RESEARCH ARTICLE

ALMAJIRI SCHOOLS AND ITS INFLUENCE ON CHILD DELINQUENCY IN YAURI LOCAL GOVERNMENT AREA OF KEBBI STATE

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ABSTRACT

The involvement of Almajiri students in violent crime has made the Almajirai schools environment unsafe for teaching, learning and researching. In the early 1960s and 1970s, the school environment was safe and secured for learning and physical development of individuals. Today the situation is gradually changed and the school environment has become a source of worry, anguish and misery for Almajiris, Mallams (teachers), students and parents. The study specifically examines the influence of these schools on child delinquencies in Yauri Local Government Area. The study utilized survey method, which combined both questionnaires and interviews. A sample of 900 participants selected from 26 purposively sampled Almajiri schools. The data obtained from the questionnaires were analyzed using statistical tools, such as T-tests and ANOVA in SPSS and Excel, while interview responses were transcribed and presented qualitatively. The researcher raised 2 questions and transcribed them in to two hypotheses and been tested at 0.5 Alpha. The study is anchored by youth bulge theory (YBT). The research concludes that the Almajiri's school environment contributes significantly to child delinquency. Based on the findings the study recommends the following; government should take responsibility for overseeing and monitoring all Almajiri schools to ensure proper implementation of standards. Additionally, it recommends establishment of Almajiri's schools counseling centers and empowering parents both financially and educationally to promote their children's welfare and development.

Keywords: Almajiri, delinquency, Almajiri school, Almajiri education system

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INTRODUCTION

The existence of western education is indeed the bedrock of development and as such a major ingredient in the spices of life which cannot be done away and also enhances the level of productivity of a child. So many declarations such as UN, MDGs etc., to provide education for all are some of the declarations made in support of formal education in the world. This was fully supported by Nigeria as it is a signatory to them. Western education for all cannot be achieved due to the issues of the Almajirai phenomenon as even though presently the awareness of the significance of formal education is now high, there is still the problem of finances. Children cannot go to school because their parents cannot afford to pay school fees even in government owned schools. Thus, formal schooling is not really a necessity and hence the complete support for the Almajiri system of education which cost them almost nothing.

In Nigeria, the Almajiri system is a complex issue with differing opinions on its religious justification. It is seen as both an Islamic and a cultural tradition, a duality reflected in the country's institutions. Historically, the 1804 Danfodio Jihad and British colonization significantly shaped this educational system. More recently, government initiatives aimed at aligning with global education goals like Education for All and the Millennium Development Goals have further transformed the practice (Muhammed & Yusuf, 2020).

North Western States of the country which consists of Sokoto, Kebbi, Zamfara, Katsina, Kaduna, Kano and Jigawa states harbor about four million Almajiri who do not benefit from the existing formal and non-formal education. There are many children enrolled in Almajiri schools in different parts of these states. These schools remain the only form of education accessible to them. Their lack of formal education is seriously affecting the productivity of these children and attainment of needed sustainable peace and development in their community, state and Nigeria at a large (Ibrahim, 2011).

In Sokoto State, according to Education Trust Fund (2012), there are one million one hundred and forty-five thousand one hundred and forty-five (1,145,145) pupils enrolled into nine thousand five hundred and fifty-one (9,551) Almajirai schools with the total number of twenty-five thousand and four (25,004) Malams. The state is the second state with the highest population of Almajirai in the Northwest states. Katsina State Government has identified 106,000 Almajirai pupils across 5,558 Islamic schools in the 34 local government areas of the state in a bid to modernize the Almajirai system of education and avert the menace of street begging in the state (Sardauna, 2021).

In northern Nigeria, it is common for young boys to be sent far from home for Islamic education. This traditional Almajiri system, which once relied on community support, has deteriorated due to poverty and government neglect. The children, now often unsheltered and barefoot, must beg or do menial jobs to survive, making Qur'anic study a secondary concern.

This life of hardship makes them vulnerable to exploitation by their teachers and recruitment into crime, such as theft and drug abuse, contributing significantly to high crime rates in the region. (Ibrahim, 2011)

According to The Guardian Newspaper (2020), Zamfara State has about two million Almajiris roaming the street of Zamfara State according to the Director of Budget, Alhaji Hamza Salisu. In Zamfara State, according to Kebbi State Commissioner of Education, Muhammad Aliero, there are more than 800,000 Almajirai pupils not in school. There are 504 Almajira Islamic schools. Despite the laudable efforts of integration of Almajiri Quranic School into formal education by Sokoto State, Federal Government and nongovernmental organizations in the provision of Almajiri integrated education the states are still having huge number of these children everywhere in the states. This paper intends to present the findings of research conducted in the four sampled states in North-Western Nigeria on the causes of the involvement of Almajirai in perpetration of violent crimes and show how counselling services can help to reduce or eliminate the bad trend in the region.

The involvement of Almajirai students in violent crime has made the Almajirai schools environment unsafe for teaching, learning and researching. In the early 1970s and 1980s, the school environment was safe and secured for learning and physical development of individuals. Today the situation has changed drastically and the school environment has become a source of worry, anguish and misery for Almajirai Mallams (teachers), students and parents. The prevalence of violent crimes in Kebbi State more specifically, Yauri, Zuru, Fakai, Danko wasagu among others has rendered Almajirai schools of learning unsafe for human habitation. It is worth noting that the aims and objective of the Qur'anic education is principally to inculcate eternal values that are unchangeable and very clear (Badarul, 2009).

However, as stated earlier, there is no doubt in saying the fact that, there are many forms of violent crimes prevalent in Yauri among which are kidnapping, armed banditry, thuggery, burglary, arson, area boyism, rape, sexual assault, robbery, assault, manslaughter is potentially related directly or indirectly to the Almajirai (Sati, 2015). These crimes have been so predominant in the recent years. This could not be dissociated with fast deteriorating socio-economic and political state of the country at large. There has been all-round inflation, poverty, corruption with impunity and insecurity all over the country which has further worsened the conditions of the poor masses. As we all know, since it is generally assumed that these students are future leaders of tomorrow it become pertinent to identify the areas where counselling could be provided based on their areas of problems so as to assuage the causes of violent crimes by making recommendation and offering counselling measures.

Moreover, various researchers conducted a plethora of research on Almajiri education system such as: Lolo et al. (2022), "Almajirai (Students) Involvement in Perpetration of Violent Crimes in North Western Nigeria: Implication for Counselling", David and Joy (2021), "The Phenomenon of Almajiri System of Education in Northern Nigeria" and Folorunsho et al.

(2024), "Juvenile Delinquency as a Contemporary Issue in Nigeria: Unraveling the Impact of Parenting Styles and Family Structures" among others. However, none of this study revealed the influence of Almajiri school child delinquency in Yauri Local Government Area, Kebbi State. It is against this background that the present study was undertaken to bridge the gap and examine critically the influence of Almajiri school child delinquency in Yuari Local Government Area of Kebbi State**.** The key questions raised in the course of this study are presented thus: (i) what are the factors/ causes of Almajiri's Schools? (ii) what influence child delinquency at Almajiri's Schools?

Research Objectives

The following specific objectives were formulated to guide this study.

i. To identify the factors/causes of Almajiri Schools
ii. To investigate the influence of child delinquency at Almajiri Schools

 Hypothesis*:*

The above questions were transcribed in to the following hypothesis

Ho₁.   There is no significant relationship between the factors causes of Almajiri's School based on location (schools), age and gender.
Ho₂.   There is no significant relationship between influence of child delinquency and Almajiri's School based on location (schools) age and gender.

CONCEPTUALIZATIONS /THEORITICAL FRAMEWORK

Conceptualizations

> ### Almajiri

The term Almajirai, (singular, Almajiri), is used to describe beggars, more especially of the school age and teen-aged beggars; otherwise known as the "street kids" and "wanderers" (Bambale, 2013; as cited by Lolo et al., 2022). Almajiri system refers to a traditional method of acquiring and memorizing the glorious Qur'an in Hausa/Fulani communities where boys (Almajirai) at their tender ages are sent out by their parents or guardians to the far and near villages, towns and cities for the search of Qur'anic education under an Islamic scholar called Malam (Lolo et al., 2022).

The word 'Almajiri (student) is singular' derived from the Arabic word 'Almuhajir' emigrant. It refers to an Islamic method of acquiring and memorizing the glorious Qur'an in Hausa/Fulani community where boys at their tender ages are sent out by their parents or

guardians to the far and near villages, towns and cities for the search of Qur'anic education under an Islamic scholar called Mallam (Anas & Umar 2018). The school system has for centuries provided training and produced scholars, teachers, Khadis, Imams, preachers, and even warriors like Usmanu Danfodiyo, the leader of the Jihad in this part of Africa. In the Sokoto Caliphate for instance, the Qur'anic Schools produced scholars that were highly morally upright who helped in the governance of the caliphate, assisted in the resuscitation of unity and peaceful co-existence, learning of the Qur'an and other Qur'anic sciences Lolo and Adiya, (2019). In short as observed by Shehu (2019), between 13th and 18th centuries, Islamic scholarship, through the Qur'anic school system, flourished in what is called Bilad As-sudan, and prior to the advent of colonialism in the late 19th century there was blossoming of Islamic scholarship which were pure and in concord with the teachings of Islam.

The predominant ethnic group in Northern Nigeria is the Hausa-Fulani, and the predominant language is Hausa, which is essentially a derivative of Arabic, albeit with a distinct *Ajani* alphabet Awofeso and Degeling (2003). The word almajiri (pl. almajirai) was etymologically acquired from the Arabic word 'Al-Muhajir' which means migrant. Its root stems from the Hijrah (migration) of Prophet Muhammad from Mecca to Medina. The disciples who relocated with the prophet to Medina were called 'Al-Muhajirun', which means migrants Abbo and Njidda (2017). The message of Islam has enjoined those with means to give Sadaqat "alms" (see for instance Quran 2:270 and 274, Quran 3:92 and 134, etc).

➢ **Delinquency**

Delinquency is a multifaceted and complex concept, with numerous causative factors contributing to its nature and scope. Defining the concept universally poses challenges, given the variations from one researcher to another and from one society to another. In simpler terms, juvenile delinquency refers to deviant behaviours carried out by teenagers who have not yet reached the legally approved adult age. Put succinctly, any deviant conduct exhibited by individuals under the age of 18 (as per the standards in many countries) falls under the classification of juvenile delinquency. According to (Sambo, 2008 as cited in Folorunsho et al., 2024), juvenile delinquency encompasses offensive and prohibitive acts committed by young people, typically under the age of 21.

While it might not be entirely logical to confine deviant acts to a specific age bracket, it is reasonable to conclude that delinquent behaviours are predominantly exhibited by young individuals within the age category recognized as legally underage by a given society. The Longman Dictionary defines juvenile delinquency as criminal or antisocial behaviour by children juveniles who are young, not fully matured to be considered adults, and not yet subject to prosecution in the traditional court of law Additionally, it can be argued that the family is gradually losing its position as a major influencer of social conduct among juveniles. Folorunsho et al., (2024), juvenile delinquency can be classified into three unique

forms which include: (i) Unsocialised Delinquent (Psychopathic); Young ones in this category are aggressive, ruthless, violent and relatively remorseless. They are the most dangerous in this category because of their ability to cause greater damages to the society. They display high level of psychological enigmas. Lack of proper psychological development is the major cause of this delinquency. (ii) Socialized Delinquents; Unlike un-socialized delinquents, they do not have history or record of psychological disorders. In fact, socialized delinquency among juveniles is the most common form of delinquency. Young ones in this category enjoy joining bad companies; they are out-going, incorporative, they are abusive and have high possibility of disobeying their parents or caregivers. (ii) Over inhibited neurotics; Delinquents in this category suffer from severe insecurity, anxiety, depression and deplorable state of mental configuration. Young ones suffering from over-inhibited neurotics are more likely to engage in anti-social behaviours in order to feel belonged and quench or reduce their anxiety.

➢ Almajiri Educational System

Originating from the Arabic term *Al-Muhaajirun* (emigrant), the concept of "Almajiri" refers to a pupil in an itinerant Qur'anic school. The system has its roots in the Islamic tradition of migration for knowledge and, in pre-colonial West Africa, became a prestigious method of Islamic education where boys were sent to live with a Mallam to memorize the Qur'an. Primarily based in Northern Nigeria, the system's status diminished with the arrival of colonial education. In the post-colonial era, it has deteriorated further, with Almajiri children now frequently left to fend for themselves through street begging and petty work (Abubakar & Agyeno, 2020; Hoechner, 2018; Lawsan, 2021).

➢ Almajiri Schools

Almajiri school's system is structured with clear objectives and a rigorous, staged curriculum. Its primary goals are to produce Islamic scholars specializing in fields like Hadith, Fiqh, and Sirah, and to ensure the moral development of pupils by instilling good manners. The academic schedule is a five-day week from Saturday to Wednesday, during which students focus intensely on mastering the contents of their wooden slate (Allo). Thursdays and Fridays are breaks, sometimes used by the Mallams (teachers) to conduct lectures for adults Ibebunjo and Abubakar (2021). The syllabus is sequential, requiring every student to begin at the first stage and progress through five distinct levels

i. **Babbaku:** Introduction to and identification of Arabic alphabets.
ii. **Farfaru:** A more challenging stage focused on mastering Arabic vowels.
iii. **Zube:** Learning to read and write the Qur'an, marking the end of the elementary level.
iv. **Haddatu:** The advanced stage of gradually memorizing the entire Qur'an.
v. **Satu:** Writing the entire Qur'an from memory to achieve the recognized status of Hafiz (Memorizer). This structured approach ensures a comprehensive and deep mastery of Islamic texts.

Theoretical Framework

The theoretical framework anchored in this research was the youth bulge theory (**YBT**). The term "youth bulge" was coined by German social scientist Gunnar Heinsohn and popularized in the 1990s by American political scientists, Gary Fuller and Jack Goldstone (Aghedo & Ake, 2013). The theory proposed that, societies characterized by a youth bulge "a burgeoning youth population" while simultaneously facing limited resources and, in particular, a lack of prestigious positions for "surplus" youngsters i.e. children are much more prone to social unrest and delinquent towards their neighbours than those societies without these demographic stressors in Aghedo and Ake (2013).

The theoretical foundation of the youth bulge is based on the premise that countries with weak political institutions that are undergoing demographic transitions are vulnerable to social unrest, rebellion, and violent conflicts due to unemployed male youth who will seek socioeconomic advancement through extralegal means. The youth bulge trend is mostly prevalent in the sub-saharan Africa, Asia, the Middle East, and the Pacific Islands that have weak political institutions one hand and a large youth cohort (over 30 percent) relative to the adult populations (Aghedo and Ake, 2013).

It is observable from the youth bulge theory assumptions that, youth bulge and violence is not automatic because of variables that intervene between demography and security. Some of which include unemployment, relative poverty, and urbanization, the youth demographic cohort which make it difficult to translate their education into sustainable jobs in fragile states, leading them into poverty. LaGraffe (2012: 67) sees demography acts as having a "force multiplier," that aggravates these preexisting conditions. The alienation, frustration, and growing discontent arising from lack of sustainable livelihoods among these youths coupled with other stressors, make them easily susceptible to mobilisation for violence and uprising for a little provocation and other delinquent behaviours.

The volatility of this youth population, between late childhood ages, is strengthened by the lack of developmental in social welfare for the present and future generations. Owing to these young men tend to have time for risky engagements and surviving like participation in peer's rebellion that have low opportunity costs. Thus, portraying angry male youths as "driven to violence by their nature" (Corner House, 2004). This theory is suitable for this research because of the proximity of main variables in which the assumptions of this theory futures therein. For instance, high rate of unemployment, youth commitments into delinquent bahaviours, rebellion, and poverty are the major characteristics of Almajiri child delinquency.

METHODOLOGY
Design of the Study

The design of this study was based on ex-post facto with a survey approach. This design was considered appropriate for this study since the variables had already occurred and did not require the manipulation of such by the researchers in the course of this study.

Measurement and Covariates

The instrument used for the study was that of researcher developed questionnaire entitled "Almajiri's Violent Crimes Questionnaire" (**AVCQ**), which contained 20 items which were drawn from Likert 5-point rating scale i.e. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Validation of the instrument was carried out by an expert in the field of Criminology and Security Studies. The scores obtained from students' responses were subjected to Cronbach's Alpha Statistical Method of Analysis and the result yielded a reliability coefficient of .71. The instruments were sorted based on variables and scores of 5, 4, 3, 2, and 1 were assigned to SA, A, N, D and SD respectively for all positively worded items and 1, 2, 3 4, and 5 were assigned to SA, A D and SD respectively for all negatively worded items.

Population of the Study

The population of this study consists of sixty-one (61) Almajiri Schools in Yauri LGA. The details of the schools are based on nine (9) wards in Yauri LGA. These are: Yelwa Central (8) Almajiris schools, Yelwa West (9) Almajiris schools, Yelwa South (8) Almajiris schools, Yelwa West (8) Almajiris schools, Yelwa North (6) Almajiri schools, Gungun Sarki (9) Almajiri schools, Zamare (6) Almajiri schools, Jijima (1) Almajiri School and Gumbi (6) Almajiri schools which brought a total of sixty-one (61) Almajiri schools in Yauri Local Government Areas of Kebbi State.

Sample Size and Sampling Procedure

The sample size of this study is one thousand **(1000)** participants within the age range of 5-17 years, in three (3) selected wards which comprised twenty-six (26) Almajiri's schools. While returning the completed questionnaires only nine hundred (900) questionnaires were filled correctly and returned successfully and also, the sample size was drawn using Yamane (1967) formula for sample size generation. The formula is shown below. A 95% confidence level and level of maximum variability (***P*** = **.05**) was assumed. The formula for the sample size estimation is given as: $n = \frac{N}{1+N(e)^2}$

RESULTS AND ANALYSIS

Hypothesis Ho₁: There is no significant relationship between the factors causes of Almajir's School in Yauri, based on location (wards), age and gender.

The assessments of the causative factors of Almajir's School in Yauri based locations was carried out using descriptive and inferential statistical methods and the results presented in Tables 1a and 1b reveal disparities. In context of Table 1a, the results show that Yelwa Central had the highest mean score of 514.24, followed by Yelwa West at 373.07 and Gungun Sarki with 168.94, respectively. In another perspective, Yelwa Central recorded the highest standard deviation of 257.64, followed by Yelwa-West with 211.15, while a least value 83.84 is associated with Gungun Sarki, respectively.

Table 1a: Descriptive Statistical Analysis

Wards	N	Mean	Std Deviat.	Std Error	95 % Confidence		Mini mum	Maxi mum
					Lower	Upper		
Yelwa Central	618	514.239	257.637	10.363	493.88	534.59	1.00	900.00
Yelwa West	196	373.066	211.151	15.082	343.32	402.81	8.00	862.00
Gungun Sarki	86	168.941	83.845	9.041	150.96	186.91	4.00	257.00
Total	900	450.500	259.951	8.665	433.49	467.50	1.00	900.00

Source: Authors' Analysis (2025).

Table1b: Analysis of Variance (ANOVA)

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10503621.596	2	5251810.798	93.756	0.000
Within Groups	50246303.404	897	56015.946		
Total	60749925.000	899			

Statistic: * Significant at $P < .05$ alpha level; N = 900.
Source: Authors' Analysis (2025).

A further probe of the causative factors of Almajir's School in Yauri using ANOVA model is summarized in Table 1b. From the results, the sum of squares between groups gave 10503621.596 and the sum of squares within groups is 50246303.404, while the total sum of squares associated with the model offers a value of 60749925.000 shows that the calculated Sig. of 0.000 is equal to the critical Sig. of .000 at the 0.05 alpha level with 2 and 897 degrees of freedom. Given the high F-ratio of 93.756, a post hoc analysis using Scheffe's multiple comparisons was done to locate the source of differences. The result of the analysis shows a statistical significant difference between Yelwa Central and Yelwa-west as well as a significant difference between Yelwa-west and Gungun Sarki ward.

The descriptive evaluation of the pattern of Almajiri School using age as index is presented in Table 2a. From the results, those within the age range 5 – 9 years had the highest mean score of 487.34, followed by 10 – 13 (540.45), 18 and above (93.81), and 14 – 17 (47.81), respectively. In another dimension, Almajiris within the age range of 5 – 9 years exhibits the highest standard deviation of 246.11, followed by 10 – 13 years (175.72), 14 – 17 year (17.44) respectively, while those within ages of 18 years and above possess a least value of 19.07 in the series.

Table 2a: Descriptive Statistical Analysis

Age Groups	N	Mean	Std. Deviation	Std. Error of Mean	Variance
5-9years	716	487.3994	246.11137	9.19761	469.3419
10-13	91	540.4505	175.72088	18.42055	503.8549
14-17	31	47.8065	17.44595	3.13339	41.4072
18 and above	62	93.6935	19.07413	2.42242	88.8496
Total	900	450.5000	259.95192	8.66506	433.4939

Source: Authors' Analysis (2025).

The comparative examination of the effect of variations in age on the prevalence of Almajiri School in Yuri is summarized in Table 2b. The ANOVA model reveal that the total sum of squares associated with the model gave 60749925.000. The mean square between groups offers 4877156.899 while the mean square within groups gave 51471.489. The calculated ANOVA gave a high F- value of 94.755 that is statistically significant at 0.000.

Therefore, the null hypothesis, which stated that there is no significant relation between factors/causes of Almajiri's Schools and child delinquency based on age, is rejected, and the alternative hypothesis which stated that there is significant relation between factors/causes of Almajiris schools and child delinquency is retained. The significance of the F-ratio at post hoc analysis using Scheffe's multiple comparisons was done to locate the source of differences. The result of the analysis shows a significant difference between the age categories from 5-9 years and 10-13 years as well as a significant difference between 14-17 years and 18 years and above.

Table 2b: Analysis of Variance (ANOVA)

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14631470.697	3	4877156.899	94.755	0.000
Within Groups	46118454.303	896	51471.489		
Total	60749925.000	899			

Statistic: * Significant at $P < .05$ alpha level; N = 900.
Source: Authors' Analysis (2025).

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Table 3. Results of independent samples t-test of the factor/causes of Almajir's Schools in Yauri LGA based on gender.

Independence Samples Test

	Levene's Test of variance		t-test for Equality of Means					95% Confidence Interval	
	F	Sig.	T	df	Sig. 2 tailed	Mean Diff.	Std. Error Diff.	Lower	Upper
Equal Variance Assumed	3.813	0.051	1.814	898	0.070	41.795	23.038	-3.42109	87.01035
Equal Variance not Assumed			1.798	216.88	0.074	41.795	23.246	-4.02193	87.61118

Group Statistics

Gender	N	Mean	Standard Deviation	Standard Error Mean
Male	747	457.6051	259.01976	9.47704
Female	153	415.8105	262.55375	21.22621

* Significant at $P < .05$ alpha level; N = 900.

Source: Authors' Analysis (2025).

Table 3. Results show that the mean score of males is 457.60, which is higher than the mean score of females of 415. The number of male participants is 747, while it is 153 for female participants. The standard deviation for males is 259.01, and 262.55 for females. The Std. error mean for males is 9.47, which is less than the female value of 21.22. Table 6 also reveals the calculated t of .051, which is less than the critical t of .074 at the 0.05 alpha level of significance with 898 degrees of freedom when equal variances were assumed. The mean difference is 41.79 for male and 41.79 for female. F is 3.813.

Hypothesis Ho$_2$: There is no significant relationship between influence of child delinquency and Almajiri's School based on location (wards/schools), age and gender

The descriptive and the inferential Analysis of the influence of child delinquency on Almajiri's School based on location (wards/schools) are summarized in Table 4a and 4b.

Table 4a: Descriptive Analysis of Child Delinquency and Location on Almajiri School

Wards	N	Mean	Std Deviat.	Std Error	95 % Confidence		Mini mum	Maxi mum
					Lower	Upper		
Yelwa Central	545	498.578	266.091	11.398	476.188	520.967	1.00	900.00
Yelwa West	269	443.107	224.791	13.705	416.123	470.092	8.00	862.00
Gungun Sarki	86	168.941	83.845	9.04133	150.965	186.918	4.00	257.00
Total	900	450.5000	259.951	8.66506	433.493	467.506	1.00	900.00

Source: Authors' Analysis (2025).

Table 4b: ANOVA Model of Influence of Delinquency and location on Almajiri School

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8092111.481	2	4046055.741	68.923	0.000
Within Groups	52657813.519	897	58704.363		
Total	60749925.000	899			

Statistic: * Significant at $P < .05$ alpha level; N = 900.

Table 4a shows that Yelwa Central had the highest mean score of 498.58, followed by Yelwa-west with 443.11, while Gungun Sarki wards recorded a value of 168.94, respectively. This reveals that there is a significant influence of Almajiri schools and child delinquency based on location (wards/schools). On the basis of standard deviation, the result from the analysis shows a major deviation in the mean between Yelwa Central and Yelwa-West as well as a significant difference between Yelwa-West and Gungun Sarki ward. However, Yelwa Central has a highest standard deviation of 266.09, Yelwa-West 224.79, and Gungun Sarki 83.84, respectively.

Table 4b also shows that the calculated Sig. is .000, which is equal to the critical Sig. of .000 at the 0.05 alpha level with 2 and 897 degrees of freedom. Therefore, the null hypothesis, which stated that there is no significant influence between Almajiri's schools and child delinquency based on locations (wards/schools), is rejected, and the alternative hypothesis which stated that there is significant influence between Almajiri's schools and child delinquency based on locations is retained. The test of homogeneity of variances was made with a Levene statistic score of 59.60. The result from the analysis shows a significant difference between Yelwa Central and Yelwa-West as well as a significant difference between Yelwa-West and Gungun Sarki ward. However, Yelwa Central has a higher standard deviation of 266.09, Yelwa-West 224.79, and Gungun Sarki 83.84, respectively.

In evaluating the influence of child delinquency and location and age on Almajiri School in Yuari using descriptive statistics, the results presented in Table 5a differ. On the basis of mean values, those within the age range of 5 – 9 possess a highest value of 483.23, followed by those between the age of 10 – 13 years with a value of 446.07, then those of 14 – 17 years have a relatively low mean value of 446.07, while those of 18 years and above had a least value of 93.693.

Table 5a: Descriptive Analysis of Child Delinquency and Age on Almajiri School

Age Groups	Mean	N	Std. Deviation	Std. Error of Mean	Variance
5-9years	630	483.2444	243.32814	9.69443	464.2071
10-13	135	446.0667	189.50297	16.30982	413.8087
14-17	73	479.1507	373.46116	43.71032	392.0157
18 and above	62	93.6935	19.07413	2.42242	88.8496
Total	**900**	450.5000	259.95192	8.66506	433.4939

Source: Authors' Analysis (2025).

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Moreover, Almajiris within the age range of 14-17 have the highest standard deviation of 373.33, followed by 5-9 (243.33), 10-13 (19.07), and 18 and above (19.07), respectively.

Table 5b: ANOVA Model of Influence of Delinquency and Age on Almajiri School

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8631333.725	3	2877111.242	49.462	0.000
Within Groups	52118591.275	896	58168.071		
Total	60749925.000	899			

Statistic: * Significant at $P < .05$ alpha level; N = 900.
Source: Authors' Analysis (2025).

A further probe of the association among the groups of parameters using ANOVA model as presented in Table 5b reveal that the total sum of squares associated with the model is 60749925.000. On the contrary, the mean square between groups gave a value of 2877111.242, while the mean square within groups offered a value of 58168.071 respectively. The calculated F value in the series gave a high value of 49.462 that is statistically significance at 0.000. The implication of the result is that there is a higher influence of Almajiri's schools and child delinquency based on age. The result of the analysis shows a significant influential difference between the age categories of Almajiris, ranging from 5-9 years and 10-13 years, as well as a significant difference between 14-17 years and 18 and above years.

Table 6. Results of independent samples t-test on influence of child delinquency and Almajiri's School based on gender.

Independence Samples Test

	Levene's Test of variance		t-test for Equality of Means					95% Confidence Interval	
	F	Sig.	T	df	Sig. 2 tailed	Mean Diff.	Std. Error Diff.	Lower	Upper
Equal Variance Assumed	3.813	.051	1.814	898	.070	41.794	23.038	-3.421	87.010
Equal Variance not Assumed			1.798	216.884	.074	41.794	23.245	-4.021	87.611

Group Statistics

Gender	N	Mean	Standard Deviation	Standard Error Mean
Male	747	457.6051	259.019	9.477
Female	153	415.8105	262.553	21.226

* Significant at $P < .05$ alpha level; N = 900.
Source: Authors' Analysis (2025).

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From Table 6, the results show that the mean score of males is 457.60, which is higher than the mean score of females of 415. The number of male participants is 747, while it is 153 for female participants. The standard deviation for males is 259.01, and 262.55 for females. The Std. error mean for males is 9.47, which is less than the female value of 21.22. Table 6 also reveals the calculated t of .051, which is less than the critical t of .074 at the 0.05 alpha level of significance with 898 degrees of freedom when equal variances were assumed. The mean difference is 41.79 for male and 41.79 for female. F is 3.813.

Discussion

Based on the statistical analysis of the relationship between Almajiri schools and child delinquency, several key findings emerge regarding the influence of location (ward/schools), age, and gender.

The **location** (ward/school), of the Almajiri schools was a significant factor. Yelwa Central consistently demonstrated the highest level of involvement in the causes of child delinquency, with a mean score of 514.24 in one analysis and 498.58 in another. It was followed by Yelwa West and then Gungun Sarki, which had the lowest scores. Statistical significance (Sig. = .000) confirmed that these differences between wards were not due to chance, with post-hoc analyses pinpointing significant differences between each pair of locations. However, Yelwa Central also showed the highest standard deviation, indicating considerable variability in the data within that ward.

Age was also a highly significant factor (Sig. = .000). The relationship between Almajiri schools and delinquency was strongest among younger children. In one test, the 10-13 age group had the highest mean score (540.45), followed closely by the 5-9 age group (487.34). Another analysis showed the 5-9 and 14-17 age groups with the highest scores. In both cases, the 18 and above category had the lowest involvement. Post-hoc tests revealed significant differences between the younger age categories and the oldest group. The standard deviations were highest for the younger groups, suggesting greater variability in their scores compared to the more consistent, lower scores of older participants.

In contrast to location, age, gender was found to be a non-significant factor. While the mean score for males (457.60) was higher than that of females (415), the calculated t-value (.051) was less than the critical value (.074). The result indicates that the observed difference between gender was not statistically significant, leading to the conclusion that gender does not have any significant influence on the relationship between Almajiri schools and child delinquency. The analysis concludes that the location of the Almajiri school and the age of the children have significant influencers on child delinquency, with younger children in specific wards like Yelwa Central showing the strongest association. However, **Gender** was not a significant factor in this study.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, The Almajiri educational system ought to be reincorporated and patterned in the secular educational system in order to assist in preparing these people to become resourceful and productive individuals who can fulfill their social obligations. It is imperative that the Northern elites and good-hearted people re-educate the populace to accept secular education and stop viewing education as "haram."

To transform them, protect them from poverty and neglect, and prevent them from becoming a pool of potential militia members or recruits for political thugs in the hands of shady politicians, the federal government must convince state governors, local governments, and communities of the value of educating the Almajiris. The Almajiri educational system ought to be reincorporated and patterned in the secular educational system in order to assist in preparing these people to become resourceful and productive individuals who can fulfill their social obligations. The above trust is aligned with study of (Adekunle et al., 2024; Lawson et al., 2021; Iebunjo & Abubakar, 2021).

Recommendations

From the foregoing, the push and pull factors of the Almajiri practice must be addressed in order to sustainably redress the outdated Almajiri phenomenon. The following recommendations should be considered in order to ensure a durable rehabilitation of the street kids:

i.   Effective birth control to manage family size.
ii. A major legal step is the domestication of the Child Rights Act by Northern States to
iii. Effective rehabilitation measures should be implemented with inclusiveness of Almajiri children, their parents, and Islamic scholars (Ulama) in crafting solutions to ensure buy-in, unlike previous failed top-down approaches.
iv. Specific interventions suggest formalizing and supporting Qur'anic schools by providing teachers with allowances and basic amenities, thereby improving learning conditions and preventing crime.
v.   Sensitization campaigns are recommended for parents, teachers, and the children themselves on the dangers of crime and the importance of education, with a suggestion that children should not be sent away for Almajiranci before the age 10-12.
vi. The overall approach calls for government action, NGO involvement, and community cooperation, executed with sincerity and political will for durable change.

Competing Interest

The authors have declared that no conflicting interest exist in this manuscript

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