

Need for Career Guidance in the Almajiri School System in Nigeria: Implication for In-School Adolescents

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Keywords

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Abstract

The study investigated the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State, Nigeria. The population consisted of all teachers within the state. The researchers purposively selected six large schools in Brinin Kebbi which is the state capital, and another six large secondary schools in Argungu. Fifty teachers were picked in each of the schools using simple random sampling technique. Thus, a total of six hundred respondents partook in this study. Need for Career Guidance in Almajiri schools (NCGASQ) was the instrument used in this study. The questionnaire was the major instrument used to gather data from the respondents. This instrument was divided into two sections. Section A contains respondents' demographic data, similarly, Section B comprises information that elicits responses on the need for career guidance among the Almajiri in Kebbi State. The findings showed that the perception of the respondents based on gender and educational level were the same. However, respondents' career perceptions differed according to age and religion. The information given by respondents between the age group of 42 years and above differed significantly from those of the other groups, while the differences were noted in the responses of those practicing African traditional religion. It was however recommended that the government should employ trained career counsellors in the Almajiri school system this will equally assist these students.

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1. Introduction

The recognized and accepted mechanism use to effect positive changes in the society is education. The National Policy on Education stresses that no nation can rise above the quality of its education system. Education enables people to make informed choices. Bambale (2003) states that education helps an individual to develop right attitudes and other forms of positive behavior. According to Jekayinfa and Kolawe (2010), the major objective of education is to produce an individual who is well-skilled, honest, and respectful. As such, education is seen as the overall development of one's personality. It entails the acquisition of skills and values needed for the development of an independent sound mind. There are different forms of education and this includes informal and formal Education. Informal education are most times acquired in communities without people noticing. It is sometimes called indigenous education and this is done outside the structured curriculum. Formal education are formalized process that is based on a well-defined syllabus. This process is carried out in schools and training institutions. Most times, it is referred to as western education (Teke, Khalid, & Katami, 2022). The teaching-learning environments remain one of the basic institutions that are dedicated to the task of fostering an all-round development of Nigerian youths. Browne (2015) notes that schools are designed to ensure that all most adolescents are provided with comfortable environment where they can read and learn.

Adolescent stage is a transitional phase of mental, physical and career development. This occurs between childhood and adulthood. According to Adegoke (2003), adolescence is one of the most

fascinating and complex transitions because it involves a lot of changes such as self-discovery, accelerated development, and the consciousness of emerging independence. This stage is equally marched with biological, physical, behavioral, career and social transformation. At this point, most students begin to develop a career path for the future. This period also marks the development of students' mental abilities and the formation of new attitudes, values, and interests. This unclear adolescent status gives them the opportunity to try various careers, in accordance to their desires without considering their abilities (Putro, Mukhadis, Sudjimat, & Sutikno, 2017).

Almajiri comes from the Arabic term called Al-muhajir meaning someone who roves from one abode to another for religious purposes. In the olden days, the Almajiri are adolescents who sought for Islamic knowledge (Dambuzu, 2012). The Almajiri children were sent to acquire Qur'anic education from all over West Africa, mostly to the Northern part of Nigeria. Tilde (2010) reveals that majority of the adolescent boys in the Northern area of Nigeria are not enrolled in conventional schools. Parents take their male children between ages 5 and 9 to Islamic scholars for the purpose of impacting Quranic education, and often times the Scholar (Mallams) serves as a surrogate parent until the child graduates. Kumolu (2012) describes the practice as an ancient tradition, which is still in vogue in the Northern part of Nigeria. This involves parents entrusting their adolescent children into the custody of Mallams for Quranic Education.

The Almajiri's were never involved in begging not until when the customary Qur'anic school system was distorted due to the introduction of western education. The students sustained themselves and maintained the school by going out on the street to beg (Bambale, 2003; Dambuzu, 2012). Ummi (2011) explains that the deed of begging or asking for alms by these adolescents is referred to as Almajiri while those involved in begging are called Almajiri. Yusuf (2012) explains that at this period, the Almajiri children were allowed to acquire vocational and occupational skills. As such, many of them were into small-scale businesses such as fishing, farming, tailoring, cap weaving, etc. At that time, they were the major merchants in the colonial days. Yusuf (2012) explains that most of the judges, clerks and teachers available at that time were products of western education. The necessary personnel needed by the colonial masters were picked from the Almajiris. In fact, the Almajiri system was an enlightening organization next to none, before it was steadily phased out and replaced with western education. The continuous changes in government over the years has redefined the Almajiri system of education. More than half of the children that are out of school in the northern part of Nigeria are Almajiris (Fahm et al., 2022). In other to reform the Almajiri schools and assist out of school-children, the Federal Government built more than 125 model schools. Getting these children into the classroom became an uphill task because many of them are from neighboring countries like Senegal, Cameroon, Ghana and they believe that this practice is a form of career that is profitable (Edinyang, Bassey, & Ushie, 2020).

The presence of Almajiri in some parts of the country has become a problem and a threat to national security. As a result, the Federal Government decided to establish the Almajiri integrated schools. This was meant to reduce the level of illiteracy and dismantle the nuisance involves in begging on highways by the adolescent school-age children. In Nigeria, many of the Almajiri-model schools were established across the nation, this is to ensure the rehabilitation of these children. According to Yushau, Tsafe, Babangida and Lawal (2013), the schools offer core subjects such as Science, English, Social Studies, Mathematics, Hausa, Islamic studies, and vocational skills. This program is expected to endow the Almajiri children with the required knowledge necessary for career growth. A special curriculum was designed in order to prepare them for their intended career in the future. In addition, a Memorandum of Understanding (MoU) was signed between the Federal and State governments to run these schools (Jona, 2014). Through education, it is expected, that these children will begin to utilize and appreciate their abilities, interest, and values for career development. Education also assists to enhance analytical and critical thinking skills, which in turn causes growth and development. When this is in place, the Almajiri children can develop the ability to make rational educational and vocational plans. Career selection has become a complex process, especially with the advent of modern technology. The choice of a career should not be trial by error but must be well-guided deliberate steps (Yusuf, 2012).

A career can be defined as a sequence of roles or positions, which encompass a number of occupations, vocations or jobs a person engages in during one's lifetime (Uhor, 2015). According to Jain et al. (2011), career are diverse types of professions undertaken by an individual for a period of time. It consists of series of work-related activities that give meaning to life. Career preference is the choice of an occupation out of many alternatives (Huda & Yousuf, 2006). Guidance is the process of assisting a client to develop and discover their vocational, educational, and academic potentialities in order to achieve the maximal level of development (McDaniels, 2000). Counselling can be defined as face to face relationship between the client and the professional counsellor. This relationship assists the clients to understand themselves and solve their problems. Counselling is a professional practice directed at helping clients to discover a clear picture of their integrated abilities, attitudes and interest (Gesinde, 2008). Guidance and counselling focus more on personal growth, career choice and empowerment.

Career guidance is the process of assisting an individual to select an occupation that matches with an individual's ability, aptitude and traits (McDaniels, 2000). The service of a counsellor is of utmost importance for the success of the Almajiri school system. Career counselling assesses students' personalities, interests, skills, values, and also helps them to explore various career options (Uhor, 2015).

One of the basic career need of the Almajiris includes choice of the right career that can be rewarding. According to Tenbiaje (2006), lack of career information can lead to youth underachievement and drop-out from formal education. Information on the world of work will expose the Almajiri child to pursue the academic discipline relevant to his vocational interest. Through enlightenment, the child can identify their career needs and school subject combinations to choose in order to be admitted into the university after their training. The career needs of these youths can be handled by giving them the right information about the world of work. The counsellor also assist in career preparation and placement through training of the Almajiri child to adjustment to the changes that could occur in the world of work. Career guidance can also be a veritable tool to assist the Almajiri in the choice of the right career that is rewarding without compromising their religious injunctions (Uhor, 2015). This counsellor assessment process is a vital tool that assist adolescents to make personal as well as informed decisions concerning their future careers (Umoh, 2016).

The Almajiri children have to be aware of their personalities in order to understand what type of career to undertake. Hence, the need for professional counsellors in Almajiri schools. The theory of Holland states that a person expresses personality through the choice of a vocation. Supers theory lay emphasis on the fact that the development of career is an ongoing, continuous and irreversible process (Uhor, 2015). The career counsellor can redirect their goals, and explore vocational options that are in tandem with the adolescent's beliefs and skills (Omotosho, 2016). The Almajiri children need career guidance because of the express changes going on in the world of work and adolescents' private life (Omotosho, 2016). The lack of knowledge about work options could lead to mismatch of career.

1.1. Statement of Problem

A report published by Daily Trust (2019) reveals that all the Almajiri schools (also known as Tsangaya schools) built for integrating these children into the contemporary system of education are in appalling condition. As a result of poor affirmation of policies in Nigeria, most adolescent students in Tudun Wada area of Kebbi state have gone back to the street begging. The government has shown concern over the increasing population of Almajiri in the country, whose population is currently estimated to be around 10 million, mostly concentrated in the northern part of Nigeria (National Council Welfare for Destitute, 2012). Umami (2011) notes that poverty is one of the major reasons why adolescents are forced to street begging. It is virtually impossible to halt the Almajiri syndrome without addressing poverty problems in the Northern part of Nigeria (Hassan, 2020). The Almajiri practice was what the past governments labeled as dangerous to national development. These innocent adolescents are either killed in road accidents or used as weapons for insurgency. Sometimes, they are murdered for rituals or fall victim to child labour (Teke et al., 2022). Usman (2022) notes that the schools established in various parts of the country cannot accommodate these students, and that many boys are opting out of conventional schools to join the Almajiri sect.

According to Kumolu (2012), most of these schools lack basic facilities to run the programme. Also, majority of these schools do not employ the services of professional counsellors.

According to Haruna (2016), as of 2007, the unemployment rate doubled from 12.5% to 23.9% in 2011, in Nigeria thus, further aggravating the need of the Almajiri children, especially regarding their career choices. Counselors who are trained to handle this kind of problem are not employed by the existing Almajiri school system; therefore, handling the career needs of these students is becoming a mirage. None of these scholars (Abba et al., 2014; Haruna, 2016; Hassan, 2020; Kumolu, 2012; Teke et al., 2022; Usman, 2022) carried out a study that precisely focused on the need for career guidance in the Almajiri school system as perceived by civil servants in Kebbi state. Owing to the gaps identified above, the researcher attempted to probe into the need for career guidance in the Almajiri school system as perceived by counsellors in Kebbi State. The study also considered the impact of different variables such as gender, age, religion, and educational level.

1.2. Research Question

The research question includes: What are the major career guidance needs of the Almajiri as perceived by teachers in Kebbi State?

1.3. Research Hypotheses

1. There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State based on gender.
2. There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State based on age.
3. There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State based on religion.
4. There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State based on Educational Level.

1.4. Theoretical Framework

Ginzberg's theory (1960) believes that in translating interests and capacities readily into occupational choices, adolescents need adequate information about the contemporary trends in the world of work. Ginzberg and associates were interested in career developmental process of making vocational choice (Johnson, 2000). The theory focused on the belief that each student selects an occupation through developmental pattern of activities that are sometimes irreversible. This process takes place during the formative years. According to Abele and Spurk (2009), career development occurs in a discrete sequential stage. The theory emphasized on four stages of career choice. At the fantasy stage, adolescent children fantasize about their future careers without considering their abilities. They might wish to engage in careers they lack skills in. At the tentative level, the choice of career is based on self-awareness such as, capabilities, interest, and self-value. The adolescent child becomes realistic about their choice of career by comparing their values and skills with the choice of career. The realistic stage focuses on exploration, crystallization, specification and gathering relevant information. The realistic students begin to narrow down their choices of career path. At this point, the student compares his/her goals with their abilities to pick a prefer career path. At the implementation phase, the student takes step towards the realization of their career goals.

Holland's theory (1973) is of the view that the exposure of people determines the type of occupation they are likely to engage in. The theory compared how personality and behavioral styles influence career choice. Holland referred to this work as a heuristic theory because it is intended to stimulate research, which investigates suggestive characters rather than the logical structure. Holland grouped people by their resemblance to one or more characteristics (Herr, 2001). He further suggested that the closer a person's resemblance to a major type of personality the more likely such an individual displays trait closer to some career associated with such behavior. This theory is based

on the assumption that the choice of a career directly expresses one's personality. Holland believes that people with related personalities are majorly found in the same profession (Arnold, 2004). He divided the theory into six groups and this includes the realistic, investigative, artistic, social, enterprising and conventional groups of people. The realistic are people that are practical in their approach; as such, they are very adventurous. They prefer to work with machines or engage in construction. The investigative is analytical and explores ideas. They are involved in occupations such as programming. Artists constantly opt for careers in music, entertainment, drama, interior decorator etc. People in the social career profession according to Holland, they prefer to participate in supportive services like counselling, police officer, and teachers while those who have enterprising skills are persuasive and dominant in their approach. They have high communication skills, they engage in profession such as TV presenters, lawyers, politicians. The conventional group of people are those who love to be involved in professions that provide direct structure and order.

One of the goals of Almajiris education is to consciously expose adolescent children in such schools to the required knowledge of entrepreneurial skills as well as academic demands. The Almajiri school curriculum was designed in such a way that the students could become productive members of the society. Ja'afar (2008) mentioned that a government who fails to support the skills and talents of youths has virtually failed in her responsibility.

2. Method

This study majorly used the descriptive survey type. Dunn (2001) states that descriptive research design is an organized collection of procedures used by researchers to gather data from members of a given population.

2.1. Participants

A population is a group of people who have similar characteristics in which the researcher is interested. Sampling is the process of selecting a unit from the study population. The study population comprised all teachers within Kebbi State, Nigeria. The teachers that participated in this study were 600 in number, 469 (78.8%) were males while 133 (21.8%) were females. The age ranges is between 20 and 42 years while majority of the respondents are of Islamic religion. Teachers with first degree and above participated more in the study than those with National Certificate of Education (N.C.E)

The researchers purposively selected six large schools in Brinin Kebbi, which is the state capital, and another six large secondary schools in Argungu. Abba (2014) also notes that the first two schools built for Almajiri children in Kebbi State are located in Birnin Kebbi and Argungu. Fifty secondary school teachers were selected using simple random sampling technique. Thus, a total of six hundred respondents were part of this study.

2.2. Psychometric Properties of Instrument

The major instrument used in this research was Need for Career Guidance in Almajiri Schools Questionnaire (NCGASQ) which was used to gather information from the participants. The researcher-developed instrument has two sections. The respondents' data is in Section A, while Section B elicits responses on the need for career guidance in the Almajiri schools. Section B entails the teachers to select items that apply to them on a Likert-Type Scale.

2.3. Validity

Validity is an important concept in the measurement of psychometric properties. This deals with whether an instrument or scale measures what it is supposed to measure. According to Mishra and Alok (2011) content validity is a major technique that checks for adequate coverage of the items guiding the study. When the instrument contains a representative sample of the researcher interest or the subject matter then the content is judged as been good. The sample of the questionnaire was given to four experts in order to confirm the validity of the instrument. Following their suggestions, the necessary corrections were made, and it was finally judged suitable for this study.

2.4. Reliability

Reliability has to do with the consistency and stability of an instrument. Wright and London (2009) defined reliability as the accuracy, stability, consistency, and trustworthiness of an instrument. The Cronbach alpha of 0.81 was obtained. Hence, the instrument has high reliability index. The questionnaire was served to teachers of secondary schools in Kebbi state. The respondents were of different educational levels. More males participated in this study, this might be as a result of the fact that the most prominent religion practiced in Kebbi State is Islam and as such, men's views on issues are considered more important than women's in Islamic religion.

For the data analysis, the descriptive and inferential statistics were used. Frequency counts and percentages were used for the demographic information while t- test and Analysis of Variance (ANOVA) where employed in analyzing all the hypothesis at 0.05 level of significance.

3. Results

3.1. Participant Data

Table 1 shows the demographic data of the respondents. Table 1 specifies that those who participated in the study were 600 in number, out of which 469 (78.8%) were male teachers and 133 (21.8%) were females.

Table 1. Participants' Responses Based on Gender

Gender	Frequency	Percentage
Male	469	78.2
Female	131	21.8
Total	600	100.0

Table 2 shows that 22 (3.7%) of the respondents are between the ages of 20–30, 135 (22.5%) were between the ages of 31–41, while 443 (73.3%) of the respondents were 42 or older.

Table 2. Distribution of Respondents Based on Age

Age	Frequency	Percentage
20–30 years	20	3.7
31–41 years	135	22.5
42 years and above	443	73.3
Total	600	100.0

Table 3 indicates that 175 (29.2%) were Christians, 408 (68%) were Muslims, while 17 (2.8%) of the respondents were worshippers of the African Traditional Religion.

Table 3. Distribution of Respondents Based on Religion

Religion	Frequency	Percentage
Christianity	175	29.2
Islam	408	68.0
African Traditional Religion	17	2.8
Total	600	100.0

Table 4 revealed that 76 (12.7%) of the respondents had a National Certificate in Education (N.C.E), while 524 (87.3%) of the respondents had a tertiary educational level.

Table 4. Distribution of Respondents Based on Educational Level

Highest Educational Level	Frequency	Percentage
N. C. E	76	12.7
First-degree & above	524	87.3
Total	600	100.0

Research Question 1: What are the career guidance need of Almajiri Children as perceived by teachers in Kebbi State?

Table 5 shows that Items 19, 18, and 11 ranked 1st, 2nd, and 3rd with mean scores of 3.86, 3.85 and 3.84 respectively. The respondents (Civil Servants) believe that the major career guidance need of Almajiri children is how to build a bright future through a chosen career. They also agreed that they need career guidance on how to redirect their behavior that is anti-social to development. Similarly, Items 16, 8, and 7 ranked 18th, 19th, and 20th with mean scores of 3.55, 3.44, and 3.40 respectively and they state that the least set of career needs of Almajiri children include how to: acquire skills for career placement; find direction as it relates to choice of career; and secure a loan in starting a career. There is need for career guidance in the Almajiri school system because most of the items are above the mid score of 2.50.

Table 5. Mean and Rank Order on the Need for Career Guidance of Almajiri Children

Item No.	Almajiri Children Need Career Guidance on How to:	Mean	Rank
19	Build a bright future through a chosen career	3.86	1 st
18	Redirect their behavior that is anti-social to development	3.85	2 nd
11	Get financial assistance in developing a career of interest	3.84	3 rd
5	Cope with training process	3.81	4 th
6	Develop interest in a career	3.79	5 th
17	Obtain vocational counselling	3.77	6 th
10	Gather information on job requirements	3.74	7 th
13	Seek admission for further educational training	3.73	8 th
4	Secure a paid job/career	3.70	9 th
15	Re-orientate in seeking a career for the future	3.69	10 th
14	Secure financial assistance	3.68	11 th
3	Locate a training organization	3.65	12 th
12	Cope with demands of a chosen career	3.63	13 th
2	Gather information about career requirement	3.62	14 th
20	Carry out an appraisal for career placement	3.59	15 th
9	Gather information on hazards in a different career	3.57	16 th
1	Choose from various careers	3.56	17 th
16	Acquire skills for career placement	3.55	18 th
8	Find direction as it relates to choice of career	3.44	19 th
7	Secure a loan in starting a career	3.40	20 th

3.2. Hypotheses Testing

3.2.1. Hypothesis One: There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State on the basis of gender

Table 6 shows a p-value of 0.93. The p-value is greater than the alpha level of 0.05. As such, the hypothesis is upheld. Therefore, based on gender the null hypothesis is accepted.

Table 6. Mean and t-value on the Need for Career Guidance in Almajiri Schools Based on Gender

Gender	N	Mean	SD	Df	p-value	Decision
Male	469	65.49	5.04	598	0.93	Accepted
Female	131	65.53	5.11			

3.2.2. Hypothesis Two: There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State on the basis of age

Table 7 shows the p-value of 0.00 on the table. On table 7, * is Significant, p < 0.05. The p-value is less than the alpha value of 0.05. The hypothesis is thus rejected. This implies that the perceptions

of the respondents are not the same. In order to find out which of the age groups brought about the significant difference noted on the ANOVA in Table 7.

Table 7. ANOVA on the Career Guidance Needs of Almajiri in Schools Based on Age

Age	Df	SS	Mean Square	p-value	Decision
Between Groups	2	761.109	380.55	0.00*	Rejected
Within Groups	597	14558.889	24.38		
Total	599	15319.998			

Table 8 shows the Duncan Multiple Range Test indicating a significant difference noted in the ANOVA Table. Group 3 (42 years and above) with a mean score of 71.00 varied from Groups 2 (31–41 years) and 1 (20–30 years), with the mean scores of 65.92 and 65.09, respectively. All the groups are at variance from one another, but the major difference was noted in Group 3.

Table 8. Duncan Multiple Range Test (DMRT) on the Need for Career Guidance in Almajiri Schools Based on Age

Duncan Groupings	N	Means	Group	Age
A	22	71.00	3	42 years and above
B	135	65.92	2	31–41 years
B	443	65.09	1	20–30 years

3.2.3. Hypothesis Three: There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State on the basis of religion

Table 9 shows that the p-value is 0.00 respectively. On Table 9, * is Significant, $p < 0.05$. The p-value is less than the alpha value of 0.05, thus the hypothesis is rejected. Therefore, a significant difference was noticed in the perception of teachers based on religion.

Table 9. ANOVA on the Need for Career Guidance in Almajiri Schools Based on Religion

Religion	df	SS	Mean Square	p-value	Decision
Between Groups	2	538.053	269.02	0.00*	Rejected
Within Groups	597	14781.945	24.76		
Total	599	15319.998			

Table 10 shows the Duncan Multiple Range Test indicating the major difference noted on the ANOVA Table. Group 3 (African Traditional Religion _ ATR) with a mean score of 70.94 differed considerably from Groups 1 (Christianity) and 2 (Islam), with the mean scores of 65.62 and 65.22 respectively. All the groups varied from one another but the significant difference noted was the result of the mean of Group 3.

Table 10. DMRT on the Need for Career Guidance in Almajiri Schools Based on Religion

Duncan Groupings	N	Means	Group	Religion
A	17	70.94	3	ATR
B	175	65.62	1	Christianity
B	408	65.22	2	Islam

3.2.4. Hypothesis Four: There is no significant difference in the need for career guidance in the Almajiri school system as perceived by teachers in Kebbi State on the basis of educational level.

Table 11 shows a p-value of 0.16 which is greater than the alpha level. Thus, the hypothesis is accepted and upheld.

Table 11. Mean and t-value on the Need for Career Guidance in Almajiri Schools Based on Highest Educational Level

Edu. Level	N	Mean	SD	df	p-value	Decision
N. C. E	76	66.25	5.50	598	0.16	Accepted
First-degree & above	524	65.39	4.98			

4. Discussion

The respondents are of the opinion that the Almajiri children need guidance on how to build a bright future through a chosen career. It is imperative to note that most of these teachers are stakeholders in education and they must have had the opportunity to interact with the Almajiri children. Teachers should organize career guidance programmes for students by inviting professional counsellor to assist. According to Abba et al. (2014) the first major Almajiri schools built in Nigeria, where located in Kebbi State. Omotosho (2016) argues that career decision-making is a continual process. In order to have a bright future through a chosen career, students must continue to seek knowledge in the choice of career. Such knowledge about career will enhance rational decision-making skills and self-development that will alleviate unnecessary fears about future career plans.

The respondents' opinion on the need for career guidance of Almajiri are the same across both genders. The similarities in their views could be because the respondents are within the educational sector and teach the Almajiri children. The finding of this study corroborates that of Umoh (2016), who explained that many youths are not well informed about vocational choices, so they need career guidance. According to Teke, Katami and Khalid (2020) the extra vocational training arranged by teachers for the Almajiri children was meant to equip and prepare for future careers. Most Almajiri children's future career opportunities are slim as a result of lack of career guidance.

The age of the respondents did influence their view. This might be due to the disparities between the older and younger generations of learners in the way they view the same issues. This is in line with the view of Johnson (2009) who states that various age groups' exposure to lifetime concerns determines how they respond to life experiences. According to Hamza (2009), irrespective of the respondents' age and views, the prospects of Almajiri children in schools are based on the cooperation of their masters, and until these leaders understand the value of education, career guidance may not be necessary. This is because some of the children who desire to be educated are often forced out of the school system to fulfill religious obligations.

The two major religious groups in Nigeria perceive issues relating to need for career guidance of the Almajiri children differently. As a result of the discrepancies in religious tents, there is likely to be differences in their opinions despite the facts that they are all teachers. Yusuf (2012) points out that the education of Almajiri was all-inclusive and well-structured system of education that taught Islamic principles, theology, values, and jurisprudence before the advent of western education by Christian-European missionaries. The Islamic scholars during that time saw western education as an affront to the existing Islamic ethics. However, the former president Goodluck Jonathan administration introduced Almajiri schools across the nation with specialized curricula (Tilde, 2010). This system of education aims to empower the Almajiri child in knowledge base and entrepreneurial skills, while ensuring the preservation of their religious belief. Therefore, career guidance is needed if the Almajiri children are to succeed in life through this initiative (Hayiya, 2016).

The study discovered that, regardless of the respondents' level of education, the teachers agreed that there is a need for career guidance among the Almajiri children, especially for becoming relevant to the community in the future. This supports the view of Kumolu (2012) who recommends that the government should work out modalities on how to integrate career counselling into Almajiris educational system. In the same vein, Omotosho (2016) observes that students need career guidance because of the lack of knowledge about career options, economic crisis in the country and rapid changes in the world of work. This suggests the need for career guidance among the Almajiris.

5. Conclusion

From the perception of teachers, it was concluded that the Almajiri children need guidance on how to build a bright future through a chosen career. The age and religion of the respondents did influence their views. That is, most of the respondents have diverge opinions on the need for career guidance. The government must ensure that professionally trained counsellors are employed to serve in the Almajiri modern schools across the nation. The guidance counsellors should constantly guide the Almajiri adolescent's child to pick up a career that matches with their personalities. The modern system of education curriculum for Almajiri should be based on the culture, religious training, and needs of the Almajiris. The counsellor dealing with these adolescents must be well informed about the Almajiri system of education. The researcher in the future can carry out a longitudinal study on the impact of career guidance on Almajiris' choice of vocation.

5.1. Implications for In-School Adolescents

The Adolescent stage is a transitional stage of growth between childhood and adulthood. Counselling is a warm relationship where the counsellor assists the adolescent client in a face-to-face interaction. There is a need to prepare Almajiri adolescent children for their future aspirations. A trained counsellor can give sound career guidance to these children. Umoh (2016) stresses that career guidance is more than a set of services performed by a trained counsellor, and that it is a philosophical commitment to help adolescents to realize their potentials and move toward career maturity by making proper decisions

5.2. Limitation of the Study

The questionnaires were served only to teachers and school principals who are stakeholders in education. The opinion of other groups of people in Kebbi state is also important. In addition, accessing female respondents was difficult because of the cultural and religious background of the area.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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Kebutuhan Bimbingan Karier pada Sekolah dengan sistem Almajiri di Nigeria: Pengaruh pada Remaja Usia Sekolah

Kata kunci

Karier
Almajiri
Sekolah
Bimbingan
Pegawai Negeri Sipil

Abstrak

Penelitian ini menelusuri kebutuhan bimbingan karier pada sekolah yang menerapkan sistem Almajiri di Nigeria berdasarkan pendapat guru yang berasal dari Kebbi, Nigeria. Populasi penelitian kami terdiri dari semua guru di Kebbi, Nigeria. Lalu, kami memilih enam sekolah besar di Brinin, Kebbi (Ibu kota negara) dan enam sekolah besar di Argungu, Nigeria, dengan menggunakan pertimbangan tertentu. Setelah itu, kami memilih 50 guru secara acak dari setiap sekolah. Sehingga, sebanyak 600 guru berpartisipasi pada penelitian ini. Untuk pengumpulan data, kami menggunakan kuisisioner *Need for Career Guidance in Almajiri Schools (NCGASQ)*. Kuisisioner ini merupakan instrument inti yang digunakan untuk mengumpulkan data dari para responden. Kuisisioner terbagi menjadi dua bagian. Bagian A terdiri dari data demografis dari responden, sedangkan Bagian B berisi tanggapan dari responden mengenai kebutuhan bimbingan karier di sekolah yang menggunakan sistem Almajiri di Nigeria. Hasil penelitian menunjukkan bahwa para responden memiliki persepsi yang sama meskipun mereka memiliki gender dan level pendidikan yang berbeda. Namun, responden dengan usia dan agama yang berbeda memiliki persepsi terhadap kebutuhan bimbingan karier yang berbeda pula. Selain itu, informasi yang diberikan oleh responden pada usia 42 tahun atau lebih juga berbeda secara signifikan dengan informasi yang diberikan responden dari kelompok usia lain. Perbedaan yang signifikan juga ditemukan pada respon yang menganut agama tradisional Afrika. Namun, pemerintah Nigeria sangat dianjurkan untuk memperkerjakan konselor karier pada sekolah dengan sistem Almajiri yang akan membantu siswa dengan adil.