

# **ALMAJIRI INTEGRATION INTO BASIC EDUCATION**

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,  
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)  
DEGREE IN EDUCATIONAL FOUNDATIONS

[MONTH, YEAR]

## CERTIFICATION

This is to certify that this research project titled "Almajiri Integration into Basic Education" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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PROJECT SUPERVISOR

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Date

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Date

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EXTERNAL EXAMINER

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Date

## **DEDICATION**

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Foundations, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

## ABSTRACT

This study examined almajiri integration into basic education, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of almajiri; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with almajiri and integration. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 411 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 389 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.543$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 7.1,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.14$ ,  $p > 0.05$ ). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on almajiri.

# TABLE OF CONTENTS

|                                                      |      |
|------------------------------------------------------|------|
| Title Page .....                                     | i    |
| Certification .....                                  | ii   |
| Dedication .....                                     | iii  |
| Acknowledgement .....                                | iv   |
| Abstract .....                                       | v    |
| Table of Contents .....                              | vi   |
| List of Tables .....                                 | vii  |
| List of Figures .....                                | viii |
| CHAPTER ONE: INTRODUCTION .....                      | 1    |
| 1.1 Background to the Study .....                    | 1    |
| 1.2 Statement of the Problem .....                   | 4    |
| 1.3 Objectives of the Study .....                    | 7    |
| 1.4 Research Questions .....                         | 7    |
| 1.5 Research Hypotheses .....                        | 7    |
| 1.6 Significance of the Study .....                  | 8    |
| 1.7 Scope and Limitation of the Study .....          | 11   |
| 1.8 Definition of Terms .....                        | 13   |
| CHAPTER TWO: LITERATURE REVIEW .....                 | 14   |
| 2.1 Conceptual Review .....                          | 14   |
| 2.1.1 Concept of Almajiri .....                      | 14   |
| 2.1.2 Concept of Integration .....                   | 15   |
| 2.1.3 Concept of Basic .....                         | 17   |
| 2.2 Theoretical Framework .....                      | 19   |
| 2.2.1 Technology Acceptance Model .....              | 19   |
| 2.2.2 UTAUT .....                                    | 20   |
| 2.2.3 Diffusion of Innovation Theory .....           | 21   |
| 2.2.4 Systems Development Life Cycle .....           | 22   |
| 2.3 Empirical Review .....                           | 23   |
| 2.3.1 Early Studies on almajiri .....                | 24   |
| 2.3.2 Recent Nigerian Evidence on almajiri .....     | 25   |
| 2.3.3 Almajiri and integration .....                 | 27   |
| 2.3.4 Comparative Perspectives across Africa .....   | 29   |
| 2.4 Summary of Literature Review .....               | 30   |
| CHAPTER THREE: RESEARCH METHODOLOGY .....            | 33   |
| 3.1 Research Design .....                            | 33   |
| 3.2 Population of the Study .....                    | 33   |
| 3.3 Sample Size and Sampling Technique .....         | 34   |
| 3.4 Sources of Data Collection .....                 | 35   |
| 3.5 Research Instrument .....                        | 36   |
| 3.6 Validity and Reliability of the Instrument ..... | 37   |
| 3.7 Method of Data Analysis .....                    | 38   |
| 3.7.1 Administration of the Instrument .....         | 39   |

|                                                                    |    |
|--------------------------------------------------------------------|----|
| 3.8 Ethical Considerations .....                                   | 39 |
| CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ..... | 42 |
| 4.1 Data Presentation .....                                        | 42 |
| 4.2 Demographic Characteristics of Respondents .....               | 42 |
| 4.3 Analysis of Research Questions .....                           | 43 |
| 4.4 Test of Hypotheses .....                                       | 44 |
| 4.5 Discussion of Findings .....                                   | 45 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....        | 50 |
| 5.1 Summary .....                                                  | 50 |
| 5.2 Conclusion .....                                               | 51 |
| 5.3 Recommendations .....                                          | 52 |
| 5.4 Suggestions for Further Studies .....                          | 52 |
| REFERENCES .....                                                   | 54 |
| APPENDIX .....                                                     | 56 |

## LIST OF TABLES

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| Table 2.1: Summary of the Review of Related Literature .....                         | 31 |
| Table 2.2: Operationalisation of the Study Variables .....                           | 31 |
| Table 3.1: Population of the Study and Sampling Technique .....                      | 40 |
| Table 3.2: Validity and Reliability of the Research Instrument .....                 | 40 |
| Table 4.1: Gender Distribution of Respondents .....                                  | 48 |
| Table 4.2: Age Distribution of Respondents .....                                     | 48 |
| Table 4.3: Educational Attainment of Respondents .....                               | 48 |
| Table 4.4: Weighted Mean Analysis of Research Question One .....                     | 49 |
| Table 4.5: Weighted Mean Analysis of Research Question Two .....                     | 49 |
| Table 4.6: Correlation Summary between the Independent and Dependent Variables ..... | 49 |
| Table 4.7: Independent Samples t-test by Gender .....                                | 49 |
| Table 4.8: Chi-square Test of Association .....                                      | 49 |

## **LIST OF FIGURES**

|                                                            |    |
|------------------------------------------------------------|----|
| Figure 1.1: Conceptual Framework of the Study .....        | 13 |
| Figure 3.1: Educational Foundations Research Context ..... | 41 |
| Figure 4.1: Gender Distribution of Respondents .....       | 48 |
| Figure 4.2: Age Distribution of Respondents .....          | 48 |

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of almajiri integration into basic education is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The relationship between almajiri and integration has been the subject of sustained academic interest across several disciplines. Auxiliary variables, including education, income, and location, further condition how almajiri is experienced across communities. Bakare and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of almajiri are unevenly distributed across groups. For practitioners, the practical significance of almajiri cannot be overstated, given its demonstrable link with integration. Comparative work by Musa and Umeh (2022) across several states uncovered a consistent pattern linking almajiri with integration. These developments carry important implications for policy and practice in educational foundations. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, almajiri has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which almajiri advances in practice. Bello and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of almajiri are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Salami and Alade (2023) points to a modest but consistent association between almajiri and the outcomes of interest. For practitioners, the practical significance of almajiri cannot be overstated, given its demonstrable link with integration. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of almajiri, while not new, has acquired fresh analytical urgency in Nigeria. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream almajiri into routine governance. The work of Salami and Alade (2023) extended earlier analyses by demonstrating that integration reinforces the effects of almajiri. Such findings reinforce the argument that almajiri deserves a place of priority on the development agenda. Empirical evidence from Nwosu and Chukwu (2021) suggests that positive developments in integration are associated with improvements in almajiri. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

almajiri occupies a prominent position in contemporary debates about integration and national development. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream almajiri into routine governance. Evidence assembled by Famuyide and Ibrahim (2015) across twelve states underscored the heterogeneity of outcomes linked to almajiri. Such findings reinforce the argument that