
ASSESSMENT OF FACTORS AFFECTING THE INTEGRATION OF TSANGAYA ISLAMIC SCHOOLS INTO THE FORMAL SYSTEM OF EDUCATION

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Abstract

The integration of Tsangaya Islamic schools into the formal education system has become a significant focus in several regions, especially in West Africa. Tsangaya schools, which primarily teach Quranic studies and Islamic teachings, are deeply embedded in the cultural and religious fabric of many communities. However, the need to expand educational opportunities for Tsangaya students has led to efforts aimed at integrating these schools into the formal education system. This paper assesses the factors affecting the integration of Tsangaya schools into the formal education system, focusing on socio-cultural, policy-related, infrastructural, and educational outcomes. The study draws on existing literature, examining key challenges and opportunities for integration and provides recommendations for overcoming barriers to effective integration.

Keywords: Tsangaya, Schools, Education, Integration, Policy.

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1. Introduction

Tsangaya schools are traditional Islamic educational institutions found mainly in West Africa, particularly in Nigeria, Ghana, and Mali. These schools are dedicated to teaching religious education, predominantly focusing on the Quran and other Islamic teachings. Despite their cultural significance, Tsangaya schools often operate outside the formal education system, which limits students' access to broader educational opportunities. The integration of Tsangaya schools into the formal education system is seen as a way to improve the quality of education for these students, promoting both religious and secular knowledge.

However, the process of integration is complex and influenced by a range of factors. This research aims to assess the key factors that affect the successful integration of Tsangaya schools into formal educational systems, focusing on socio-cultural dynamics, policy, infrastructure challenges, and the perceptions of key stakeholders, such as teachers, parents, and students. By understanding these factors, policymakers and education stakeholders can design more effective strategies to integrate Tsangaya schools while maintaining their cultural and religious identity.

The integration of Tsangaya Islamic schools into the formal education system presents a complex challenge influenced by a variety of socio-cultural, infrastructural, policy, and stakeholder factors. While the potential benefits of this integration—such as improved academic outcomes, greater social inclusion, and expanded opportunities for students—are clear, significant challenges remain. Overcoming these obstacles requires comprehensive policy reforms, investment in infrastructure, and a more inclusive approach that respects the cultural and religious values associated with Tsangaya schools. As highlighted in the literature, stakeholder buy-in, particularly from teachers, parents, and students, is crucial for the success of such an integration effort.

2. Literature Review

The integration of Tsangaya Islamic schools into the formal education system has been a topic of increasing interest in many regions, especially in West Africa, where Tsangaya schools are widespread. Tsangaya schools are traditional Islamic educational institutions that provide religious education, often focusing on Quranic studies and Islamic teachings. However, there is growing recognition of the need to integrate these schools into the national formal education system to promote holistic education, social inclusion, and educational equity. This literature review explores various factors influencing the integration of Tsangaya schools into the formal education system, focusing on socio-cultural, infrastructural, policy-related, and stakeholder perspectives.

2.1. Socio-Cultural Factors

The socio-cultural context in which Tsangaya schools operate is one of the most significant factors influencing the integration process. Tsangaya schools are embedded in the cultural and religious traditions of local communities, particularly in rural areas where formal schools are often scarce.

As Aliyu (2017) highlights, these schools are seen as a crucial part of maintaining Islamic identity and cultural heritage. Many parents and community leaders fear that the formal education system, which is often perceived as secular and Westernized, may undermine the religious and cultural teachings imparted by Tsangaya schools.

In their study, Mustapha and Ogundipe (2020) found that cultural resistance is a major obstacle to integration. For many families, the notion of sending their children to a formal school where they may be exposed to non-Islamic values is a significant concern. As such, any integration process must be sensitive to these cultural attachments and find ways to respect and preserve the values of Tsangaya education.

2.2. Government Policies and Regulations

Government policies play a critical role in the integration process. In many African countries, including Nigeria, efforts have been made to formalize Tsangaya education through government initiatives.

Shuaibu (2019) observes that the government has initiated programs to integrate Tsangaya schools into the formal education system, but these programs often face challenges in terms of funding, policy clarity, and implementation.

A significant issue is the lack of policies that are specifically tailored to the unique needs of Tsangaya schools. Baba and Yusufu (2018) argue that many of the existing policies are designed for conventional schools and fail to address the educational, religious, and infrastructural characteristics of Tsangaya schools. As such, policies need to be more inclusive, flexible, and adapted to the local context to facilitate successful integration.

2.3. Infrastructure and Resource Challenges

The infrastructural and resource challenges faced by Tsangaya schools are a major hindrance to their integration into the formal system.

Gajibo (2020) highlights that Tsangaya schools often operate in inadequate physical spaces, such as makeshift classrooms or outdoor settings, which do not meet the standards required by formal education systems. The lack of basic amenities such as clean water, electricity, and sufficient classroom space severely limits the ability of these schools to integrate into the formal system.

Moreover, Abdullahi (2018) emphasizes that Tsangaya schools often lack essential educational resources, including textbooks, teaching materials, and technology. Without access to these resources, it is difficult for Tsangaya schools to meet the academic standards required by formal educational institutions, thus hindering the integration process.

Okunade (2019) further elaborates on the resource challenges, noting that many Tsangaya schools do not have access to modern teaching materials, such as textbooks, computers, or other educational technology. The lack of resources also extends to teacher training, with many Tsangaya school teachers lacking formal education credentials or pedagogical training. This results in a significant gap in educational quality between Tsangaya schools and formal schools, complicating the integration process.

The World Bank (2021) report on education in sub-Saharan Africa points out that infrastructure investment is crucial for any meaningful integration of Tsangaya schools. However, this often requires substantial government funding, which may be difficult to secure in resource-constrained regions.

2.4. Stakeholder Perceptions

The perceptions of stakeholders, particularly teachers, students, and parents, significantly affect the success of the integration process. Jibril and Oyebanji (2017) found that while some parents and community leaders support the integration of Tsangaya schools into the formal system, many are concerned about the loss of religious education and cultural identity. These concerns must be addressed to gain the support of the community.

Similarly, Tsangaya school teachers often lack formal training and may resist the transition to a formal curriculum. Salihu (2021) discusses how many teachers in Tsangaya schools have little to no experience with the national curriculum, creating a gap between the traditional methods of teaching and the requirements of the formal education system. To overcome this, teachers need adequate professional development and support to adapt to the new educational framework.

On the other hand, some students view the formal education system as an opportunity for a broader education that can lead to better career prospects, while others may resist the change due to unfamiliarity with formal school environments. These diverse perceptions, as noted by Mustapha and Ogundipe (2020), contribute to the mixed reception of integration efforts.

2.5. Educational Outcomes

The integration of Tsangaya schools into the formal education system is expected to improve the educational outcomes of students by providing them with access to both religious and secular education.

Eze (2020) suggests that integrating Tsangaya schools can bridge the gap between rural and urban education, offering Tsangaya students the opportunity to acquire knowledge in subjects such as mathematics, science, and languages, in addition to their religious studies.

Abdullahi (2018) argues that one of the significant benefits of integrating Tsangaya schools is the potential to reduce the educational gap between rural and urban areas. Formal education, which often includes subjects such as mathematics, science, and languages, would complement the Quranic education that students receive in Tsangaya schools. This integration could also help increase the number of students pursuing higher education and improve social mobility.

However, Okunade (2019) cautions that without addressing the infrastructural and resource gaps, integration could fail to improve educational outcomes. There must be careful planning to ensure that Tsangaya schools receive adequate support to ensure that the integration results in positive educational benefits for students.

The integration of Tsangaya Islamic schools into the formal education system faces several challenges, including socio-cultural resistance, infrastructural limitations, unclear government policies, and differing perceptions among stakeholders. While there is significant potential for the integration to improve educational outcomes for Tsangaya students, careful planning, resource investment, and policy reforms are required to overcome these barriers. Addressing these factors holistically will be essential for ensuring that Tsangaya students benefit from the integration while preserving their cultural and religious values.

3. Methodology

To investigate the factors affecting the integration of Tsangaya Islamic schools into the formal system of education, a mixed-methods approach is ideal. This approach combines both qualitative and quantitative research methods to ensure a comprehensive analysis of the various factors. Below is a detailed breakdown of the methods to be used in this study:

3.1 Research Design

This study will employ a descriptive research design using both qualitative and quantitative data collection methods. The research will involve surveys, interviews, and case studies to provide a holistic understanding of the challenges and opportunities related to the integration of Tsangaya schools.

3.2 Population and Sampling

Population: The study population will include stakeholders in the education sector, such as teachers, students, parents, educational policymakers, and community leaders involved in or affected by the integration process of Tsangaya schools.

3.3 Sampling Method:

Purposive Sampling: This will be used to select participants who are directly involved in the integration of Tsangaya schools, such as teachers and school administrators of Tsangaya schools and government officials in education.

Random Sampling: For students and parents, random sampling will be employed to ensure a representative sample from diverse geographical regions where Tsangaya schools are common.

3.4 Sample Size: The study will involve a sample size of approximately 50 participants. This includes students, teachers, parents, and policymakers/community leaders.

3.5 Data Collection Methods

Surveys/Questionnaires

A structured questionnaire will be administered to students, teachers, and parents. This questionnaire will contain a mix of closed-ended (Yes/No, Likert scale) and open-ended questions designed to assess:

- The level of awareness and perceptions of Tsangaya school integration into formal education.
- Socio-cultural factors that may hinder or promote integration.
- Resource and infrastructural needs in Tsangaya schools.
- Stakeholder opinions on government policies and their effectiveness in integrating Tsangaya schools.

Example Questions:

- Do you think Tsangaya schools should be integrated into the formal education system? (Yes/No)

- Do you believe the government provides enough resources to support Tsangaya schools? (Yes/No)
- Are you concerned that integrating Tsangaya schools will compromise religious education? (Yes/No)

Interviews

In-depth semi-structured interviews will be conducted with key informants such as:

- Policymakers involved in education reforms,
- Community leaders who influence educational decisions,
- Teachers working in Tsangaya schools, and
- Experts in educational planning.

These interviews will allow for a more detailed exploration of their views on:

- Government policies and their impact on Tsangaya schools.
- The role of religious beliefs and cultural identity in the integration process.
- Practical challenges and recommendations for the successful integration of Tsangaya schools.

Example Interview Questions:

- What are the challenges you face in trying to integrate Tsangaya schools into the formal education system?
- What do you think is the main reason why some communities resist the integration of Tsangaya schools?
- How can the government support the integration process more effectively?

Focus Group Discussions (FGDs)

Focus group discussions will be held with a small group of students, parents, and teachers to gather qualitative insights on the following:

- The perceived benefits and drawbacks of integrating Tsangaya schools.
- Stakeholder concerns about potential conflicts between secular and religious education.
- The level of interest and readiness for changes among students and parents.

Each FGD will involve 8-10 participants, and the discussions will be guided by a moderator to ensure that all voices are heard. The groups will be stratified to ensure diversity in terms of age, gender, and geographical background.

3.6 Case Studies

Case studies of Tsangaya schools that have either attempted or are in the process of integrating into the formal education system will be conducted. These case studies will focus

on schools in different regions with varying levels of success in the integration process. Data will be collected through:

- Observation of the school environment,
- Interviews with teachers, students, and administrators, and
- Analysis of the curriculum and teaching methods used.

The case study approach will help identify best practices and the specific challenges faced by Tsangaya schools that have undergone or are undergoing integration.

4. Results and Discussion

Table 1: Descriptive Statistics of all variables

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Error of Mean	Std. Deviation
Age					2.06	0.193	1.127
	4	11.8	11.8	11.8			
40-49	8	23.5	23.5	35.3			
30-39	4	11.8	11.8	47.1			
<=40	18	52.9	52.9	100			
Gender					0.03	0.029	0.171
Male	33	97.1	97.1	97.1			
Female	1	2.9	2.9	100			
Qualification					1.53	0.305	1.779
NCE	16	47.1	47.1	47.1			
BSC	6	17.6	17.6	64.7			
PhD (Doctorate)	2	5.9	5.9	70.6			
Other Qualification	10	29.4	29.4	100			
Occupation					1.62	0.203	1.181
Head teacher	5	14.7	14.7	14.7			
Teacher	15	44.1	44.1	58.8			
Malam	4	11.8	11.8	70.6			
Student	8	23.5	23.5	94.1			
Others	2	5.9	5.9	100			
Does Tsangaya school help preserve cultural/religious value within community					0.06	0.041	0.239
Yes	32	94.1	94.1	94.1			
No	2	5.9	5.9	100			
Does integrating Tsangaya schools into the formal education system have conflict with cultural traditions					0.38	0.085	0.493
Yes	21	61.8	61.8	61.8			

No	13	38.2	38.2	100			
Is the community generally open o the idea of integrating tsangaya school into the formal education system					0.21	0.07	0.41
Yes	27	79.4	79.4	79.4			
No	7	20.6	20.6	100			
Are you familiar with the government's policies regarding integration of Tsangaya					0.18	0.066	0.387
Yes	28	82.4	82.4	82.4			
No	6	17.6	17.6	100			
Does current educational policies support to help them transition into the formal education system					0.12	0.056	0.327
Yes	30	88.2	88.2	88.2			
No	4	11.8	11.8	100			
Does schools receive government support to help them transition into formal education					0.18	0.066	0.387
Yes	28	82.4	82.4	82.4			
No	6	17.6	17.6	100			
Does Tsangaya schools face significant infrastructural challenges in adapting to the formation education					0.29	0.079	0.462
Yes	24	70.6	70.6	70.6			
No	10	29.4	29.4	100			
Does the school have access to the teaching materials?					0.18	0.066	0.387
Yes	28	82.4	82.4	82.4			
No	6	17.6	17.6	100			
Does Tsangaya adequately trained to meet formal education standards					0.41	0.086	0.5
Yes	20	58.8	58.8	58.8			
No	14	41.2	41.2	100			
Do you personally support the integration					0.09	0.049	0.288
Yes	31	91.2	91.2	91.2			
No	3	8.8	8.8	100			
Do you believe that the integration of the school into the formal education system					0.15	0.062	0.359
Yes	29	85.3	85.3	85.3			
No	5	14.7	14.7	100			
Do you have concerns					0.21	0.07	0.41
Yes	27	79.4	79.4	79.4			
No	7	20.6	20.6	100			
Do think the integration will improve student academic performance					0.12	0.056	0.327
Yes	30	88.2	88.2	88.2			
No	4	11.8	11.8	100			
Does it increase their chances of continuing to higher education					0.09	0.049	0.288

Yes	31	91.2	91.2	91.2			
No	3	8.8	8.8	100			
Does it improve the social skills and personal development of the students					0.12	0.056	0.327
Yes	30	88.2	88.2	88.2			
No	4	11.8	11.8	100			
Total	34	100	100				

The table presents statistical data on respondents' demographics, perceptions, and opinions regarding the integration of Tsangaya schools into the formal education system. The majority of respondents fall within the age group *40 years and below* (52.9%), with smaller percentages in the *30-39* (11.8%) and *40-49* (23.5%) age brackets. The respondents are predominantly male (97.1%), with only a small percentage of females (2.9%). In terms of education, most hold *NCE qualifications* (47.1%), while others have *BSc* (17.6%), *PhD* (5.9%), or *other qualifications* (29.4%). Regarding occupations, *teachers* (44.1%) make up the largest group, followed by *students* (23.5%), *head teachers* (14.7%), and *other occupations* (5.9%). These demographics suggest that the majority of respondents are well-educated and directly involved in the education sector.

The responses indicate strong support for integrating Tsangaya schools into the formal education system. 94.1% of respondents believe that Tsangaya schools help preserve cultural and religious values, while 61.8% acknowledge potential conflicts with cultural traditions due to integration. However, 79.4% of respondents believe the community is open to the idea of integration, and 82.4% are familiar with government policies regarding the transition. Additionally, 88.2% think current policies support the transition, and 82.4% confirm that schools receive government support. Key challenges include infrastructural deficiencies (70.6%) and lack of teaching materials (82.4%). While 58.8% believe Tsangaya schools adequately train students to meet formal education standards, 41.2% disagree. The majority support the integration (91.2%) and believe it will *improve academic performance* (88.2%), *increase access to higher education* (91.2%), and *enhance social skills* (88.2%). Overall, the findings highlight a positive outlook toward integration while identifying challenges that need to be addressed.

Discussion

The table also provides insights into the perceptions of respondents regarding the integration of Tsangaya schools into the formal education system. A strong majority (85.3%) believe that integration will positively impact the schools, while 14.7% remain skeptical. Despite this overall support, 79.4% of respondents expressed concerns about the integration process, highlighting potential challenges such as maintaining cultural values, infrastructure, and policy effectiveness. This indicates that while there is broad agreement on the benefits of integration, some stakeholders remain cautious about the execution and potential cultural disruptions.

Furthermore, the perceived benefits of integration include improvements in academic performance (88.2%), increased chances of students continuing to higher education (91.2%), and enhanced social skills and personal development (88.2%). These responses suggest that many believe formal education will provide students with greater opportunities and social adaptability. However, infrastructural challenges and a lack of teaching materials remain significant concerns, with 70.6% acknowledging difficulties in adapting to the formal education system. Additionally, 82.4% of respondents affirmed that government support is

being provided, yet only 58.8% believe Tsangaya schools are adequately trained to meet formal education standards. These findings highlight the need for enhanced policies, infrastructural development, and teacher training programs to ensure a smooth and effective integration of Tsangaya schools into the formal education system.

Table 2: Correlation

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
	Q12	Q13	Q14	Q15							
Does Tsangaya school help preserve cultural/religious value within community	Pearson										
Correlation	1	-0.197	0.182	0.21	0.297	.540**	-0.161	-0.1	0.299	-0.08	
	0.249	0.182	0.297	-0.078	0.297						
Sig. (2-tailed)			0.265	0.303	0.23	0.088	0.001	0.362	0.52	0.086	
	0.662	0.155	0.303	0.088	0.662	0.088					
Does integrating Tsangaya schools into the formal education system have conflict with cultural traditions	Pearson Correlation										
	0.156	0.11	-0.04	-0.03	-0.327	0.048	-0.099	-0.245	-0.099		
Sig. (2-tailed)	0.265			0.261	0.24	0.619	0.793	0.377	0.53	0.807	
	0.86	0.059	0.786	0.576	0.163	0.576					
Is the community generally open o the idea of integrating tsangaya school into the formal education system	Pearson Correlation										
	0.169	0.15	0.165	.355*	0.199	-0.079	0.266	0.098	0.266		
Sig. (2-tailed)	0.303	0.261			0.05	0.129	0.001	0.339	0.41	0.351	
	0.04	0.258	0.655	0.129	0.581	0.129					
Are you familiar with the government's policies regarding integration of Tsangaya	Pearson										
Correlation	0.212	-0.205	0.337	1	0.07	.595**	-0.129	0.19	0.083	.672**	
	0.026	0.146	.549**	.400*	0.07						
Sig. (2-tailed)	0.228	0.244	0.052			0.692	0	0.465	0.28	0.641	0
	0.886	0.41	0.001	0.019	0.692						
Does current educational policies support to help them transition into the formal education system	Pearson Correlation										
	0.251	0.208	0.106	0.266	-0.133	-0.114	.717**				
Sig. (2-tailed)	0.088	0.619	0.129	0.69			0.074	0.351	0.69	0.152	
	0.237	0.55	0.129	0.452	0.522	0					
Does schools receive government support to help them transition into formal education	Pearson Correlation										
	.540**	-0.047	.528**	.595**	0.31	1	-0.129	0.19			
	0.083	0.128	0.243	0.146	0.31	.400*	0.07				
Sig. (2-tailed)	0.001	0.793	0.001	0	0.074		0.465	0.28	0.641		
	0.471	0.165	0.41	0.074	0.019	0.692					
Does Tsangaya schools face significant infrastructural challenges in adapting to the formation education	Pearson Correlation										
	-0.16	0.156	-0.169	-0.13	0.165	-0.13	1	-0.3			
	-0.02	0.027	0.096	0.15	-0.236	-0.201	0.165				
Sig. (2-tailed)	0.362	0.377	0.339	0.47	0.351	0.465		0.09	0.931		
	0.881	0.587	0.396	0.18	0.255	0.351					
Does the school have access to the teaching materials.	Pearson Correlation										
	-0.12										
	0.112	0.146	0.19	0.07	0.19	-0.299	1	0.083	0.128	-0.192	0.146
	0.31	0.128	-0.169								
Sig. (2-tailed)	0.515	0.528	0.41	0.28	0.692	0.281	0.086			0.641	
	0.471	0.276	0.41	0.074	0.471	0.339					

Does Tsangaya adequately trained to meet formal education standards	Pearson									
Correlation	0.299	-0.043	0.165	0.08	0.251	0.083	-0.015	0.08	1	-0.05
0.01	0.017	0.251	0.161	.436**						
Sig. (2-tailed)	0.086	0.807	0.351	0.64	0.152	0.641	0.931	0.64		
	0.781	0.956	0.922	0.152	0.363	0.01				
Do you personally support the integration	Pearson Correlation									
	-0.08	-0.031	.355*							
.672**	0.208	0.128	0.027	0.13	-0.05	1	-0.129	0.098	0.208	-0.097
0.208										
Sig. (2-tailed)	0.662	0.86	0.04	0	0.237	0.471	0.881	0.47	0.781	
	0.467	0.581	0.237	0.586	0.237					
Do you believe that the integration of the school into the formal education system	Pearson									
Correlation	0.249	-0.327	0.199	0.03	0.106	0.243	0.096	-0.2	-0.01	-0.13
	0.199	-0.152	0.164	0.106						1
Sig. (2-tailed)	0.155	0.059	0.258	0.89	0.55	0.165	0.587	0.28	0.956	
	0.467		0.258	0.392	0.355	0.55				
Do you have concerns	Pearson Correlation									
	0.182	0.048	-0.079	0.15	0.266	0.146				
0.15	0.15	0.017	0.098	0.199	1	0.04	-0.158	0.04		
Sig. (2-tailed)	0.303	0.786	0.655	0.41	0.129	0.41	0.396	0.41	0.922	
	0.581	0.258		0.823	0.371	0.823				
Do think the integration will improve student academic performance	Pearson									
Correlation	0.297	-0.099	0.266	.549**	-0.133	0.31	-0.236	0.31	0.251	0.208
0.152	0.04	1	0.208	0.15						
Sig. (2-tailed)	0.088	0.576	0.129	0	0.452	0.074	0.18	0.07	0.152	
	0.237	0.392	0.823		0.237	0.397				
Does it increase their chances of continuing to higher education	Pearson Correlation									
	-0.245	0.098	.400*	-0.114	.400*	-0.201	0.13	0.161	-0.1	0.164
0.08	0.208	1	-0.114							-0.158
Sig. (2-tailed)	0.662	0.163	0.581	0.02	0.522	0.019	0.255	0.47	0.363	
	0.586	0.355	0.371	0.237		0.522				
Does it improve the social skills and personal development of the students	Pearson									
Correlation	0.297	-0.099	0.266	0.07	.717**	0.07	0.165	-0.2	.436**	0.208
	0.106	0.04	0.15	-0.114	1					
Sig. (2-tailed)	0.088	0.576	0.129	0.69	0	0.692	0.351	0.34	0.01	
	0.237	0.55	0.823	0.397	0.522					

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed)

The correlation table explores the relationships between various factors influencing the integration of Tsangaya schools into the formal education system. One key finding is the positive correlation ($r = 0.540$, $p = 0.001$) between schools receiving government support and their role in preserving cultural and religious values, indicating that government assistance plays a role in maintaining the traditional significance of Tsangaya schools. Similarly, the perception of community openness to integration is significantly correlated with schools receiving government support ($r = 0.528$, $p = 0.001$), suggesting that financial and structural assistance fosters acceptance of the integration process. However, the weak and negative correlation between integration conflicts with cultural traditions and community openness (-0.198 , $p = 0.261$) suggests that cultural concerns persist but may not be the primary factor hindering acceptance.

Another significant correlation is found between **familiarity with government policies and support for integration** ($r = 0.672, p = 0.000$), showing that awareness of policies increases positive attitudes toward formal education for Tsangaya students. Additionally, **government policies supporting integration** have a strong relationship with **improving student academic performance** ($r = 0.549, p = 0.000$), suggesting that formalizing Tsangaya education could enhance educational outcomes. However, infrastructure challenges remain a concern, as seen in the weak correlation between schools **facing infrastructural challenges** ($-0.236, p = 0.180$) and the **ability to meet formal education standards**, indicating that while infrastructure issues exist, they do not solely determine the effectiveness of the transition.

Lastly, there is a strong positive correlation between **integration improving social skills and personal development** ($r = 0.717, p = 0.000$) and **government policies supporting the transition**. This suggests that formal education is expected to enhance students' social adaptability and overall growth. However, concerns persist, as **79.4% of respondents expressed apprehension regarding integration**, highlighting the need for policies that address both structural and cultural factors. In conclusion, while government support and policy awareness strongly influence positive perceptions of integration, challenges such as infrastructure, cultural concerns, and limited resources need further intervention to ensure a smooth transition.

The correlation analysis also highlights the critical role of government support in facilitating the integration of Tsangaya schools into the formal education system. The significant positive relationship between **government support and academic performance improvement** ($r = 0.549, p = 0.000$) suggests that better-funded schools are more likely to experience enhanced student outcomes. Similarly, **schools that receive support are also more likely to provide access to teaching materials** ($r = 0.31, p = 0.074$), which is crucial in ensuring students meet formal education standards. However, the relatively weak correlation between **access to teaching materials and academic performance** ($r = 0.251, p = 0.152$) indicates that while resources play an essential role, other factors such as teacher training and curriculum adaptation also significantly affect learning outcomes.

Another important aspect to consider is the relationship between infrastructure challenges and the overall effectiveness of integration. While **schools facing infrastructural challenges show a weak negative correlation with the ability to meet formal education standards** ($-0.236, p = 0.180$), there is still a moderate relationship between **infrastructure challenges and concerns about integration** ($-0.201, p = 0.255$). This suggests that while infrastructure is a concern, it may not be the sole determinant of integration success. Moreover, the **weak negative correlation between integration conflicts with cultural traditions and government policy support** ($-0.205, p = 0.244$) indicates that while some cultural concerns exist, they do not significantly hinder policy effectiveness. This finding implies that effective government interventions can bridge the gap between tradition and formal education.

Lastly, the perception of integration's impact on higher education opportunities and social skills development is another key discussion point. The strong correlation between **integration improving social skills** ($r = 0.717, p = 0.000$) and **chances of continuing to higher education** ($r = 0.400, p = 0.019$) shows that formal education is expected to provide students with better academic and social opportunities. However, concerns about integration remain, as indicated by **the correlation between concerns and support for integration** ($-0.158, p = 0.371$). While most respondents believe that integration

will be beneficial, there is still a need to address reservations about its long-term effects. Overall, the results suggest that government support, awareness of policies, and adequate infrastructure are critical to the successful integration of Tsangaya schools, though cultural and structural concerns must also be carefully manage.

Discussion and Hypothesis Testing

The findings from the correlation analysis further emphasize the interconnected nature of government support, infrastructure, cultural considerations, and educational outcomes in the integration of Tsangaya schools into the formal education system. The strong positive relationship between **government support and the ability of Tsangaya schools to transition successfully** ($r = 0.595$, $p = 0.000$) confirms that institutions receiving financial and structural aid are better positioned to meet formal education standards. Additionally, the correlation between **government support and perceived improvement in student academic performance** ($r = 0.549$, $p = 0.000$) validates the argument that structured learning environments contribute significantly to better educational outcomes. However, concerns persist regarding the readiness of Tsangaya schools, as reflected in the weaker correlation between **infrastructure challenges and teaching material availability** (-0.299 , $p = 0.086$), suggesting that while some schools may receive support, disparities in infrastructure remain an issue.

Cultural concerns also play a role in shaping perceptions about integration. While the correlation between **perceived conflicts with cultural traditions and overall acceptance of integration** (-0.198 , $p = 0.261$) is weak, it still indicates that cultural preservation remains a concern for some stakeholders. Furthermore, the relatively low correlation between **integration's impact on higher education opportunities** ($r = 0.400$, $p = 0.019$) suggests that while some see potential long-term benefits, others may question whether Tsangaya graduates will have equal access to higher learning institutions. The fact that **79.4% of respondents expressed concerns about integration**, despite **91.2% supporting the initiative**, reinforces the need for policy frameworks that balance modernization with cultural retention.

Hypothesis Testing

To validate the study's core assumptions, the following hypotheses were tested:

Hypothesis 1: Government support significantly influences the success of Tsangaya school integration.

- **Result:** The strong correlation between **government support and schools successfully transitioning** ($r = 0.595$, $p = 0.000$) and **academic performance improvement** ($r = 0.549$, $p = 0.000$) supports this hypothesis.
- **Conclusion:** Government support plays a crucial role in ensuring the success of integration, confirming that policy and financial backing directly impact educational effectiveness.

Hypothesis 2: Infrastructure challenges significantly hinder the integration process.

- **Result:** The weak correlation between **infrastructure challenges and teaching material availability** (-0.299 , $p = 0.086$) and the moderate correlation with **integration concerns** (-0.201 , $p = 0.255$) provide partial support for this hypothesis.

- **Conclusion:** While infrastructure is a challenge, it is not the sole determinant of integration success. Other factors, such as teacher training and curriculum adaptation, also influence the process.

Hypothesis 3: The integration of Tsangaya schools significantly improve students' academic and social development.

- **Result:** The strong correlations between **integration improving social skills** ($r = 0.717$, $p = 0.000$) and **academic performance** ($r = 0.549$, $p = 0.000$) support this hypothesis.
- **Conclusion:** The integration of Tsangaya schools is expected to yield positive educational and social outcomes, reinforcing the need for policy measures that support a smooth transition.

Conclusion

The study highlights that government support is the most critical factor in ensuring the successful integration of Tsangaya schools, while infrastructure challenges and cultural concerns remain secondary but notable issues. Despite some resistance, most respondents acknowledge the potential benefits of integration, particularly in enhancing students' academic performance and social adaptability. Future policies should focus on improving infrastructure, ensuring equitable access to educational resources, and addressing cultural sensitivities to foster a smooth transition into the formal education system.

6. Recommendations

Community Engagement: Efforts to integrate Tsangaya schools must involve open dialogue with community leaders and parents to address concerns and gain support.

Infrastructure Investment: Governments should prioritize infrastructure development in Tsangaya schools to meet the requirements of formal education.

Policy Reform: Education policies should be revised to accommodate the unique needs of Tsangaya schools, offering flexible curriculum frameworks that integrate religious studies.

Teacher Training Programs: Tsangaya school teachers should receive professional development to equip them with the skills needed to teach the national curriculum effectively.

Monitoring and Evaluation: Continuous monitoring and evaluation of the integration process are essential to identify challenges early and make necessary adjustments.

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