

TEACHERS' PERCEPTIONS OF THE VIABILITY OF ENGLISH LANGUAGE CURRICULUM FOR ALMAJIRI EDUCATION PROGRAMME IN NORTH-WEST, NIGERIA

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Abstract

This study investigated teachers' perceptions of the Viability of English language curriculum for Almajiri Education Programme in North West, Nigeria. Three research questions guided the study. A descriptive survey design was adopted for the study. The target population comprised of all the Almajiri Schools in the North-west region of Nigeria. The purposive sampling technique was adopted to select 3 states and 9 schools out of 18 functioning almajiri schools for the study. The research instrument was Teachers' Questionnaire for an Assessment of English Language Curriculum for the Almajiri Education Programme (TQAEELCAEP) which was administered to 41 teachers of English language. The research questions were answered using mean scores and standard deviation, with a midpoint of 2.50. The findings showed that English language teachers in Almajiri schools are teaching their students with the curriculum. There are considerable difference between English language curriculum for the Almajiri Education Programme and conventional school programme. here is sufficiency of teacher and instructional materials to cover the requirements for English language curriculum for Almajiri Education Programme. Based on the findings of the study, it was recommended among others that teachers should ensure that instructional materials are adequately used during classroom interaction so as to make every lesson period a lifetime experience; and teachers should work closely with local government education authorities especially to resolve difficulties that may be encountered during interpretation of the curriculum in classroom situation.

Key words: Teachers' Perceptions, Viability, English Language Curriculum, Almajiri Education Programme

Introduction

Education is an investment that is capable of yielding benefits that have some externalities. Education and training are the main instruments available to government and the community to prepare individuals for a rapidly changing, increasingly demanding world of work, and to improve their employability. Okugbeni (2013) asserted that Education enhances the capabilities of an individual. It is a mechanism for enabling active citizenship; thus those who are denied the rights to education face the possibilities of limited chances in the future.

The Federal Government in the National Policy on Education (2004) attested to Nigeria's commitment to Education For All (EFA), in particular, basic education for all. With the publication of the National Policy on Education (2004), the following became known as the fundamental focus of education in Nigeria:

- the inculcation of national consciousness and national unity;
- the inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society;
- the training of the mind in the understanding of the world around and;
- the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society.

The multi-ethnic structure of the Nigerian society has placed English language at the centre of Education, classroom instruction and national development. It has inevitably become an indispensable vehicle for instructional

transaction and curriculum development. English language is being studied at all levels of education in Nigeria. Adeniyi (2012) observed that this is so because of the need for national integration and development. In language education, goals are usually determined by the role which a particular language is expected to play in and outside the school curriculum (Olaoye, 2002). He observed that the vital function of English language must be noted so that the objectives of the National Policy on Education and the language policy in particular will be realized.

Assessment is a component of evaluation. In educational evaluation, assessment connotes the process of documentation, especially in computable terms, knowledge, ability, skills, attitudes and beliefs. Assessment can centre on an individual learner, a learning community, institution or even an entire educational system (Oke, 2005). One of the purposes of assessment in education often depends on the theoretical framework of the researcher and the suppositions and viewpoints of individuals that make up a community. It can be based on the process of learning (Egbule, 2000).

The curriculum is an indispensable tool for any meaningful education to take place. It is the life of instructional transaction in any organized educational setting. The concept of curriculum is as dear to education as blood is to the human body. Hence, it has constantly been the heartbeat of education and of amplified interest to education stakeholders. By implication, the success of any educational outcome is somewhat dependent on how the curriculum is planned, implemented and subsequently evaluated. Therefore, curriculum, will remain an indispensable tool, document, process, system or activity as

far as education and its attainment is concerned (Onuoha, 2014b).

Olorundare (2014) asserted that curriculum is a plan for learning and such plan encompasses the framework for what to learn and how it is to be learned. It also includes the strategies and materials designed to support and give direction to the teaching/learning transaction. Onuoha (2014b) citing Tanner and Tanner (1995) stated that curriculum is not concerned with what students will do in the learning situation, but with what they will learn as a consequence of what they do. Therefore, curriculum is concerned with result. This means that curriculum is flexible. Looking at the flexibility of the curriculum, Oyeleye and Akinyeye (2013) affirmed that curriculum is dynamically intellectual and social. We see curriculum as a desired goal or set of values that can be activated through an advancement process, culminating in experiences for learners. Invariably, the extent to which the experiences represent the envisaged goals is a straight function of the effectiveness of the curriculum development process.

The English Language Curriculum in both basic and secondary levels of education encompasses several areas like reading/comprehension, speech, vocabulary building, handwriting, phonics instruction, composition/creative writing, summary writing, Lexis/structure, oral English/pronunciation, etc. All these areas have their aims and objectives. On the goals and objectives of English Language curriculum, Amuseghan (2007), stated that one would expect English as a Second Language (ESL). Learners in the Nigerian context, after nine or twelve solid years of learning English and using it for instruction at the primary and secondary levels become academically, linguistically and communicatively competent in social contexts beyond the school system, which is the ultimate goal of the prescribed English Language curriculum at the secondary school level.

Looking at the real situation in the basic and secondary school levels, Amusaghan (2007) observed that learners are motivated to pass English Language and not to master it. Since, however, in the real sense of communicative situation, the ability to understand a language and to produce it in actual communication is not the same as meeting a descriptive standard which examination-oriented English curriculum emphasizes. This is because the actual language use involves several varieties of knowledge, which no one has ever attempted to squeeze into textbooks or grammars (Amusaghan, 2007).

The issue of *Almajiri* Education has been a subject of discussion among scholars and a subject of great concern to the nation at large. The word *Almajiri* is derived from the Arabic word “*Almuhajirun*”, meaning “an emigrant”. It usually refers to a person who migrates from the luxury of his home to other places or to a popular teacher in the quest for Islamic knowledge. It is hinged on the Islamic concept of migration which is widely practiced especially when acquisition of knowledge at home is either inconvenient or insufficient (Dialog NG, 2012). The word *almajiri* as written by Kabiru (2012) quoting Sheik Abba Aji, a renowned Maiduguri-based Islamic scholar, is a word borrowed from Arabic language which was derived from the word ‘Al-

Muhajir’ meaning a seeker of Islamic knowledge. Its origin was the migration of Prophet Mohammed (Sallallahu ‘alayhi wasallam) from Mecca to Medina. Those who migrated with the Prophet to Medina were called ‘Al-Muhajirun’, meaning emigrants. In confirmation, Shinaba (2012) affirmed that *Almajiri* is a word borrowed from Arabic for someone who leaves his home in search for Islamic knowledge usually, they are male. He asserted that in an ideal situation, the communities should support these children as they leave their families to become servants of Allah. *Almajiri* started from time immemorial (Yusha’u, Babangida & Lawal, 2013). In view of the above arguments, this study investigated teachers' perceptions of the viability of English language curriculum for *Almajiri* Education Programme in North West, Nigeria.

Statement of the Problem

Several studies have been conducted on issues relating to the *Almajiri* child. Abdulqadir (2003) undertook a study on the *Almajiri* System of Education in Nigeria today. Khalid (2006) surveyed the State, Economy of *Almajiri* System of Education in Nigeria. UNICEF (2008) presented a report of survey that documented innovative interventions on *Almajiri* child in Nigeria. Hamza (2009) carried out a study on the problems and prospects of *Almajiri* system in Nigeria. Muhammed (2010) conducted a study on reforming *Almajiri* Qur’anic school system of education in Nigeria. Kabiru (2010) presented a paper on the North and *Almajiri* phenomenon. Shinaba (2012) carried out a study on the issues, and salient observation on the restructuring of the *Almajiri* System. Adeniyi (2013) conducted a study on effective ‘*Almajiri*’ and Nomadic Education for Sustainable Development in Nigeria. Oladosu (2013) carried out a study on the Arabic and Islamic Education in Nigeria: the case of *Almajiri* Schools. Ifijeh & Iwu (2013) conducted a study on the role of libraries in the provision of formal education to *almajiris*: Okugbeni (2013) conducted a study on Basic Education and the Rights of the *Almajiri* Child: The rhetoric of Universalism in Nigeria. Taiwo (2013) carried out a study on Transforming the *Almajiri* Education for the benefit of the Nigerian Society.

While their interests showed the extent of the literature done in this respect, their findings afforded a point of separation for the researcher to establish the viability of the English language curriculum for *Almajiri* Education Programme in North West, Nigeria based on the perceptions of teaching staff.

Purpose of the Study

Specifically, the purpose of this study was to:

- a) establish the general assessment of the English Language curriculum for *Almajiri* Education programme by the teachers;
- b) examine teachers' perception of the difference between English Language curriculum for the *Almajiri* education programme and conventional school programme.

- c) ascertain teachers' perception of the sufficiency of teacher and instructional materials to cover the requirements of English Language curriculum.

Research Questions:

This study answered the following questions:

- a) What is teachers' general assessment of the English Language curriculum for Almajiri Education programme?
- b) What is teachers' perception of the difference between English Language curriculum for the Almajiri education programme and conventional school programme?
- c) What is teachers' perception of the sufficiency of teacher and instructional materials to cover the requirements of English Language curriculum?

Review of Related Literature

Meaning and Importance of Assessment

Assessment is a process of observing a sample of students' behaviour and drawing inferences about their knowledge and abilities (Stiggins, 2005). The term *assessment* is generally used to refer to all the activities teachers use to help students learn and to gauge students' progress. In the teaching and learning process, the teacher's main task is to promote and facilitate meaningful learning and this task is not completed until they have determined the performance of their students (Danmole, 2004). Ochuba (2009) affirmed that assessment is a systematic recording of the students' progressive performance in all aspects of their development (cognitive, affective and psychomotor domains of behaviour) during a given period of their course of study and it involves judgment and decision based on data and observation. At some levels, assessment can be complex because of its rigorous and time-consuming process.

Assessment has many purposes and it is integral to the teaching and learning cycle. Assessment can also be used to measure human behaviour (Egbule, 2000). It is used as a term for the process of investigating the status of an individual or group, usually with reference to expected outcome (Olaoye, 2002). Its chief function is to guide and improve. Sometimes, assessment and evaluation are used interchangeably in determining learning outcome. This may probably be as a result of their inter-connectedness because assessment is a component of evaluation. In affirming the inter-relativity of evaluation and assessment, Abiri (2007) in defining evaluation, stated that evaluation, therefore is the act, process or outcome of *assessing* and appraising something and expressing an opinion on its quantity, quality or worth. Woodley and Ferguson (2003) in their glossary defined assessment as a systematic process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum learning expectations in a course or subject at a given time.

Most times, the term, *educational assessment* is used specifically and technically to distinguish assessment in educational context from various levels and forms of education. Therefore, Educational Assessment entails the procedure that involves the process of documenting,

especially in measurable terms, learners' skills, beliefs, attitudes and knowledge. In educational context, assessment can centre on an individual learner, a group of learners, learning environment (school or any institution of learning) or even the entire educational setting/system of a nation.

Different schools of thought have different opinions and notions about assessment. But despite their various points of divergence, they share one major point of convergence – it is used productively in Education. The notion of assessment is generally more complicated (Stiggins 2005). Stiggins observed that categorization of assessment in educational context is done for the sake of convenience. He outlined the following types of assessment:

- a. Initial, formative and summative assessment;
- b. Objective and subjective assessment
- c. Referencing (Criterion-referenced, norm-reference and Ipsative);
- d. Informal and formal assessment;
- e. Performance-based assessment;
- f. Internal and external assessment.

English Language Curriculum in Nigeria Education System

The English language which as a subject is currently referred to as English Studies, has a unique and elaborate document that contains the topics/skills, objectives, contents, activities (both for teachers and students), teaching/learning resources and evaluation guide for the subject. This document is referred to English Language curriculum. A survey of some English Textbooks revealed that they are written by seasoned and experienced teachers and educationists, in strict compliance with NERDC curriculum. In their various introductory notes, it was observed that textbooks prepared are written with two major goals in mind:

1. first is to properly satisfy the requirement of the English language papers which the students are expected to take at the end of their primary or secondary school education;
2. the other goal is to ensure that students work studiously in their series in order to acquire mastery and competence in the use of the language so as to face real life situation the language demands.

It was also observed that the success of any textbook will depend on the quality of the book and the quality of teaching. Adeniyi (2013) however maintained that the education of street children like that of Almajiri requires special materials that would help them to get properly integrated into the western education enjoyed by their other colleagues. She believed that the normal textbooks used in the regular schools (conventional schools) may be too difficult for them considering their background. English textbooks are broken in units. Each unit is comprised of:

1. Spoken English or Listening and Speaking (Oral English);
2. Reading Comprehension and Summary;
3. Vocabulary development and Register;
4. Composition and Continuous writing;

5. Grammatical Structures and Lexis;
6. Literary studies for lower basic, upper basic and post basic classes (primary and Junior secondary)

The English Studies curriculum for the lower basic is slightly different in terms of terminology and approach. There is the introduction of phonological awareness and phonemic awareness (phonics instruction) which are closely related to Listening and speaking (aural discrimination between consonant and vowel sounds) in Upper basic and speech work in post basic levels. Olatoye (2012) highlighted the objectives of English Language for post basic as clearly stated in the curriculum to include:

1. to tackle the language deficiencies brought in from the lower basic;
2. to develop language proficiency for both upper and post basic level of education;
3. to develop the language proficiency needed for performing well in other school subjects;
4. to build up confidence on students' use of the English language as a means of communication with others in the larger society.

The English language curriculum is broken down or *filtered* down to syllabus (by examination bodies), scheme of work (by school authorities), unit plan (by departments of the school), lesson plan (by the teacher). The curriculum also specified resources to be used. On English language resources, Lawal (2006) posited that the concept which subsumes 'materials' is any object, place or things which can facilitate the planning, implementation and evaluation of teaching and learning with the feedback that goes into the instructional system. Woko (2013) and Olatoye (2012) affirmed the compulsory status on English language at all levels of education in Nigeria.

The English curriculum for all the basic classes runs for 9 years. This is in accordance with the 9 years Basic Education Curriculum which is divided into the following sections:

1. Lower Basic Education Curriculum for primary 1 – 3;
2. Middle Basic Education curriculum for primary 4 – 6; and
3. Upper Basic Education Curriculum for Junior Secondary 1 – 3.

The Nigerian Educational Research and Development council (NERDC) developed this 9-year basic Education Curriculum in response to the on-going national and global reform in social and economic context. The 9-year Basic Education Curriculum is expected not only to facilitate the attainment of the core elements of the National Economic Empowerment and Development Strategy (NEEDS), but also the goals of Education for All (EFA) and the Millennium Development Goals (MDG). Although the implementation started in 2008 from the Upper basic, its full implementation started on September, 2014 in all the Basic levels.

It is expected that every student who had gone through the 9 years of basic education is expected to have acquired adequate level of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for a solid foundation for life-long

learning (Olatoye,2012). Such a child will be required to sit for a government regulated examination. The child will receive a Basic School Certificate (BSC) if he/she is successful. With this new structure, a child in primary 6 automatically transits to Junior Secondary School (JSS) without sitting for the common entrance examination as was the practice. The child is assessed and promoted to JSS by his/her performance as documented in his/her continuous Assessment Report right from primary 1 to primary 6 (Olatoye,2012). Oribador (2014) was of the opinion that there is need to have a closer look at the new English language curriculum so that topic recommended are those that teachers can easily get instructional materials for, This will facilitate effective learning.

At this point, the teacher plays an important and onerous role in the whole process of both teaching and assessing learners' performance in the language. The teacher constitutes a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the "teacher fact or". The quality of the teacher, to a large extent, determines the quality of the educational system (Rogers,1973).

Nature and Objectives of Almajiri Education System/Programme

The almajirai (itinerant children under Qur'anic instruction) constitute the largest group of out-of-school children in Nigeria (USA Embassy, 2012). Traditional Islamic education has a long history of existence in Nigeria. It started in the northern parts of the country, long before the advent of western education. It operated through the Qur'anic schools, whose main objective was to familiarize pupils with the creeds of the Qur'an and probably become Islamic scholars. The Qur'an has been the core-curriculum of this system of education since its inception because it plays a central role in the life of a Muslim spiritually, politically, socially, economically and otherwise (Ifijeh &Iwu, 2013). It should be borne in mind that learning to read and write the Holy Qur'an at an early age is an integral part of the socialisation processes of every Muslim child in Hausaland. It is therefore an established norm for parents to register their children with selected *makarantar allo* (Qur'anic school) which could be found in every Muslim community, no matter how small. The expectation of the society is that by the time a pupil has graduated from one of such schools, he would be able to recite the Qur'an, read and write, using Arabic scripts (Khalid, 2006).

In view of the importance of developing a comprehensive system of education that will cater for all Nigerian children of school age, the integration of Qur'anic schools into UBE programme becomes imperative (UBEC,2011). This is in view of the fact that the UBE Act 2004 mandates UBEC to provide facilities for basic education for duration of 9 years to all classes of children irrespective of their social, religious and physical consideration. More importantly, the Act makes special mention of the Almajiri as a critical class of school age children whose inclusion in UBE delivery is essential towards the attainment of EFA goals and MDGs.

In a bid to make UBE programme

inclusive for this very important segment of population and to avoid human capital wastage, the UBE commission commenced activities geared towards reaching out to the Almajirai by setting up a Technical Committee on the Qur'anic Integration into the UBE programme in 2002. In 2005, the states implementing the Qur'anic Integration Programme. The states were Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Katsina, Kwara, Kebbi, Niger, Nassarawa, Sokoto, Yobe and Zamfara (UBEC, 2011). Furthermore, the Federal Government, through the Federal Ministry of Education, commissioned a Ministerial Committee to develop a framework for addressing the issues of Almajiri in Nigeria. at the submission of the report, government set up an implementation Committee on Almajiri Education Programme. Specifically, the programme's mission is to mainstream and promote a dynamic Almajiri Education Model that will secure and promote the gradual integration of the Almajiri into the UBE programme. The vision of the programme is to provide a specialized education programme that seeks to provide the Almajiri with the necessary knowledge and skills to function and contribute positively towards the socio-economic development of the society and the nation (UBEC, 2011). Specifically, the objectives for the Almajiri Education Programme in Nigeria include:

1. ensuring the institutional development of Qur'anic school system and the provision of requisite infrastructural and welfare facilities such that it functions as a true Almajiri Education system;
2. addressing effective and on a long-term basis the challenges facing the traditional Qur'anic School sector, especially as they relate to itinerancy and begging;
3. providing viable educational platform and model Almajiri schools that could steadily and effectively integrate conventional disciplines into the Qur'anic School System;
4. supporting the emergence of an enabling environment that could facilitate the effective integration of Islamic discipline into the Basic Education Programme;
5. producing quality products that are imbued with the discipline, character, knowledge and opportunities and participate effectively and meaningfully on the socio-economic and political life of the nation;
6. providing Basic Education access to all children of school age through the country and discouraging and gradually illuminating itinerancy and begging and the Almajirai in the country.

Methodology

Research Design

The descriptive survey design was adopted for the study. Hassan (2004) described descriptive survey as an attempt aimed at describing systematically the facts and characteristics of a given population or an area of interest in a factual and accurate manner. This research design is considered suitable as the study is aimed at obtaining data

from teachers about the curriculum for the Almajiri Education programme. The information obtained will be used to assess the English language curriculum for the Almajiri Education programme.

Population, Sample and Sampling Techniques

The population of this study comprised of all the almajiri schools in the North-West geo-political zone of Nigeria. There are 18 functioning almajiri schools in the zone. Nine (9) almajiri schools were randomly selected and sampled for this study. Two (2) schools from Kastina State (Almajiri Integrated School Jibiya which has 4 English teachers and Almajiri Integrated School Funtua with 3 English teachers); three (3) schools from Zamfara (Sinami Almajiri School Gusua has 7 English teachers, Abarme Almajiri School Gusua has 5 English teachers and Ma'Ahad Sheik Ibrahim Kaya Almajiri School Kaura Namoda has 4 English teachers) and four (4) schools from Sokoto State (Almajiri Integrated Model School Tambuwal has 6 teachers, Almajiri Integrated Model School Gagi has 5 teachers, Almajiri Integrated Model School Tureta has 4 teachers and Almajiri Integrated Model School Denge-Shuni has 3 teachers). A total of 41 teachers were purposively sampled for the study.

Instrumentation

A researcher-designed questionnaire (Teachers' Questionnaire for an Assessment of English Language Curriculum for the Almajiri Education Programme (TQSAELCAEP) was used for the collection of relevant data from almajiri teachers. The questionnaire comprises of one section made up of statements surrounding English Language Curriculum for the Almajiri. The statements are categorized under three headings:

- a. English Language curriculum for the Almajiri Education Programme;
- b. Considerable difference between English language curriculum for the Almajiri Education Programme and conventional school system;
- c. Sufficiency of teachers and instructional materials to cover the English language curriculum.

The response modes were Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). The instrument was validated by giving the draft of the questionnaire to curriculum and English language specialists in the Faculty of Education, University of Ilorin, for correction and constructive inputs. This was done in order to ensure both face and content validity.

Data Analysis Techniques

Data obtained were analysed using descriptive statistics. Thus, research questions were answered using mean scores and standard deviation.

Data analysis and results

Research Question 1: What is teachers' general assessment of the English Language curriculum for Almajiri Education programme?

TABLE 1: Teachers' General Assessment of the English Language Curriculum for Almajiri Education Programme.

S/N	English language curriculum for the Almajiri Education programme	Mean	SD
1	The Almajiri Education programme has an English Language curriculum that is used to teach English language.	2.61	0.89
2	English Language curriculum for the Almajiri Education is made available to teachers in the schools.	2.41	0.92
3	The content of the English language curriculum are relevant to the principles, aims and goals of language education as contained in the National Policy on Education	2.39	0.89
4	Its content/subject matters are relevant to the stated objectives of the almajiri education programme	2.51	0.95
5	Its content/subject matters provide sufficient learning experiences to the almajiri pupils.	2.61	0.89
6	The content/subject matters are easy to interpret during classroom interaction.	2.51	0.95
7	The content/subject matters are arranged sequentially to accommodate students' gradual progress at the end of each term or year.	2.42	0.89
8	The contents for each term/year or level are adequate.	2.42	0.89
9	The learning experiences offered by the curriculum are sufficient to learn English language efficiently.	2.36	0.92
10	It provides adequate learning that embraces the domains of learning	2.32	0.96

Table 1 shows that Almajiri Education programme has an English Language curriculum that is used to teach English language and has a mean score of 2.61. This was followed by the fact that English Language curriculum for the Almajiri Education is made available to teachers in the schools with a mean score of 2.41. The mean score of 2.39 indicates where respondents were asked if the content of the English language curriculum is relevant to the principles, aims and goals of language education as contained in the National Policy on Education. The content/subject matters of the curriculum are relevant to the stated objectives of AEP has a mean score of 2.51 and the content/subject matters of the curriculum provide sufficient learning experiences to the almajiri pupils has a mean score of 2.61. Furthermore, the content/subject matters are easy to interpret during classroom interaction has a mean score of

2.51. The content/subject matters of the curriculum are arranged sequentially to accommodate students' gradual progress at the end of each term or year has a mean score of 2.42 and the contents for each term/year or level are adequate has a mean score of 2.42. The learning experiences offered by the curriculum are sufficient to learn English language efficiently with a mean score of 2.36 and it provides adequate learning that embraces the domains of learning has a mean score of 2.32. This implies that the Almajiri English language curriculum is made available for the teachers to use in the schools.

Research Question 2: What is teachers' perception of the difference between English Language curriculum for the Almajiri education programme and conventional school programme?

Table 2: Difference between English Language Curriculum for the Almajiri Education programme and Conventional school programme

S/N	Considerable difference between English Language Curriculum for the Almajiri Education programme and Conventional school programme	Mean	SD
11	English language curriculum for the almajiri education programme is different from the English language curriculum used by conventional schools	2.54	0.84
12.	The difference (s) is evident because of the special nature of the almajiri children.	2.44	0.89
13.	The difference(s) is sufficient to meet the language needs of the almajiri students	2.56	0.87
14.	The difference (s) is seen more in content and activities	3.00	1.30
15.	The difference (s) is to the detriment and disadvantage of the almajiri students	2.53	0.77
16.	The difference (s) can limit their ability to reach their highest potential in learning and using the English language in the future	2.39	0.89
17.	Almajiri students can use the English Language curriculum for conventional system despite the difference (s)	2.46	1.00
18	The difference (s) affects the use of instructional materials during instructional activities	3.07	1.31

Table 2 has shown that English language curriculum for the Almajiri Education Programme is

different from the English language curriculum used by conventional schools with a mean score of 2.54 and the

difference(s) is evident because of the special nature of the almajiri children has a mean score of 2.44. The mean score of 2.56 revealed that the difference(s) is sufficient to meet the language needs of the almajiri students while the difference(s) is seen more in content and activities has a mean score of 3.00. The difference (s) is to the detriment and disadvantage of the almajiri students is with a mean of score 2.53 while the difference (s) can limit their ability to reach their highest potential in learning and using the English language in the future has a mean score of 2.39. Almajiri pupils can use the English Language curriculum for

conventional system despite the difference (s) and the difference (s) affects the use of instructional materials during instructional activities has a mean score of 2.46 and 3.07 respectively. This implies that there is considerable difference between English Language Curriculum for the Almajiri Education programme and Conventional school programme.

Research Question 3: What is teachers' perception of the sufficiency of teacher and instructional materials to cover the requirements of English Language curriculum?

Table 3: Sufficiency of Teacher and Instructional Materials to cover the requirements of English Language Curriculum

S/N	sufficiency of teacher and instructional materials to cover the requirements english language curriculum	Mean	SD
19	There are sufficient teachers who can interpret the content of the curriculum and promote learning of the language in the school.	3.51	0.87
20	The English language for the almajiri curriculum provides sufficient instructional materials for teaching English language.	3.34	1.02
21	These instructional materials are made available for teaching.	2.78	0.57
22	The availability and use of these instructional materials make teaching and learning easier	2.85	0.79
23	The use of instructional materials are sufficient to positively motivates teachers	2.83	0.54
24	The instructional materials cover the major and important contents/activities in the curriculum	2.80	0.56
25	The sufficiency of instructional materials make learner to actively participate during classroom interaction	2.90	0.49
26	The available instructional materials are sufficiently relevant to achieve the aims and objective of the almajiri education programme.	2.97	0.35
27	Teachers are sufficiently trained to use the instructional materials efficiently and effectively.	3.04	0.63
28	Teachers improvise these materials when they are not available or insufficient.	3.02	0.27
29	Using improvised instructional materials does not affect instructional activities.	3.00	3.16
30	Students can learn independently with these instructional materials.	2.87	0.67
31	These materials are adequately used during teaching-learning process.	3.02	0.27

Table 3 has shown that there are sufficient teachers who can interpret the content of the curriculum and promote learning of the language in the school with a mean score of 3.51 and the English language for the almajiri curriculum provides sufficient instructional materials for teaching English language has a mean score of 3.34. These instructional materials are made available for teaching has a mean score of 2.78 and the use of instructional materials are sufficient to positively motivates teachers has a mean score of 2.83. More so, the sufficiency of instructional materials make learner to actively participate during classroom interaction has a mean score of 2.90. The available instructional materials are sufficiently relevant to achieve the aims and objective of the Almajiri Education Programme has a mean score of 2.97. Teachers are sufficiently trained to use the instructional efficiently and effectively and using improvised instructional materials does not affect instructional activities have a mean score of 3.04 and 3.02 respectively. The materials are adequately used during teaching-learning process has a mean score of

3.02. This implies that teachers and instructional materials to cover the requirements English language curriculum for AEP are sufficient.

Discussion of the Findings.

The discussion of the findings focused on the purpose of the study, research questions. The findings revealed that English language curriculum for the Almajiri Education Programme is considerably different from the English language curriculum used by conventional schools. The difference(s) is as a result of the nature of the almajiri children as earlier observed by Abdullahi (2010), Majau (2011), Bukar (2011) and Ibrahim (2012). Finding revealed that the difference (s) is sufficient to meet the language need of almajiri pupils and difference (s) is seen more in the curriculum content and activities. Similarly, findings revealed that the difference (s) is to the detriment and disadvantage of the almajiri pupils as it can limit their ability to reach their highest potential in learning and using the English language.

The findings revealed that there are sufficient teachers who can interpret the content of the English language curriculum for the Almajiri Education Programme. The curriculum also provides sufficient instructional materials for teaching the English language. Also, the instructional materials are made available for teaching as the availability and usage make teaching and learning easier. Similarly, the findings revealed that the teachers of English in the almajiri schools are positively motivated by the use of instructional materials. This finding supports a proposed integrative curriculum for Nomadic and Almajiri children for sustainable education development by Adeniyi (2013) on the imperativeness of adequate instructional materials for easy interpretation and translation of curriculum contents from paper to reality. It also revealed that instructional materials cover the major and important contents/activities in the curriculum as pupils participated actively during class interaction. This finding agrees with the opinion of Oribador (2014) that there is need to have a closer look at the new English language curriculum so that topic recommended are those that teachers can easily get instructional materials for, as that will facilitate effective learning. He concluded that teachers play important and onerous role in the whole process of both teaching and assessing learners' performance in the language as the teacher also constituted a critical factor in the success of any educational system. Findings further revealed that the availability and sufficiency of instructional materials are relevant to achieve the aims and objectives of Almajiri Education Programme. Findings revealed that teachers are trained to use the instructional materials efficiently and effectively as they can also improvise the materials when they are not readily available or even insufficient. This finding supported Mohammed's (2013) submissions on positive effects of training and re-training of almajiri teachers for the almajiri child, family and national development in Zaria Local Government area of Kaduna State. It also revealed that using improvised materials do not affect instructional activities and students can learn independently with the instructional materials because they are adequately used during teaching-learning process.

Conclusion

This study accessed teachers' perceptions of the viability of English language curriculum for the Almajiri Education programme in the North-west Nigeria. From the findings of this study, it is concluded that the English language curriculum for the Almajiri Education Programme provides sufficient learning experiences to achieve the aims and objectives of the Almajiri Education Programme in the North-west Nigeria. There is a considerable difference between English language curriculum for the Almajiri Education Programme and the English language curriculum used by conventional schools. Similarly, the difference between the English language curriculum for the Almajiri Education Programme and the English language curriculum used by conventional schools is due to the nature of the almajiri pupils in order to achieve the aims and objectives of Almajiri Education Programme and the difference is seen

more in contents and activities of the English language curriculum for the Almajiri Education Programme.

In addition, there are sufficient teachers and instructional materials to cover the requirements of the English language curriculum for the Almajiri Education Programme. Teachers of English language in the almajiri schools find it easy to use the instructional materials during classroom interaction and they are motivated to use them since they make teaching and learning easier thereby promoting classroom participation by almajiri pupils.

Recommendations

In view of the findings of this study, the following recommendations were made:

- a. the local government education authorities in North-west Nigeria should also in their level and capacity organize in-house training for English language teachers;
- b. the local government education authorities in North-west Nigeria should sensitize and orientate parents of almajiri on the need to teach English language to the pupils in order to eliminate some wrong notions and perception of western-styled education by some parents in the North-west Nigeria.
- a. teachers should continually use the English language curriculum for Almajiri Education Programme especially to meet the language need of the almajiri pupils;
- b. teachers should ensure and avail themselves the opportunities provided them for training and re-training;
- c. teachers should ensure that instructional materials are adequately used during classroom interaction so as to make every lesson period a lifetime experience;
- d. teachers should work closely with local government education authorities especially to resolve difficulties that may be encountered during interpretation of the curriculum in classroom situation;
- e. teachers should endeavour to promote classroom participation among almajiri pupils during classroom interaction.

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