

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – III Issue -II (March – April) 2025

Frequency: Bimonthly



IMPACT OF TSANGAYA SYSTEM IN ENHANCING ENTREPRENEURIAL SKILLS AS SOURCE OF SECURITY IN ZAMFARA STATE

Dr. Muhammad Bello

Department of Arabic Studies, Zamfara State University, Talata Mafara

| **Received:** 10.03.2025 | **Accepted:** 15.03.2025 | **Published:** 18.03.2025

***Corresponding author:** Dr. Muhammad Bello

Department of Arabic Studies, Zamfara State University, Talata Mafara

Abstract

Entrepreneurship is considered as an instrument for economic development in the society. The global demand for economic integration, made it compulsory to create sustainable ways for surviving as an entrepreneurial. So as to create employment opportunities, social and rural economic development and to encourage creativity. Efforts had been intensified by Nigerian government and other stake holders to introduce entrepreneurship course in universities and other institutions of learning in Nigeria, but Tsangaya Schools are exempted. For that reason, the research intends to focus on the role of Tsangaya Schools and scholars towards enhancing entrepreneurial skills for the students of Tsangaya Schools in Zamfara state. The research objectives are to create employment opportunities, investigate possible ways and solutions of small handwork in different methods for vestibular students in Zamfara state for earning sustainable life. The research work was carried out in some selected Tsangaya Schools in Zamfara, neighboring states and some selected small and medium enterprise places. The research, has concluded with the findings: the scholars, parents, guardians and government in Zamfara state have obligations to ensure that the youth are empowered to discharge their obligations to the society, and to have better and sound for their future.

Keywords: Tsangaya, Entrepreneurial Skills, Security, Zamfara State

INTRODUCTION

Entrepreneurship is a tool or measurement for economic transformation and development. The global needs for economic development and integration, made it compulsory to create sustainable ways for surviving our younger generation through an entrepreneurial skills, so as to create employment opportunities and

empower social and rural economic and to encourage creativity. The Tsangaya Schools are in massive needs for such entrepreneurial skills in order to develop this nation economically and socially. Efforts had been intensified by government and other stake holders to introduce Entrepreneurship

training in Nigerian institutions of learning, but this effort is incomplete, because it is not introduced to vestibular. For that reason, the researchers intend to focus on the role of Tsangaya Schools towards entrepreneurial skills for easy and wide understanding of entrepreneurship for Tsangaya Schools Students in Zamfara state and the nation at large.

BACKGROUND OF THE STUDY

Entrepreneurship has been recognized as an important aspect of an organization and economies (Solomon and Weaver, 2008; Ossai and Nwalado, 2012; Arewa, 2004; Akpomi, 2008, Baba, 2013). It contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generation for both government and individuals. Schumpeter in 1984 argued that entrepreneurship is very significant to the growth and development of economies. Having understood the role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and to promote entrepreneurship. Education is seen as one of the precondition for entrepreneurship development particularly in a place where the spirit and culture are very minimal. It is said to be an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Dicson, Solomon, & weaver, 2008; Nwachuku & Nwamuo, 2010; Baba, 2013). However, it is equally assumed here that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the results and outcome of his or her entrepreneurial activity.

The move toward poverty reduction should not be considered and treat in solution, different approaches and strategies need to be employed. For every state or country to foster genuine economic growth and development, its education system must be considered in the bedrock of any meaningful development. (Aladekomo, 2004) and Nwangu (2006).

Report has been affirmed that, about 84% of the vestibular and other Arabic students find it difficult to get employment every year and at the same time much has not been done in trying to bring collaboration between the entrepreneurs and Tsangaya Schools. The Tsangaya Schools system stand to benefit a lot for entrepreneurs located for them. Similarly, the entrepreneurs may harness and the expertise of facilities in those areas. This kind of interaction and interrelationship has to go a long way in bridging the gap that exist between entrepreneurs and the Tsangaya Schools. However, the theory should be provided as framework for examining the important such skills in all Tsangaya Schools in Zamfara state as to serve as a key determinant of decision choice and providing benefit to specific ventures. The entrepreneurship program should be designed in such schools with a view to create and enhance entrepreneurial initiative activities. More serious policies and new curriculum should be initiated in Tsangaya Schools in line with demand of the present time.

PROBLEM STATEMENT

Despite all what have mentioned, the entrepreneurial skills play a vital big role in economic development; the benefits made by entrepreneurship payment for the various factors of production by the entrepreneur flow as increase into the national income. Increase gross domestic products, national income etc. help in improving the standard of living of the citizens in Zamfara state.

The contribution of the SMEs in industrial sector to the Nigeria's gross domestic product (GDP) are valued at about 37% there by

making it the second largest contributor to the nations GDP after the oil sector (SMEDAN, 2009). Entrepreneurship results in the creation of small businesses. The labor intensive nature of small businesses enables them to create more jobs than the big business. The existence of small scale businesses in the country had provide job and employment to many citizens. Small scale businesses play crucial roles in the economic development of countries.

Therefore, the problem of this study is to investigate the Tsangaya Schools student's perception of entrepreneurship program and entrepreneurial skills.

OBJECTIVES OF THE RESEARCH:

1. To create employment opportunities for Tsangaya Schools Students and scholars
2. To enhance social and rural economic development in Zamfara state through the Tsangaya Schools Students and scholars.
3. To identify needs of the Tsangaya schools and the society
4. To identify opportunities that creates profit or small scale businesses for Tsangaya Schools Students and scholars.
5. To encourage creativity among the Tsangaya Schools Students.

RESEARCH QUESTION

1. What are the ways through which to create employment opportunities for Tsangaya Schools Students, scholar's society?
2. What are the ways to bring social and rural economic development amongst Tsangaya Schools Students and scholars?
3. What are the ways to identify needs for the Tsangaya Schools Students, scholars and society?
4. What are the ways to identify opportunities that can create profit or small scale businesses for Tsangaya Schools Students and scholars?
5. What are the ways to encourage creativity for Tsangaya Schools Students?

SIGNIFICANCE OF THE STUDY

The significance of this study cannot overemphasize. The findings of the research will be of greater help to Tsangaya Schools Students and scholars, particularly in Zamfara state and Nigeria at large. The study also will be based for Tsangaya Schools. Likewise, all students of Arabic studies, Islamic studies, NGOs and other relevant stakeholders as well as universities and other higher institutions of learning in Zamfara state and the Nation at large.

This study will contribute significantly to the researchers that may wish to carry out similar work in the future.

SCOPE AND LIMITATIONS OF THE RESEARCH

The research work will be basically focused on Tsangaya Schools in Zamfara state for sampling and data collection.

RATIONALE OF THE STUDY

The rationale for entrepreneurship and entrepreneurial skills as education, basically, derives from the UNESCO (2000) world declaration on education for the twenty-first century. Article 7; section (D) which states that: Developing entrepreneurial skills

should become a major concern in education system, in order to facilitate employability of graduates who will become job creators. There should be opportunity for youth to develop their own abilities with a sense of social responsibility, to be educative and to be as full participants in a democratic society and promoters of changes that will foster equity and justice (UNESCO 2000 20).

OBJECTIVES OF ENTREPRENEURIAL SKILLS

Entrepreneurial skills, is oriented towards different ways of realizing opportunities. This makes entrepreneurship distinctive in its focus on realization of opportunity, whereas, self-management as to be focused on the best way to operate existing hierarchies.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage Entrepreneurship success in a variety of settings. Entrepreneurship education according to Paul (2005); A.Bala (2013) is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-oriented.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. To reduce high rate of poverty in the existing society.
5. Create employment generation
6. Provide the young with enough training and support that will enable them to establish a career in small and medium sized businesses.
7. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
8. Create smooth transition from traditional to a modern industrial economy.

STRATEGIES FOR EFFECTIVE ENTREPRENEURIAL SKILLS

In order to achieve viable Entrepreneurship that will enhance sustainable development in Nigeria, the following strategies according to Ayodele (2006) will help to solve the problem of Entrepreneurship education in the country.

1. There should be form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give new graduates some work skills and experience.
2. There should be school-based enterprises where students identify potential business plan, create and operate small business by using the school as mini incubators.
3. Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant.
4. Government should develop Entrepreneur internship programme by matching students with locally successful Entrepreneurs with clearly established education programmes.

5. The government should establish an enterprise college aimed at fostering the specific skills required for Entrepreneurship. This will serve as skills acquisition center for the youths.
6. Government should create an economic friendly environment. The centers on reduction of taxes on small scale businesses.
7. There should be enough incentives for students of vocational and technical schools. This will motivate them to establish their businesses after school

ENTREPRENEURIAL SKILLS SUBJECTS LISTED BY: (NERDC)

Entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspirations. Entrepreneurship competencies carry with it, the concept of skills and mental awareness which are needed to understand the functioning of an already existing business.

The national educational research and development council (NERDC), in the latest edition of the national policy on education, identified what it calls "trade/ Entrepreneurship subjects", and listed thirty-four (34) of them under section 38.2.5 of the policy. They include:

1. Auto body repair and spray painting.
2. Auto electrical work.
3. Auto mechanical work.
4. Auto parts merchandising.
5. Air condition and refrigeration.
6. Electrical installation and maintenance work.
7. Radio, TV and electronic servicing
8. Welding and fabrication engineering craft practice.
9. Block/brick laying and concrete work
10. Painting and decorating
11. Plumbing and pipe lifting
12. Machine wood working
13. Carpentry and joinery
14. Furniture working
15. Upholstery
16. Catering craft practice
17. Garment making
18. Clothing and textile
19. Dyeing and bleaching
20. Printing craft practice
21. Cosmetology
22. Photography
23. Mining
24. Tourism
25. Leather goods manufacturing and repair
26. Stenography
27. Data processing
28. Store keeping
29. Book keeping
30. GSM maintenance and repairs
31. Animal husbandry
32. Fishery
33. Marketing

ENTREPRENEURIAL SKILLS IN TSANGAYA SCHOOLS

Throughout the history of Tsangaya System in Nigeria, students have different cultural values on entrepreneurial skills, most of the logical issue is that many of Vestibular student considered local business and occupation, moreover, different value orientations among scholars and students was identified, and it is cleared avenue that, value orientation might be an important component in entrepreneurship. (Dana. 1995a). it seems reasonable to assume that Tsangaya System has an impact upon the legitimization of entrepreneurial skills despite secularization in the system.

Entrepreneurship has many reasons that include, but are not limited to accessibility of Western schools but it has primary sources in Tsangaya System, as the system can outline an Islamic basis for the confabulation of Islamic security activity. It is also can be served sources that will form the basis for security tips in the society. (Verbal discussion with Mal Faruku Muhammad)

In Tsangaya Schools system, There are two main sources to be learned as the basis for entrepreneurial skills thought as encourage entrepreneurial skills in the society, the main sources are: the glorious Qur'an and the sayings and traditions of the Prophet Muhammad.

The Qur'an is seen as more than just a book of guidance for Muslims for all activities of their life. The glorious Qur'an states that: "God has created the universe for the benefit of all human beings. God has made the resources of this earth available to man who has the responsibility to make use of them, to meld them, and to transform them according to his needs.

In the Qur'an, there are clear references to the work of entrepreneurial skills: "...On earth will be your dwelling place and your means of livelihood for a time". Also, he said: "We have made the night and the day... that we may seek bounty from your Lord.

From above verses we can understand that, both spiritual and secular implications a person is expected to work for economic and security success in this life. Tsangaya System teaches the dignity of engaging in labour to support oneself.

Entrepreneurial model in Vestibular system:

The scholars of the system clearly states that, it is better to pursue an opportunity to provide for oneself regardless of the resources. They have encourage the following models.

- Entrepreneur as steward.
- Exemplars Prophet Muhammad.
- Source of wisdom for entrepreneur The Qur'an and Hadiths.
- Motivation for entrepreneurship Submission to God's will
- Primary quality of an entrepreneur Concern for communities

The role of Tsangaya System in the entrepreneurial skills process is establishes the values play in decision-making and career selection and since personal values can be directly linked to security development in the society and influences the motivation of entrepreneurial skills. It is composed to know that, from an early roots of Vestibular system was tied in to entrepreneurship, as majority of the first Scholars of Vestibular system was a merchant, these has supported their mission and allowed them to spread the message of Islam in formative actions and regards, because they are self-sufficiency and confident in their entrepreneurial behaviour, they was predisposed Muslims to engage in venture creation for

support of self and the greater community. (Verbal discussion with Muhammad maidammafaru)

TYPES OF ENTREPRENEURIAL SKILLS

It is quietly examined the validity of the small skills used by Almajiris while undergoing Vestibular system of learning, such can be considered as entrepreneurial behaviour and ethic that equips the individual to excel in economic pursuits and such skills could be useful in addressing portions of the world that suffer from on poverty, insecurity and underdevelopment that have large population in the Nation, such skills include the following: Nail cutting (*YankanKunba*), Local laundry (*Wanki da guga*), Barbing (*Aski*), Makers of traditional Hausa caps (*Dinkinhulluna*), tailoring, Mini provisions, Local Pottery (*Gyarantukane*), Cobbler and Local raring of Animals (*Kiyonbisashe*).

The small businesses mentioned keeps Almajirai busy and tinted to their means of life, these also can equally contribute largely to the revival of our economy within the local society, as arguably represents a large chunk of private security in Zamfara state and Nigeria at general.

CONCEPTUAL MEANING AND HISTORY OF VESTIBULAR SCHOOL IN NIGERIA

Tsangaya Schools, is the name of the most prominent traditional school, which originated the students and spread far and wide into the whole of the pure knowledge of Islamic activities such as cultural behavior and provide students sense of balance, awareness and spiritual orientation. (B.Muhammad, 2019).

Tsangaya Schools, is also known as second range of traditional schools in Hausa people and In most Muslim countries (*MakarantarZaure*), the school is freely used as the Islamic centre of learning, where a muslim can learn worship, supplication, Islamic studies and general learning such as creative writing. All muslim groups are equal and can claim to be a members of such schools.

The history of Tsangaya Schools in Nigeria is traceable to the advent of Islam in the area now known as the northern Nigeria as early as the period of the Kanem-Borno empire around 7th century C.E. Islam have penetrated into Nigeria through the efforts of the early itinerant traders who used to come to the area for commercial and missionary activities, this effort was powered and initiated by Muslim scholars, learning of Arabic commenced with the elementary Qur'anic schools, known as (*Makarantarallo*), both Arabic as a language and Islam as a religion were taught simultaneously in the schools at early age. The colonial period witnessed Tsangaya Schools as unique centers of teaching and learning of Arabic and Islamic studies to the Muslim children as good background that enables and encourages Entrepreneurial activities. (M.G.Sulaiman, 2018).

RESEARCH METHODOLOGY

The research aim is to investigate possible ways of small handwork in different methods, and also find possible solutions for the students in Tsangaya Schools and local community centers of learning as them yearn for sustainable life. The research is designed to find out the Entrepreneurial skills for Vestibular students. The research will examine the possible ways to maintains or create

Entrepreneurial skills, and also look at the possible measures to be taken in order to eradicate unemployment and encourage the Vestibular school's student to be self-reliant. Therefore, in order to achieve these purposes, a questionnaire has been designed in order to find out people's views and opinions. In this case, a total number of one hundred (100) copies of questionnaire has been and will be distributed to both male and female students and teachers. Also, visitation design will be adopted for this research project, information need, information seeking behavior of the Tsangaya Schools in Zamfara state. This study purposely focuses on Tsangaya Schools small scale industrial places, handwork owners for sample selection. Therefore this research project is going to adopt a visitation design.

DATA ANALYSIS AND PRESENTATION

The questionnaire has been divided into two parts: section A which consists of bio data of the respondents, and is has been on 25% percent proportion respectively, while the second part consist of views of the respondents. On the other hand, a descriptive statistics was used for the analysis of data. The result were present ted in tables. High scores were awarded to the positive responses, and low scores to negative responses respectively. The distributions of the scores to each of the items on the questionnaire are as follows:

SA=Strongly Agreed =5

A= Agreed =4

D= Disagreed =3

SD= Strongly Disagreed =2

Table 1:

Distribution of respondents according to sex

Sex	Number of respondents	Percentage
Male	68	68%
Female	32	32%
Total	100	100%

Comment:

From the above table, it shown that sixty seven (68) respondents representing sixty seven percent (68%) are males, whereas thirty respondents representing thirty three percent (32%) are female.

The table therefore shows that majority of the respondents in questionnaire are males, while the minority are female respondents.

Table 2:

Distribution of the respondents on the basis of their ages:

Age number	Respondents	Percentage
18-25	20	20%
26-34	32	32%
35 and above	48	48%
Total	100	100%

Comment:

The above table as it can be seen, shows that twenty respondents (20) representing twenty percent (20%) among the ages of 18-25,

while thirty two (32) respondents representing thirty two percent (32%) are between the ages of 26-34. Whereas forty eight respondents (48) representing forty eight percent (48%) are between the ages of 35 and above.

Therefore, the table showed clearly that majority of the respondents fall between the ages of 35 and above respectively.

Table 3:

Distribution of respondents on the basis of marital status:

Marital status	Respondents	Percentage
Single	53	53%
Married	47	47%
Total	100	100%

Comment:

It can as well be seen from the above table that fifty three respondents (53) representing fifty three percent (53%) are single with regard to their marital status. Whereas forty seven respondents (47) representing forty seven percent are married. This shows clearly that majority of the respondents are single in marital status.

Table 4:

Distribution of the respondents on the basis of their occupational status

Occupation	Respondents	Percentage
Teachers	25	25%
Instructors	15	15%
Students	60	60%
Total	100	100%

Comment:

The above table shows that twenty five of the respondents (25) representing twenty five percent (25%) happened to be teachers, while fifteen (15) of the respondents representing fifteen percent (15%) happened to be instructors, whereas sixty of the respondents (60) representing sixty percent (60%) are students.

This shows clearly that the majority of the respondents are students based on their occupational status.

RESPONSE OF ANALYSIS

Theresponse of analysis consist of a combination of the variables response, weight of the responses, total of frequency points (fx), total weighted mean, critical reformed mean and remarks. The analysis is going to be examine by showing the total number of variables which are positive, then the one which are negative respectively. While examining the data, two of the response have been given higher marks of (5 and 4), i.e. (SA=5), (A=4) which resulted to acceptance, and (D=3), (SD=2) which resulted to rejection respectively.

Similarly, the (f) which will be then (fx), weight of the response, and later the total points of (fx) will be divided by (f) which will give us the mean. On the other hand, the variables are going to be analyzed one after the other and later will be merging all together to bring out the total findings.

Table (1) variable number two:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	49 ^(f)	36 ^(f)	2 ^(f)	5 ^(f)	92			
Frequency/weight of response	245	144	4 ^(fx)	5 ^(fx)		398	4.33	
Variable Proper funding and equipping of Entrepreneurship program in Tsangaya Schools is a factor for developing entrepreneurial skills.								

Comment:

From the above table we can see how the respondents reacted on the variable number two. At first we have seen that forty nine (49) of the respondents strongly agreed on the variable, while thirty six of them (36) agreed on it. On the other hand, only two of the respondents strongly disagreed on the variable while five of them disagreed on it respectively. The total point of each response has been multiplied by the total weight of each response, i.e.: $49 \times 5 = 245$, then $36 \times 4 = 144$, also $2 \times 2 = 4$, while $5 \times 1 = 5$ respectively. By adding the whole number we come to get (398) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $398/92 = 4.33$ respectively, which is equal to acceptance of the variable.

This shows that the majority of the respondents are of the view that, proper funding and equipping entrepreneurship program in Tsangaya Schools is a factor for developing entrepreneurial skills. Thus, they have accepted the variable as per their opinion.

Table (3) variable number three

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	53 ^(f)	43 ^(f)	0 ^(f)	0 ^(f)	96			
Frequency/weight of response	265	172	0 ^(fx)	0 ^(fx)		437	4.55	
Variable Creating centers, units and departments of Entrepreneurship education in Tsangaya Schools in developing entrepreneurial skills in Tsangaya Schools.								

Comments:

From the above table we can see how the respondents reacted on the variable number three. At first we have seen that fifty three (53) of the respondents strongly agreed on the variable, while forty three of them (43) agreed on it. on the other hand, no one of the respondents strongly disagreed or disagreed with the variable respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $53 \times 5 = 265$, then $43 \times 4 = 172$, also $0 \times 2 = 0$, while $0 \times 1 = 0$ respectively. By adding the whole number we come to get (437) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $437/96 = 4.55$ respectively, which is equal to acceptance of the variable.

This time we come to understand that almost all the respondents have the opinion that, creating centers, unit and departments of entrepreneurship program in Tsangaya Schools helps in developing entrepreneurial skills in Tsangaya Schools, which resulted to the acceptance of the variable respectively.

Table (4) variable number four:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	37 ^(f)	29 ^(f)	8 ^(f)	13 ^(f)	87			
Frequency/weight of response	185	116	16 ^(fx)	13 ^(fx)		330	3.79	
Variable The gain of Entrepreneurship should be								

publicized through various media-radio, television, satellite and even Jumuat Mosques etc.								
--	--	--	--	--	--	--	--	--

Comments:

From the above table we can see how the respondents reacted on the variable number four. At first we have seen that thirty-seven (37) of the respondents strongly agreed on the variable, while twenty-nine of them (29) agreed on it. on the other hand, only one of the respondents strongly disagreed on the variable while thirteen of them (13) disagreed on it respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $37 \times 5=185$, then $94 \times 4=116$, also $8 \times 2=16$, while $13 \times 1=13$ respectively. By adding the whole number we come to get (330) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $330/87=3.79$ respectively, which is equal to acceptance of the variable.

This time we come to understand that almost all the respondents have the opinion that, the gain of entrepreneurship should be well publicized through various media radio, television, satellite and even Jumuat Mosques. thisas gave us the outcome that they have accepted the variable respectively.

Table (5) variable number five

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	48 ^(f)	37 ^(f)	2 ^(f)	9 ^(f)	96			
Frequency/weight of response	240	148	4 ^{fx}	9 ^{fx}		401	4.18	
Variable Lack of integrating the Entrepreneurship program, training, mentoring and work experience hinders the development of entrepreneurial skills in Tsangaya Schools and Arabic schools at large								

Comments:

From the above table we can see how the respondents reacted on the variable number five. At first we have seen that forty eight of the respondents strongly agreed on the variable, while seven of them agreed on it. on the other hand, only four of the respondents strongly disagreed on the variable while nine of them disagreed on it respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $48 \times 5=240$, then $37 \times 4=148$, also $2 \times 2=8$, while $9 \times 1=13$ respectively. By adding the whole number we come to get (401) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $401/87=4.22$ respectively, which is equal to acceptance of the variable.

By this conclusion we come to understand that, almost all the respondents have the opinion that, lack of integrating the entrepreneurship program, training, mentoring and work experience hinders the development of entrepreneurial skills in Tsangaya Schools and Arabic schools at large. This gave us the outcome that, they have accepted the variable respectively.

Table (6) variable number six

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	51 ^(f)	37 ^(f)	4 ^(f)	6 ^(f)	98			
Frequency/weight of response	255	148	8 ^{fx}	6 ^{fx}		417	4.26	
Variable Lack of embracing Entrepreneurship program or training for the sake of being self-reliant.								

Comments:

From the above table we can see how the respondents reacted on the variable number six. At first we have seen that fifty one of the respondents strongly agreed on the variable, while thirty seven of them agreed on it. on the other hand, only four of the respondents strongly disagreed on the variable while six of them disagreed on it respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $51 \times 5=255$, then $37 \times 4=148$, also $4 \times 2=8$, while $6 \times 1=6$ respectively. By adding the whole number we come to get (425) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $417/98=4.26$ respectively, which is equal to acceptance of the variable.

This time around it has been concluded that almost all the respondents have the opinion that, lack of embracing entrepreneurship program or training for the sake of being self-reliant is a factor which affects the development of entrepreneurial skills. This gave us the outcome that, they have accepted the variable respectively.

4.2.11 Table (7) variable number seven

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	33 ^(f)	49 ^(f)	5 ^(f)	13 ^(f)	100			
Frequency/weight of response	165	196	10 ^{fx}	13 ^{fx}		384	3.84	
Variable The government should make accessible loans available for the Scholars and Students of Tsangaya Schools to start their businesses.								

Comments:

From the above table we can see how the respondents reacted on the variable number seven. At first we have seen that thirty three of the respondents strongly agreed on the variable, while forty nine of them agreed on it. On the other hand, five of the respondents strongly disagreed on the variable while thirteen of them disagreed on it respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $33 \times 5=165$, then $49 \times 4=196$, also $5 \times 2=10$, while $13 \times 1=13$ respectively. By adding the whole number we come to get (384) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e.: $384/100=3.84$ respectively, which is equal to acceptance of the variable. We have understood that, almost all the respondents have the opinion that, the government should make accessible loans available for the Scholars and Students of Tsangaya Schools to start their businesses. This gave us the outcome that, they have accepted the variable respectively.

Table (8) variable number eight:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	29 ^(f)	56 ^(f)	6 ^(f)	8 ^(f)	99			
Frequency/weight of response	45	244	12 ^{fx}	8 ^{fx}		389	3.93	
Variable Scholars and Students of Tsangaya Schools should be encouraged to develop more ties with local businesses and hold more businesses related activities in their schools and environment.								

Comments:

From the above table we can see how the respondents reacted on the variable number eight. At first we have seen that twenty nine of the respondents strongly agreed on the variable, while fifty six of them agreed on it. on the other hand, six of the respondents strongly disagreed on the variable while eight of them disagreed on it respectively. The total point of each response has multiplied by the total weight of each response, i.e.: $29 \times 5=145$, then $56 \times 4=224$, also $5 \times 2=12$, while $8 \times 1=8$ respectively. By adding the whole total we come to get (389) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e.: $389/99=3.89$ respectively, which is equal to acceptance of the variable.

It Has been concluded that almost all the respondents have the opinion that, Scholars and Students of Tsangaya Schools should be encourage to develop more ties with businesses and hold more business related activities in their schools and environment. This gave us the outcome that, they have accepted the variable respectively.

Table number nine:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			accept
Points/frequency	38 ^(f)	53 ^(f)	3 ^(f)	3 ^(f)	97			
Frequency/weight of response	190	212	6 ^{fx}	3 ^{fx}		411	4.24	
Variable								

The government (policy makers) should show genuine concern and recognize the essence of entrepreneurship to economic development in Tsangaya Schools and other Arabic schools.								
--	--	--	--	--	--	--	--	--

Comments:

From the above table we can see how the respondents reacted on the variable number eight. At first we have seen that thirty eight of the respondents strongly agreed on the variable, while fifty three of them agreed on it. on the other hand, three respondents strongly disagreed on the variable while another three of them disagreed on it respectively. The total point of each response has been multiplied by the total weight of each response, i.e.: $38 \times 5=190$, then $53 \times 4=212$, also $3 \times 2=6$, while $3 \times 1=3$ respectively. By adding the whole total we come to get (411) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $411/97=4.24$ respectively, which is equal to acceptance of the variable. It has been also concluded that almost all the respondents have the opinion that, the government (policy makers) should show genuine concern and recognize the essence of entrepreneurship to economic development in Tsangaya Schools and other Arabic schools. This gave us the outcome that, they have accepted the variable respectively.

Table (10) variable number ten:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			Reject
Points/frequency	10 ^(f)	13 ^(f)	30 ^(f)	43 ^(f)	96			
Frequency/weight of response	50	52	60 ^{fx}	43 ^{fx}		205	2.14	
Variable The government (policy makers) should show genuine concern and recognize the essence of entrepreneurship to economic development in Tsangaya Schools and other Arabic schools.								

Comments:

From the above table we can see how the respondents reacted on the variable number eight. At first we have seen that only ten of the respondents strongly agreed on the variable, while thirteen of them agreed on it. On the other hand, thirty of the respondents strongly disagreed on the variable while forty three of them disagreed on it respectively. The total point of each response has been multiplied by the total weight of each response, i.e.: $10 \times 5=50$, then $13 \times 4=52$, also $30 \times 2=60$, while $43 \times 1=43$ respectively. By adding the whole total we come to get (205) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e: $205/96=2.14$ respectively, which is equal to acceptance of the variable. By this data of examination, the researchers have concluded that most of the respondents are against the opinion that, proper curriculum planning to encompass entrepreneurship education plays a very big role in developing entrepreneurial skills in Tsangaya Schools and other Arabic schools. This gave us the outcome that, they have not accepted the variable respectively.

Table (11) variable number eleven:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			Rejected
Points/frequency	9 ^(f)	15 ^(f)	30 ^(f)	45 ^(f)	99			
Frequency/weight of response	45	60	60 ^{fx}	45 ^{fx}		210	2.12	
Vestibular students must be encouraged to become more commercially focused and more entrepreneurial.								

Comments:

From the above table we can see how the respondents reacted on the variable number eight. At first we have seen that only nine of the respondents strongly agreed on the variable, while fifteen of them agreed on it. on the other hand, thirty of the respondents strongly disagreed on the variable while forty five of them disagreed on it respectively. The total point of each response has been multiplied by the total weight of each response, i.e.: $9 \times 5=45$, then $15 \times 4=60$, also $30 \times 2=60$, while $45 \times 1=45$ respectively. By adding the whole total we come to get (210) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e.: $210/100=2.12$ respectively, which is equal to acceptance of the variable. By this data of examination, the researchers have concluded that most of the respondents are against the opinion that, Vestibular students must be encourage to become more commercially focused and more entrepreneurial. This gave us the outcome that, they have not accepted the variable respectively.

Table (12) variable number twelve:

Response	SA	A	SD	D	Total (f)	Total (fx)	Mean	Remarks
Weight of the response	(5)	(4)	(2)	(1)	(1)			Rejected
Points/frequency	11 ^(f)	13 ^(f)	39 ^(f)	37 ^(f)	100			
Frequency/weight of response	55	52	74 ^{fx}	37 ^{fx}		218	2.18	
Entrepreneurship program is a lifelong learning process, which should start at Almajirischoolsystem.								

Comments:

From the above table we can see how the respondents reacted on the variable number eight. At first we have seen that only eleven of the respondents strongly agreed on the variable, while thirteen of them agreed on it. on the other hand, thirty nine of the respondents strongly disagreed on the variable while thirty seven of them disagreed on it respectively. The total point of each response has been multiplied by the total weight of each response, i.e.: $11 \times 5=55$, then $13 \times 4=52$, also $39 \times 2=74$, while $37 \times 1=37$ respectively. By adding the whole total we come to get (218) total points multiplied by the weight of the response, which gave us (fx), this is what we shall divide by the total points. i.e.: $218/100=2.18$ respectively, which is equal to acceptance of the variable.

By this data of examination, the researchers have concluded that most of the respondents are against the opinion that. Entrepreneurship program is a long life learning process, which should start at Almajiri school system. This gave us the outcome that, they have not accepted the variable respectively.

CONCLUSION

This research studied and analysed the impact of Tsangaya System in enhancing entrepreneurial skills as source of Security in zamfara state. The research employed theoretical materials (data) and oral data through interviews for data collection from two main sources as already noted earlier. These were primary and secondary sources (i.e. published and unpublished). Therefore the source materials were subjected to evaluation so as to determine their validity as earlier noted. It is also important to note that in order to ascertain the authenticity and reliability of the data collected, both external and internal criticisms were applied. For the collection of oral information, a constructive and guided interview technique was used. This included recording responses on questioner and audiotape where necessary. The research got the necessary data that helped in achieving the current form which are graciously acknowledged and appreciated.

The Research also identified the major challenges facing the citizens in the state, Some of the challenges are dealing with unlawful transactions and Ignorant followers and sitting as redundant without practicing neither small business nor traditional business, all these, are the major courses of poor-ship and insecurity in the state.

The Research also recognized that, despite the problems and challenges. TheTsangaya System have made great impact on changing the bad behaviors of the citizens. In the same vein, they have enhanced learning activities among people with emphasis on religious education. This includes the knowledge of the basic tenets of Islam and its practical devotional acts. Both the adults and the children have benefited from such educational services as well as local entrepreneurial skills services.

RECOMMENDATIONS

The study made the following recommendations for effective management and improvement of Tsangaya Schools in Zamfara state. These recommendations among others include:

1. It is hoped that the efforts of the scholars inTsangayaschools highlighted in this work shall continue to change the life of the people and other scholars shall emulate them with high sense of commitment to further enhance the spread and development of entrepreneurial skills in Zamfara State.
2. Tsangaya Schools should be improved and equipped with entrepreneurial skills services in Zamfara state in order to cater for the large number of youths in the state.
3. Our local entrepreneurial skills should be improved in all Tsangaya Schools in the state in order to improve our economy which will assist in shine to security improvement in the state and Nigeria at large.
4. Government should ensure adequate funding forentrepreneurial skills Programme in the state.
5. Government should collaborate with Nongovernmental Organizations (NGOs) and other philanthropists to ensure adequate provision of facilities that would develop entrepreneurial skills in Tsangaya Schools.
6. Funding of entrepreneurship education should be taken seriously by the federal government. This can be achieved through increase in the budgetary allocation to educational sector.
7. The youth should shun joblessness and criminality through the cultivation of entrepreneurial spirit and acquisition of relevant skills that will launch on them into enterprise greatness and economic independence.

Acknowledgement

The authors are immensely grateful to Tertiary Education Trust Fund (TETFUND), Nigeria, for its research funding grants to the Zamfara State University, Talata Mafara through Institutional Based Research (IBR) scheme Batch 6 with reference number TETF/DR&D/CE/UNI/TALATA MAFARA/IBR/2024/VOL.I.

References

1. Adam, M., Sokoto, S.M., Usman, A.I., Sarkin-kebbi, M. &Sifawa, A.A. (2016). Tradition Versus Modernity: The Origin and Development of Islamiyya Schools in Sokoto State. An IBR TETFUND Research Seminar Paper. Presented at University Lecture Theatre, Sokoto State University, Sokoto, Sokoto State, Nigeria. On 21st January, 2006.

2. Adas, E.B. (2006) 'The making of entrepreneurial Islam and the Islamic spirit of capitalism. *Journal for Cultural Research*, Vol. 10, No. 2, Pp:113-123
3. Alkali, A. (2001, 4th October). Rescuing child beggars by reforming the Qur'anic education system. *News Nigeria*.
4. Asad, M. (1980) *The Principles of State and Government in Islam*, Dar al-Andalus, Gibraltar.
5. Ayub, M. (2007) *Understanding Islamic Finance*, John Wiley & Sons, West Sussex, England, Pp: 208-214.
6. Ifijeh, I.G. & Juliana, J.I. (2013). Provision of formal education to almajiri: The role of libraries. *European Scientific Journal*. V 8(15), 97-108.
7. Isiaka, T. O. (2015). A pilot study of the challenges of infusing almajirieducational system into the Universal Basic Education in Sokoto, Nigeria. *Journal of Education and Practice* V 6(16), 10 16.
8. Kumolu, C. (2012, 26th April) Almajiri education: Modern gang up against ancient tradition. *Vanguard News Nigeria*. Retrieved on 28th Dec. 2016 from <http://www.vanguardngr.com/2012/04/almajiri-education-moderngang-up-against-ancient-tradition>
9. Nasarawa, U.A. (2012). Integrating almajiri education for social security. A paper presented at the 36th Annual International Conference of the Counseling Association of Nigeria held at International Conference Centre ObafemiAwolowo University Ile-Ife, Osun State.
10. Nasarawa, U.A. (2013). Attitudes of Tsangaya Schools' proprietors/teachers towards the integration of almajiri education in Sokoto North and South Local Governments Areas of Sokoto State. A paper presented at the 38th Annual International Conference of the Counseling Association of Nigeria held at Ibom Hall IBB Uyo.
11. Sebeine, A.I. &Obeta, A.D. (2015). The almajiri school and national security: A critical analysis and social development implication. *Global journal of Management and Business Research: Economics and Commerce*. V 15 (5) Version 1.0.
12. Sulaiman, A.K. (2000). The almajiri phenomenon study of the youth in traditional Qur'anic scholarship in Northern Nigeria. *The Humanities Journal* 1(1), 27-47.
13. Taiwo, F.J. (2013). Transforming the almajiri education for the benefit of the Nigerian society. *Journal of Education and Social Research*. V 3(9), 67-72.
14. Universal Basic Education Commission UBEC (2010). *Implementation of Almajiri Education Programme by Federal Government*. Almajiri Education Unit: Universal Basic Education Commission, Nigeria.
15. Wike, E.N. (2013). Improving access and inclusive education in Nigeria: Update on the almajiri education programme. Presented at National Economic Council, Nigeria.
16. Yusha'u, M.A., Tsafe, A.K., Babangide, S.I. and Lawal, N.I. (2013). The problems and prospect s of integrated almajiri education in Northern Nigeria. *Journal of Pure and Applied Science*V 2(3), 125-134.
17. Zakir, A., Abubakar, U., Lawal, U.S., Imran, H., Habibu, I.T., Hassan, I.H. &Harande, M.M. (2014). The practice of almajiri: Prospect and socio-medical challenges in Northern Part of Nigeria. *Journal of African Studies and Development*. DOI; 10~5897/JASD2014.0273P. 128-131.