of education with basic entrepreneurship skills has no significant effect on entrepreneurship development.

3. Methodology

This study relied on primary data collected by the use of cross-sectional survey research design which was descriptive in nature. The method was considered appropriate since there was no attempt to control or manipulate the sample subjects from the population. The study also requires collecting relevant data from a large population in order to have a representative sample of the target population, which will enhance the possibility of generalization of the study.

There are no formal records of the total number of Almajiri schools in Katsina State. Hence, the exact number of the population of the study could not be ascertained. This constitutes a serious limitation for sample size determination. Due to this, none of

the formulae for determining sample size could be used. Likewise, formulae for sample size determination for infinite population could also not be utilized as the population of study is actually not infinite. In recognition of this limitation, a sample size of 150 was purposively adopted. Structured questionnaire were administered to fifty (50) respondents in each of the three senatorial zones.

Convenience and purposive sampling techniques were also adopted to select sample subjects among the Mallams, staff of ministries of education and boards of Arabic and Islamic studies as simple random sampling technique could not be relied upon due to the absence of a sample frame.

A structured questionnaire, consisting four sections, was used to gather the research data. The sections measure the demographics in terms of age group, category and experience of the respondents; how Almajiri system could be integrated with basic entrepreneurship skill; how a developed curriculum will enable Almajiri pupils combine the Qur'anic/Islamic studies with basic entrepreneurship skill; and the financing sources required for integration of Almajiri system with such basic entrepreneurial skills and its sustenance. All sections follow the Likert five-point rating scale.

Combinations of both descriptive and inferential statistics were used in the analysis of data collected for this study. Frequencies, percentages, mean, minimum and maximum values are descriptive statistics used to present the data while multiple regression techniquewas used to investigate the effect of integrating Almajiri system with entrepreneurship skills on entrepreneurship development.

Entrepreneurship development (ED) was regressed on integration (INT), curriculum development (CD) and financing sources (FS) using the model below:

$$ED = b_0 + b_1 INT + b_2 CD + b_3 FS + e_t - \quad - \quad - \quad - \quad -(1)$$

Where ED = Entrepreneurship development

b_0 = Intercept

b_1, b_2, b_3 = Parameters of regression model

INT= Integration of Almajiri system with entrepreneurship skills

CD = Curriculum development

 FS = Financing sources

e_t= Error term

In addition, the tests for validity carried out in this study are content and face validity. This becomes necessary in order to ensure that the questionnaire as the main tool for data collection is consistent with the construct they relate to. This is achieved through a combination of engaging experts from both academic and professional world as

well as conducting a comprehensive literature review resulting in the selection of items utilized in the study. On the other hand, Cronbach alpha was used to test the reliability of the research instruments. A Cronbach alpha of at least 0.70 was adjudged as adequate.

4. Results and Discussion

This section presents the results of the data generated through the 144 valid responses received from the structured questionnaire administered on respondents from the three senatorial zones of KatsinaState. Findings from the results were also discussed and analyzed. Specifically, the discussion is carried out under the following main headings: reliability test; descriptive analysis; collinearity diagnosis; regression analysis and test of hypotheses.

4.1. Reliability Test

The reliability of the research instruments (questionnaire instruments) are gauged using the widely adopted internal consistency test referred to as Cronbach alpha. Thevariables and their Cronbach alpha coefficients are presented as Table 1.

Table 1. Reliability Test (Cronbach Alpha Values)

Variable	Cronbach's Alpha	Number of items
Integration	.878	10
Curriculum Development	.796	6
Financing Sources	.874	8
Entrepreneurship Development	.832	7

Source: Authors' Computation (2019) using SPSS

The results of the reliability test in Table 1 indicate that the Cronbach alpha coefficients for all the variables are above .70 which is the minimum acceptable level as observed by Hair, Black, Babin, Anderson and Tatham (2010). It can be inferred from the results of the reliability test that the items in the questionnaire instruments are sufficient, adequate and reliable. In other words, the items measured what they are supposed to measure reliably.

4.2. Descriptive Analysis

In this section, the descriptive analyses of the demographic makeup of the respondents as well as descriptive analysis of other variables required to answer the questions already raised and to achieve the objectives of the study are presented. Frequency tables, minimum value, mean and maximum values are the descriptive employed in the study.

4.3. Descriptive Analysis of Demographic Data

Here, the descriptive analysis of the age, category and experience of the respondents are discussed. In doing this, frequency tables containing frequency and percentages are the descriptive statistical analytical tools employed. Table 2 provides the descriptive results of the age group of the respondents.

Table 2. Age Group of the Respondents

		Frequency	Percent
Valid	Below 30	6	4.2
	30-35	12	8.3
	36-40	30	20.8
	46-50	49	34.0
	Above 50	47	32.6
	Total	144	100.0

Source: Authors' Computation (2019) using SPSS

The descriptive results in Table 4.2 indicate that 6 respondents accounting for 4.2 per cent of the respondents are below 30 years of age; 12 or 8.3 per cent of the respondents are between 30 to 35 years of age; 30 or 20.8 per cent of the respondents fall between 36 to 40 years age bracket; 49 or 34.0 per cent are in the age bracket of 46 and 50 years, while 47 or 32.6 per cent of the respondents sampled for this study are above 50 years of age. It can be seen from the results that majority of the respondents are people of matured minds whose responses may be taken as factual and reliable. It is universally acknowledged that people who are of maturity age tends to be more responsible than their younger counterparts.

Following the results of the age group of the respondents are the descriptive results on the category of respondents. Table 3 shows the descriptive results of the category of the respondents.

Table 3. Category of Respondents

		Frequency	Percent
Valid	Mallam/Islamic cleric	87	60.4
	Staff of Min. of Education	20	13.9
	Staff of Islamic/Arabic board	33	22.9
	Others	4	2.8
	Total	144	100.0

Source: Authors' Computation (2019) using SPSS

From the results in Table 3, it can be observed that 87 or 60.4 per cent of the respondentsare Mallam (Islamic cleric); 20 or 13.9 per cent of the respondents are staff of the ministry of education; 33 or 22.9 per cent of the respondents indicated that they are staff of Islamic /Arabic board, while only 2 respondents constituting 2.8 per cent of the respondents belong to different category not captured by the questionnaire instrument. The results show that overwhelming majority i.e. 97.2 of

the respondents as indicated by the cumulative percent column in Table 4.3 are within the targeted respondents for the study. This provides additional evidence that the responses received from this study actually came from the main stakeholders when it comes to Almajiri issues. Table 4 shows the experience i.e. the numbers of year's respondents have been working in their chosen area of career.

Table 4. Experience of Respondents

		Frequency	Percent	Cumulative Percent
Valid	Less than 10	19	13.2	13.2
	10-15	34	23.6	36.8
	16-20	33	22.9	59.7
	Above 20	58	40.3	100.0
	Total	144	100.0	

Source: Authors' Computation (2019) using SPSS

The results in Table 4 shows that 19 or 13.2 per cent of the respondents have been working in their chosen area of career for less than 10 years; 34 or 23.6 per cent of the respondents had 10 to 15 years of experience; 33 or 22.9 per cent of the respondents had 16 to 20 years of experience and 58 or 40.3 per cent of the respondents had over 20 years of experience. This result connotes that majority of the respondents sampled for the study has adequate wealth of experience necessary to elicit reliable and dependable responses from them.

Overall, the descriptive results show that the age, category and experience of the respondents utilized for this study are adequate and sound; indicating that the quality of responses received are satisfactory. The descriptive results further corroborate the results of the reliability test which indicate that the research instruments used for the study are very reliable.

4.3.1. Descriptive Analysis of other Variables

The descriptive analysis of the integration items, curriculum development items and financing sources items are provided to assist in providing answers to the research questions and achieving the study objectives. The analyses are done with the aid of minimum value, mean and maximum values.

4.3.1.1. Descriptive Analysis of Integration Items

Descriptive analysis of the items used in ascertaining the how Almajiri system of education will be integrated with the entrepreneurship skills is presented. Table 5 provides the descriptive of the integration items.

Table 5. Descriptive Results of Integration Items

	N	Minimum	Maximum	Mean
IES04	144	1.00	5.00	4.5903
IES05	144	1.00	5.00	4.4444
IES06	144	1.00	5.00	4.5556
IES07	144	1.00	5.00	4.4722
IES08	144	1.00	5.00	4.5139
IES09	144	1.00	5.00	4.6528
IES10	144	2.00	5.00	4.6736
IES11	144	1.00	5.00	4.5903
IES12	144	2.00	5.00	4.4514
IES13	144	2.00	5.00	4.4444
Valid N (list wise)	144			

Source: Authors' Computation (2019) using SPSS

In table 5, 10 items were used to determine how the Almajiri system of education can be integrated with basic entrepreneurship skills using Five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The minimum value 1 implies strongly disagree while 2 means disagree and the maximum value 5 connotes strongly agree. On the average, as can be seen in the last column of Table 4.5, all the respondents agreed that the 10 items can assist in the integration of Almajiri system of education with basic entrepreneurship skills. The mean value which is more than 4 in all cases confirms this position.

4.3.1.2. Descriptive Analysis of Curriculum Development Items

The descriptive analysis of curriculum development items is also considered. The results are presented as Table 6.

Table: 6. Descriptive Results of Curriculum Development Items

	N	Minimum	Maximum	Mean
CUD14	144	1.00	5.00	4.6042
CUD15	144	1.00	5.00	4.3077
CUD16	144	1.00	5.00	4.6241
CUD17	144	1.00	5.00	4.5652
CUD18	144	1.00	5.00	4.3786
CUD19	144	2.00	5.00	4.3546
Valid N (list wise)	144			

Source: Authors' Computation (2019) using SPSS

The results of the items used in ascertaining the curriculum that will be developed to facilitate the integration of Almajiri education with entrepreneurship skills is consistent with the results of Table 5 on integration. The respondents on the average

agreed with the questionnaire statements on the curriculum to be adopted for the integration.

4.3.1.3. Descriptive Analysis of Financing Sources Items

After the descriptive analysis on the curriculum development statements, follows the descriptive of financing sources items. Table 7 provides the descriptive results of the items for financing sources.

Table 7. Descriptive Results of Financing Sources Items

	N	Minimum	Maximum	Mean
FIS20	144	1.00	5.00	4.3776
FIS21	144	1.00	5.00	4.5315
FIS22	144	1.00	5.00	4.3287
FIS23	144	2.00	5.00	4.5775
FIS24	144	2.00	5.00	4.5105
FIS25	144	1.00	5.00	4.3427
FIS26	144	1.00	6.00	4.4545
FIS27	144	2.00	5.00	4.5775

Source: Authors' Computation (2019) using SPSS

From Table 7, it can be observed that mean values of all the 8 items are greater than 4, implying that the respondents are in agreement with financing sources suggested for the integration of Almajiri education with entrepreneurship skills.

4.4. Collinearity Diagnosis

Collinearity diagnosis is required to detect whether multicollinearity exist or not in a model. Multicollinearity occurs when two explanatory variables are highly correlated. The occurrence of multicollinearity may render the regression results spurious. There is divergence of opinion as to what constitute a higher correlation. However, Swain (2008) and Tabachnick and Fidell(2007) are in agreement that a correlation coefficient of 0.9 and above between two variables could be considered high, and may signal the existence of multicollinearity.In discovering whether multicollinearity exist or not, correlation matrix and variance inflation factor (VIF) are employed in the present study. Table 8 shows the correlation results of the explanatory variables.

Table 8. Correlation

		Integration	Curriculum Development	Financing Sources
Integration	Pearson Correlation	1	.732**	.618**
	Sig. (2-tailed)		.000	.000
Curriculum Development	Pearson Correlation	.732**	1	.470**
	Sig. (2-tailed)	.000		.000
Financing Sources	Pearson Correlation	.618**	.470**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Authors' Computation (2019) using SPSS

It can be observed from Table 8 that no two explanatory variables have a correlation coefficient as high as 0.90, implying absence of multicollinearity in the model. To corroborate the correlation result which is regarded as a rule of thumb, a more acceptable and reliable technique i.e. the variance inflation factor (VIF) is also considered in detecting the existence of multicollinearity. Table 9 contains the independent (explanatory) variables and their VIFs.

Table 9. Variance Inflation Factor

Independent variables	Tolerance	VIF
Integration	.370	2.705
Curriculum Development	.467	2.143
Financing Sources	.618	1.619

Source: Authors' Computation (2019) using SPSS

In Table 9, the results show that the independent variables have VIF below 5 and their associated tolerance statistics are greater than 0.2, meaning that there is absence of multicollinearity. This view is supported by Hair, Ringle and Sarstedt (2011) whom documented that a VIF having value 5 and above indicate a potential collinearity problem, and Menard (1995) who asserted that a tolerance statistics of more than 0.2 does not call for concern. The VIF results is consistent with the correlation results obtained in Table 8 which is also suggested the absence of collinearity.

4.5. Regression Results

Entrepreneurship development is regressed on integration, curriculum development and financing sources utilizing multiple regression model generated by the authors. The model summary is contained in Table 10 and the results reveal among others that about 54 per cent of the variation in entrepreneurship development being the dependent variable is jointly accounted for by the independent variables which are

integration, curriculum development and financing sources. This position is confirmed adjusted R^2 of .539, while the remaining 46 per cent of the variation is due to sample error, chance and factors outside the scope of this study.

Table 10. Model Summary^b

Model	R	R^2	Adjusted R^2	Standard error of estimate	F	Sig.	Durbin-Watson
1	.741^a	.549	.539	1.75129	52.799	.000^b	1.765

a.   Predictors: (Constant), Integration, Curriculum development, Financing source
b.   Dependent Variable: Entrepreneurship development

Source: Authors' Computation (2019) using SPSS

In addition, as shown in Table 10, the F-value of 52.799 and the associated P-value of .000, which is significant at 0.01 levels, is an indication of joint significance of the independent variables on the dependent variable. In other words, integration variables, curriculum development and financing sources are necessary ingredients for integrating Almajiri system of education into basic entrepreneurship skills.

Furthermore, the Durbin-Watson (D-W) statistics is 1.765 as seen in the last column of Table 4.10. The value of the D-W statistics is close 2 which according to Field (2009) and Swain (2008) imply absence of autocorrelation among the residuals. The presence of autocorrelation just like multicollinearity has the potential of biasing, misleading and making a regression result spurious.

4.6. Test of Hypotheses

Test of hypotheses is done using the results of the unstandardized coefficients, t-values and their corresponding significant levels presented in Table 11.

Table 11. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.624	1.477		3.807	.000
Integration	.209	.056	.362	3.736	.000
Curriculum Development	.082	.082	.470	5.448	.000
Financing sources	-0.32	.040	.061	-.816	.416

Source: Authors' Computation (2019) using SPSS

4.6.1. Test of Hypothesis One

The hypothesis is recapture below:

H$_0$1: Integration of Almajiri system of education with basic entrepreneurship skills has no significant effect on entrepreneurship development.

The regression results in Table 11 show that integration of Almajiri system of education with basic entrepreneurship skills has positive and significant effect on entrepreneurship development as depicted by the t-value of 3.376, which is highly significant at 0.01 levels. By 1 per cent level of significance it suggests that the researchers are 99 per cent confidence of the results. The study therefore, rejects the null hypothesis one and concludes that integration of Almajiri system of education with basic entrepreneurship skills has positive and significant effect on entrepreneurship development. The unstandardized coefficient of integration is .209, which is an indication that a 1 per cent increase in the level of integration of Almajiri into basic entrepreneurship skills is positively associated with .209 per cent increase in the level of entrepreneurship development. The implication of this finding is that integration of Almajiri education with basic entrepreneurship skills will increase the number of persons engaged in acquiring entrepreneurship skills, which will later increase entrepreneurial activities and consequently, enhance entrepreneurship development in the study area. This development will result in the improvement of the standard of living of not only the Almajiri that will be integrated, but also the society at large; it will reduce street begging and joblessness; it will reduce poverty because the Almajiri become self-reliant. Crime rate will reduce and so also other social vices like stealing, drug abuse, fighting, kidnapping, cattle rustling and child abuse among several others.

4.6.2. Test of Hypothesis Two

Hypothesis two is recaptured as follows:

H$_0$2: Curriculum development on how Almajiri will effectively combine Qur'anic/Islamic studies with basic entrepreneurship skills has no significant effect on entrepreneurship development.

The results in Table 11 also reveal that curriculum development necessary for the integration of Almajiri system of education with basic entrepreneurship skills has positive as well as significant effect on entrepreneurship development. This assertion is confirmed bythe positive t-value of 5.448 which is significant at 1 per cent level of significance. Again, since the t-value is significant at 1 per cent level, the study therefore, rejects the null hypothesis two and concludes that curriculum development on how Almajiri will effectively combine Qur'anic/Islamic studies with basic entrepreneurship skills has significant positive effect on entrepreneurship development. The unstandardized coefficient of .802 for curriculum development in Table 4.11connotes that a 1 per cent increase in the level of curriculum development will give rise to about .802 per cent increase in the level of entrepreneurship development. This is quite true considering that the results on integration show positive effect on entrepreneurship development. There cannot be integration without a curriculum development to enhance the integration. As such, since integration has positive effect on entrepreneurship development, it is expected that

curriculum development which is a process of integration should also have positive effect on entrepreneurship development. The implication of the finding is that integration of Almajiri into basic entrepreneurship skills through the curriculum development will enhance entrepreneurship development and so also the quality of education that will be acquired. This is so because under the current arrangement of Almajiri system of education, the pupil spent most time galvanizing the streets looking for food at the expense of the Qur'anic education they claimed to be acquiring. Additionally, from our personal observation, most of the Almajirai don't even pray and those who observe the prayers do not do it properly as commanded by Almighty Allah through His Holy Prophet.

4.6.3. Test of Hypothesis Three

Hypothesis three is recaptured here under:

H$_0$3: Financing sources needed to facilitate the integration of Almajiri system of education with basic entrepreneurship skills has no significant effect on entrepreneurship development.

The results in Table 11 indicate that financing sources has no significant effect on entrepreneurship development as revealed by the t-value of -.816 having p-value of 416. Since the p-value is greater than 0.05 the study fails to reject the null hypothesis three, and concludes that financing sources needed to facilitate the integration of Almajiri system of education with basic entrepreneurship skills has no significant effect on entrepreneurship development. The results may appear surprising considering the fact that many see lack of finance as major impediments to entrepreneurship development. A lot of people have identified lack of capital as the one of the reasons bedevilling enrolment in entrepreneurial activities. Yet, our results indicate that financing sources do not mean anything to entrepreneurship development in the study area. The results need not be surprising to anyone because in Katsina State being the study area, there are three entrepreneurship development centres built by the State government across the three senatorial districts namely: Katsina central, Katsina north and Katsina south. Enrolment in these entrepreneurship centres is free and graduates from the centres are provided with start-up capital after graduation. The Almajirai could be enrolled into these centres in the interim before a special arrangement made for them. Since most entrepreneurship centres across the states are owned by the government that is why financing sources at least from the point of view of the people and not government is seen as not having effect on entrepreneurship development.

5. Conclusions and Recommendations

This study is about investing the link between entrepreneurship development and the Almajiri system of education in Katsina State, using Mallam/Islamic cleric, staff of the ministry of education and staff of Islamic/Arabic board as the key participants in the study. The study covers the three senatorial zones in Katsina State namely: Katsina Central, Katsina North and Katsina South. Structured questionnaire were administered personally with the help of research assistants on these participants using convenience sampling technique due to lack of comprehensive records on the total number of Almajiri schools in Katsina State. Thus, the use of simple random sampling technique becomes difficult because of lack of idea about the sample frame. Descriptive statistics such as frequencies and percentages and inferential statistics in the form of "multiple regression" were the major analytical tools utilized by the study. Analyses are done on 144 valid responses received from the respondents across the three senatorial districts.

Findings indicate that integration of Almajiri system of education with basic entrepreneurship skills has positive and significant effect on entrepreneurship development. It was also found that curriculum development has significant positive effect on entrepreneurship development. Also the effect of financing sources on entrepreneurship development was discovered to be statistically insignificant.

However, a visit to some of the Almajiri schools built towards the end of President Goodluck Ebele Jonathan's regime in the year 2015 provides a shocking revelation, particularly the one located in Dutsin-Ma town between the township stadium and Sokoto Rima Water Basin Authority. The building has no mosque, abandoned, facilities have been vandalized and the place has become a grazing area for animals and abode for snakes. How would an Almajiri school exist without a mosque? What is the reason for establishing an Almajiri school in the first Place, if not to acquire Islamic education and be able to apply such knowledge in the worship of Allah?

A number of conclusions were drawn from the major findings of the study as follows:

The study concludes that integration of Almajiri system of education with basic entrepreneurship skills is achievable and will enhance entrepreneurship activities, which will in turn bring about enduring entrepreneurship development in the study area.

The study also concludes that integration of Almajiri system of education with basic entrepreneurship skills will improve the quality of education in both Islamic and entrepreneurship skills that will be acquired by the Almajiri. This is because the new arrangement will be better planned, organized, systematic and formalized than what presently obtains.

It is also concluded that the integration will improve the standard of living of not only the Almajiri but also the immediate society. In this regard, increase in entrepreneurship activities will reduce poverty, street begging, child abuse, idleness, banditry and kidnapping among other social vices threatening the peaceful co-existence of the populace. Additionally, increase in entrepreneurship activities will create employment opportunities as trainees after graduation become self-reliant.

The study also draws the conclusion that financing will not pose or constitute a major constraints or impediments to the integration of Almajiri system of education with basic entrepreneurship skills since there is already in existence entrepreneurship development centres across the three senatorial districts in Katsina State. However, adequate financing will be required after the integration to ensure its continuity and sustainability.

Based on the major findings and conclusions, the study provides the following recommendations for policy implementation:

i. The study recommends that the Almajiri system of education should be integrated with entrepreneurship skills; as doing so will increase entrepreneurship activities and entrepreneurship development will be fostered. The integration becomes pertinent because it will improve the standard of living and reduce social vices. Increase in entrepreneurship activities makes people self-reliant.

ii. In the interim, Almajiri should be deployed to the various entrepreneurship centres across the state, while government and other stakeholders make permanent and enduring arrangements for the integration proper.

iii. It is also recommended that financing sources such as donation from wealthy individuals and philanthropist; donations/support from government; donations from corporate bodies; seed capital provided after graduation and contribution from the parents of the Almajiri should be used to sustain the integration.

iv. The responsibility of bringing up children rests solely with the parents. As such, government should provide the platform, while parents compliment government efforts by proving the necessary support needed to make the integration a huge success.

v. The practice of taking children (Almajiri) to other states or local governments different from their local government area of origin under the disguise of seeking Qur'anic education should be abolished by the government. Children should attend Almajiri schools available in their areas of residence.

vi. Street begging should be abolished in the state and parents should be held accountable for the up-bringing, well-being, welfare and up keep of their children.

vii. The study calls for a concerted effort between Government, Non-Governmental Organizations (NGOs), civil societies, research institutes, Bureau of Statistics and

researchers alike to provide a database of total number of Almajiri and Almajiri schools in Nigeria. Currently, there is no such database and this study recommends it for further studies.

viii. It is also recommended that the Almajiri schools built towards the end of President Goodluck Ebele Jonathan's regime in the year 2015 should be converted into integration centres i.e. locations where the Almajiri system of education will be integrated with basic entrepreneurship skills. The political undertone and negligence that led to the collapse and abandonment of such schools should be avoided.

ix. Therefore, for effective and efficient integration of Almajiri system of education with basic entrepreneurship skills, the study recommends the need for a curriculum development as presented below:

A. Entry requirements:

- Almajiri candidate must have finished the elementary Islamic and Arabic education
- Almajiri candidate must attain the age of 12 years
- The parent of the almajiri should contribute towards the up- keep of their ward throughout the knowledge and skill acquisition period.

B. First Twelve Months

Days	Period	Activities/Subjects
Saturday	8:00 a.m.- 10:00 a.m.	Teaching of Qur'an/ Seerah (history) of the Holy Prophet
	10:00 a.m.- 12 noon	Fiqh and Hadith
	12 noon- 2:00 p.m.	Break and prayers
	2:00 p.m.- 5:00 p.m.	Entrepreneurship skills
Sunday	8:00 a.m.- 10:00 a.m.	Basic arithmetic
	10:00 a.m.- 12 noon	Civic education
	12 noon- 2:00 p.m.	Break
	2:00 p.m.- 5:00 p.m.	Entrepreneurship skills
Monday	8:00 a.m.- 10:00 a.m.	Teaching of Qur'an/ Seerah (history) of the Holy Prophet)
	10:00 a.m.- 12 noon	Fiqh and Hadith (teachings of the Holy prophet)
	12 noon- 2:00 p.m.	Break
	2:00 p.m.- 5:00 p.m.	Entrepreneurship skills
Tuesday	8:00 a.m.- 10:00 a.m.	Basic arithmetic
	10:00 a.m.- 12 noon	Civic education
	12 noon- 2:00 p.m.	Break
	2:00 p.m.- 5:00 p.m.	Entrepreneurship skills
Wednesday	8:00 a.m.- 10:00 a.m.	English and communication skills
	10:00 a.m.- 12 noon	Tafsir (translation of the Holy Qur'an)

	12 noon- 2:00 p.m.	Break
	2:00 p.m.- 5:00 p.m.	Entrepreneurship skills
Thursday and Friday		Home activities (washing of clothes and others)

Note**:**

a. Suggested entrepreneurship skills of the students' choice include shoe making, tailoring, welding, cap making, screen printing and carpentry, soap making, cosmetics etc.

b. The first six months after graduation is to be used for internship/attachment

c. A student must pass all Islamic and Arabic subjects before internship/attachment

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