

**EFFECTS OF COMMUNITY-BASED SOCIO-CULTURAL ANIMATION AND
SHADE- TREE THEATRE ON SOCIAL COMPETENCE OF STREET
CHILDREN IN OYO TOWN, NIGERIA**

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ABSTRACT

The phenomenon of street children and the menace associated with it is assuming an alarming proportion especially in junction towns like Oyo, characterised by large-scale roadside activities. Although literature have established the importance of socio-cultural animation (SCA) and shade-tree theatre (STT) as effective intervention strategies to enhance the social competence skills of these children, available studies have only concentrated on other types of interventions such as value re-orientation, rehabilitation and job creation. Yet, the problem of street children persists. This study, therefore, determined the effects of community-based socio-cultural animation and shade-tree theatre on the social competence of street children in Oyo town, Nigeria. It further determined the moderating effects of gender and family size.

The study employed a posttest only, control group, experimental design of 3x3x2 factorial matrix. Seventy-two consenting street children from intact and separated homes found on the street were selected through purposive sampling technique. Participants were randomly assigned to socio-cultural animation, shade-tree theatre and control groups. The treatment lasted ten weeks. Social Competence Skill Scale ($r=0.83$), socio-cultural animation, shade-tree theatre and placebo (control) activities guides were used for data collection. Three Focus Group Discussion sessions were also conducted with selected street children. Six research questions were answered and seven hypotheses tested at 0.05 significant level. Data were analysed using Analysis of Variance, Duncan post-hoc test and content analysis.

Participants' mean age was 15.5 years, male 44.4% and female 55.5%. Majority (76.4%) were living with their parents with few (16.7%) from separated homes engaging in hawking, food fending, truck pushing and other services. Most of them (81.9%) were Oyo indigenes, 87.5% were in school and the remaining 12.5% were out of school. There was a significant main effect of treatment on street children's social competence ($F_{(2, 55)} = 3.34$; $\eta^2 = 0.03$). Children in the STT group had a higher adjusted posttest mean score in social competence ($\bar{x} = 71.18$) than those in SCA group ($\bar{x} = 60.47$) and control group ($\bar{x} = 59.85$). Effect sizes for STT group ($\eta^2 = 0.06$) and SCA group ($\eta^2 = 0.02$) were six and two per cent respectively. There was no significant main effect of family size and gender on street children's social competence. The 2-way interaction effects of gender and family size and the 3-way interaction effects of treatment, gender and family size on street children social competence were not significant. Economic (poverty, unemployment) and non-economic (willingness, peer influence, pleasure seeking) were some of the factors responsible for children's street activities.

The social competence of street children improved through participatory activities of shade-tree theatre and socio-cultural animation. However, the former was more effective than the latter. Regardless of gender and family size, the two participatory interventions should be adopted to enhance street children's social competence.

Key words: Street children, Socio-cultural animation, Shade-tree theatre, Social competence.

Word count: 456

CERTIFICATION

I certify that this research work was carried out by Abiodun Akinola OLADITI of Social Studies Education Unit in the Department of Teacher Education, Faculty of Education, University of Ibadan, Nigeria.

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DEDICATION

This work is dedicated to GOD that maketh things that were not as if they were, and to the loving memory of my late brother, Mr. Emmanuel Olufemi Babatunde and my late daddy, Pa Solomon Oladiti Babatunde.

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LIST OF ABBREVIATIONS

MDGs	Millennium Development Goal strategies
UNICEF	United Nations International Children Education Fund
EFA	Education For All
AYU	African Youth Charter
AU	African Union
UBE	Universal Basic Education
NERDC	Nigeria Educational Research and Development Council
SCA	Socio-Cultural Animation
STT	Shade Tree Theatre
CSC	Consortium for Children
PRB	Population Reference Bureau
UMP	Urban Management Planning
NGO	Non – Governmental organization
PAG	Placebo Activity Guide
PES	Partial Eta Squared
SCSS	Social Competence Skill Scale
ANOVA	Analysis of Variance
FGD	Focused Group Discussion

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The vast component of the world's population structure is made up of children. As a matter of fact, out of the global population of about seven billion in year 2013, children's population account for three billion, which is a substantial portion of the world's population. Of the said children population, Africa is said to be experiencing 'youth bulge', a demographic dividend that is capable of solving most of the continent's many development problems (African Union, 2007). In Nigeria, children account for almost half of the entire population (United Nation Population Fund and Action Health Incorporation, 2002; Odetola, 2007; Population Reference Bureau, 2007; Nte, Eke and Igbanibo, 2010; Adeyemo, 2011; US Census Bureau, 2011; Raymond, 2012).

Children, by their population strength and attendant expectations the world over, constitute a force to be reckoned with. This is in line with the notion that today's children are citizens of tomorrow, who, if well trained and exposed to 'modern' ideas, skills and formal vocational education cum academic learning, would become future leaders (Jimoh, 2003; Okediran and Danesy, 2003). This perhaps underscores the notion that a country cannot ignore almost half of its population in its development issues. Reasons for this might not be unconnected with the fact that, development entails a number of components such as human, material and financial resources (Mangvat, 1999; Oladiti, 2004). Thus, children cannot be ignored in the development programmes of a nation.

In recognition of the worth of children, the Bible described them as the heritage of God and anyone 'whose quiver is full of them are adjudged blessed for such will not be put to shame when they contend with their enemies at the gate' (Psalm 127:3 – 5 NIV paraphrased). As such, a nation that is rich in children is one that has a future and hope that can be harnessed for sustainable development. Children also occupy an enviable position the world over as evident in the global stance towards children. From the global perspective, mention can be made of the World Programme of Action for youths. This culminated in the 1965 endorsement of the Declaration on the Promotion among Youths of the ideals of Peace, Mutual Respect and Understanding between peoples. Consequently, in 1985, there was an institution of International Youth Year (IYY) by the

United Nations' General Assembly (Briggs, 2008). The body also endorsed the guidelines for further planning and follow-up. Furthermore, there was in 1995 an adoption of international strategy tagged 'the World Programme of Action for Youth to the year 2000 and beyond'. The mandate of the strategy is: to seek more direct responses from the governments of member states to the aspirations of youths and their demand for increasing participation (as part of the solution) rather than being considered as part of the problem. Consequently, there was the development of a 10 - pronged global agenda which covers: (i) Education; (ii) employment; (iii) hunger; (iv) poverty; (v) the environment; (vi) drug abuse; (vii) juvenile delinquency; (viii) leisure time activities; (ix) girls and women; (x) full and effective participation. Participation here includes economic participation in terms of decision-making and distribution of power; social participation in terms of community involvement and peer groups and cultural participation. These include: arts, music, cultural values and expressions. All these were put in place to foster participation, development and peace among the children.

Another global effort on children that is of particular reference is the United Nations' Millennium Development Goals (MDGs), a fall out of Agenda 21 of the UN Earth Summit of 1992 held in Rio-de-Janeiro. It also includes further resolutions arrived at in year 2000 by UN Millennium General Assembly to which 189 countries of the world, Nigeria inclusive were signatories. The resolutions comprise eight goals and 18 targets altogether (Annex 3, UN's MDGs Print). Significantly, Goal one, Targets one and two, Goal two, Target three and Goal eight, Targets 12 and 16 address issues that are of particular interests to the fate of children the world over, Nigeria inclusive.

The goals and targets are as follows: Goal one: Eradicate extreme poverty and hunger; Target one: Halve between 1990-2015, the proportion of people whose income is less than one dollar per day; Target one: Halve between 1990-2015, the proportion of people who suffer from hunger. Goal two: Achieve Universal Primary Education; Target three: Ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling; Goal eight: develop a global partnership for development; Target12: Develop further, an open rule based on predictable, non-discriminating trading and financial system, include a commitment to good governance, development and poverty reduction both nationally and internationally; Target16: In

cooperation with developing countries, develop and implement strategies for decent and productive work for youth. Ogundare (2005) affirms that the initiatives were out to beam search light on sub-Sahara Africa. This is done to encourage sustainable development and to attain the MDGs by 2015 deadline in most developing countries like Nigeria where high mortality rate, incidence of HIV/AIDS scourge, highest drop-out attrition rate, high rate of unemployment, hunger, political instability and poverty are prevalent.

Obviously, the foregoing situation calls for development action which to Conticini and Hulmes (2006) is not simply about provision of basic needs or minimum incomes. The action involves raising people's ability (including children) to access and convert livelihood assets (human, social, physical, natural and financial) into desired beings, doings and becoming. Other efforts regarding children include the UN Convention on the Rights of the Child, an off-shoot of the Jomtien Declaration and World Summit for children. In Nigeria, the institution of the convention was done by the Federal Government in conjunction with United Nation Children Education Fund (UNICEF) through Early Childhood Care Development Education (ECCD). The convention is charged with the development of positive community attitude towards children in increased freedom, based on the child's rights, needs and likes. It also includes improved parent-child interaction and reinforcement of creative behaviours (The Education for All (EFA) 2000 Assessment Country Reports).

At the continental level, the African Union Agenda for Youth was put in place by the African Union. The Bureau of the Conference of African Union Ministers in charge of Youth has decried the status of youths in Africa as being particularly challenged and vulnerable as a result of poverty, unemployment and disease. Consequently, the Assembly of the African Union in its 7th Ordinary Session held in Banjul, Gambia, in July 2006, came up with the African Youth Charter (AYC). The charter among other things asserted out of conviction that Africa's greatest resources is its youthful population and that through their active and full participation; Africans can surmount the difficulties that lie ahead. The charter also noted with concern, the situation of African Youths, many of who are marginalized from the mainstream society through a number of issues such as: inequalities in income; wealth and power; unemployment and under-employment; infected and affected by the HIV/AIDS pandemic; experiencing illiteracy; poor quality

educational systems and information; exposure to violence including gender violence; engaged in armed-conflicts and experiencing various forms of discrimination (African Union, 2007).

Nigeria as one of the signatories to the said African Youth Charter has evolved a number of programmes to address the precarious situation of her youths and children. Such programmes are for the purpose of developing her youths and children (Briggs, 2008). Prominent here is the free and compulsory education tagged Universal Basic Education (UBE). It covers the primary education and the first three years of secondary education. It comprises both the range of formal schooling as well as a wide variety of non-formal and formal public and private educational activities offered to meet the learning needs of group of people of all ages. Thus, it caters for children within the age block of early childhood through the junior secondary school. It also entails provision of basic and functional literacy for out of school children, youths, adults, nomads, and migrant fishermen. Also, there is the establishment of National Directorate of Employment (NDE), Poverty Alleviation Programme (PAP) and Youth Employment Scheme (YES). The foregoing global and national efforts are indications that children and youths' participation is essential in national development. Providing children the enablement through the foregoing strategies is expected to enable them to fully participate in the development process.

In spite of the various programmes put in place at different levels for children, many of them have been observed as not benefiting tremendously from the programmes. There are many children of school age roaming the streets who are neither apprentices nor full-time workers. This thus brings to question the possibilities of such children's contributions to their individual development and that of the nation. Worse still, many children are being exposed to all sorts of precarious situations under the guise of child labour and its attendant abuses. Thus, a number of children are being neglected, abused, trafficked, engaged in arm conflicts (Nte, 2005). This calls for attention since failure to develop the potentials of these categories of children will amount to inability to derive the best from such children. Buttressing this view, Salami and Beers (2003) concluded that for any nation, children are its most important resources which cannot yield dividend without appropriate investment that can convert them into resourceful adults. This

situation has led to a lot of human wastage, an attestation of the description of the present generation by the Nobel Laureate, Professor Wole Soyinka as the wasted generation.

Child labour and its attendant abuses constitute one of the emerging issues in Social Studies Education as enshrined in the 9-Year Basic Education Social Studies Curriculum by Nigerian Educational Research and Development Council (NERCD) for Basic 1-9. Thus, it behoves Social Studies educators to find solutions to the emerging problems of child abuse prominent among which is street children phenomenon. Reasons for this cannot be far-fetched. Ajiboye (2010) affirmed that human beings' realities are not static but ever changing, appreciation of which culminates in reflection of the fluidity and variance of such realities. Social Studies has, more than any other school subjects, been used as a career subject integrating most emerging issues across the globe. Adeyinka (2005) conceived the hall-mark of Social Studies Education as the making of well-informed citizens who would be useful to themselves and to their respective local communities and nations. Adeyemi (2005) corroborated this by saying that Social Studies is capable of contributing to a more informed and involved citizens through such skills as citizenship education, reflective enquiry, value clarification, patriotism, unity in diversity and religious tolerance.

Street children and their act, streetism, is an offshoot of child labour and child abuse. The issue is said to have assumed global dimension presently. It has also assumed alarming rate in Africa due to the prevalent abject poverty, which has forced many children into all sorts of nefarious activities. Street children according to UN's term are those children who live permanently or semi-permanently on the street and who depend on this street life for their living and existence (UNICEF, 2004). They live without any protection, recognition or supervision from adults. They are children who eke out their living and survival from the street by working during the day and returning home at night. Some of them do use the street as their place of abode day and night. They are categories of children found in the street without protection. Street children constitute group of children that spend most of their time on the street engaging in a number of activities. Such activities include hawking e.g. selling of sachet water, bread, oranges, fruit juice, gala; load carrying; washing; food vending, waiters, sex networking and other

menial works. Street children include children of 5–14 years of age who earn their living on the street and stay there for most or all of the day (Ebong, 2009).

Confirming this stance, Ebong (2009) affirmed that the main form of child labour outside home is street vending where children as young as six years old may be involved in street trading. Ebong further inferred that a child who works and sometime lives on the street is one of the most serious cases of child labour. The said children may or may not have parents or legal guardians. Describing street children by categories and nature, Consortium for Street Children (2009) classified street children as ‘children of the street’ i.e. street – living children. These include those that sleep in public places without their families. ‘Children on the street’ i.e. street working children who include those children that works on the streets during the day and return to their family at night. Thus, street children are children who are left on their own to fend for themselves and possibly their families (Akpetar, 1994; UNICEF, 2001; Plan, 2004; Ebong, 2009; Falooore, 2009).

The precarious nature of street children attests to their vulnerability. Leaving them in such situation unattended to is capable of increasing their vulnerability, which is inimical to the society and the nation. For instance, Nte, Eke and Igbanibo (2010) reported that a number of street children have been found to be responsible for fanning the ember of violence, ethno-religious crises, political thuggery and other forms of gangsters in Nigeria. These dastardly acts are inimical to such children’s development, the society as well as the nation. Hence, efforts must be directed at making this category of children more productive since they constitute part of the resources that the nation needed for development and sustainable development.

In response to the nature of streetism as a growing menace globally, a number of studies have been carried out for the purpose of finding solution to the problem. Most of these studies have attributed streetism to poverty without recourse to other underlining factors predisposing children to the street. Some recommendations put forward by some of the previous studies do not incorporate the concerned children in the process suggested as the way forward. For instance, among other objectives set by UNICEF (2005) is promotion of ways of drawing children away from the street and back to their homes. In their own view, Conticini and Hulme (2006) are of the opinion that to reduce the flow of children to the streets, emphasis must be on social policy that is capable of reducing all

sorts of excessiveness at home. Such excessiveness include: violence manifesting in emotional, physical and sexual dimension. The policy also includes promotion of economic growth and reduction of income poverty.

In his own view, Akabuese (2006) suggested among others, value re-orientation, curriculum re-appraisal and job creation as pertinent for curbing street children menace. Among other recommendations, Faloore (2009) advocated for a fundamental change in the socio-economic structure of Nigeria that subordinates children and other care givers. He further admonished that government should tackle poverty which is the root cause of streetism. The traditional approach of punitive measures and depressions should be abolished for establishment of approved schools and good rehabilitation centers for the training of street children. Similar position was also maintained by Child Life-Line (2010) which focuses on taking necessary steps of promoting the rehabilitation of Nigerian street children and the creation of public awareness about their needs.

Other efforts in this direction are to gather such children and put them in rehabilitation centers. In most cases, this is usually done with or without questioning the motives of their being on the street nor their interest to stay in such rehabilitation centers (Salo, 2009; Salokangas, 2010). Other studies focusing on reducing the problems of street children include Oloko (1989), Kopoka (2000), Ebigbo (2003), Mbakogu (2004), Omokhodion, Omokhodion and Odusote (2006), Obayelu and Okoruwa (2007), Togunde and Carter (2008) and Ashimolowo, Aromolaran and Inegbedion (2010). The focal points of these studies bother on getting street children out of the streets at all cost. As such, while some are interested in re-uniting such children with their parents, some are focused on taking them to rehabilitation centres. In most cases, such attempts only last for sometimes. The reason for this is because the children in question enjoy 'certain bonds and other elements of pull factors' in the street. Thus, they find their ways back to the streets even after such attempts of getting them out of the street.

It has also been argued that though street children have recently gained recognition in Nigeria, the national agenda has little or nothing to offer them because census officials never manage to count them, government strategic plans for the nation's children do not include them (UNICEF, 2003; Salami and Beers, 2003). The phenomenal increase in street children coupled with their menace further generated some participatory

activities in finding solutions to the said menace. Among approaches in this regard is involvement of street children in intervention programmes i.e. using the participatory approach. It is an approach that allows street children to be a party to decision making on the issue that concerns them. The Consortium for Street Children (CSC, 2009) captured the foregoing in one of its recommendations when it stated that ‘in recognition of the fact that existing models of care can fail to address the individual complexities of street children’s lives, more sustainable approaches with young people on the street are explored, rather than quick- fix rehabilitation or institutionalized care-based approaches’.

Few studies carried out focusing on participatory activities involving street children in finding solutions to the problem of streetism include: Urban Management Programmes (UMP, 2000); Baker (2001), Ebigbo (2003), Salami and Beers (2003) among others. For instance, UMP (2000) identified two possible levels of intervention on street children phenomenon as: working with street children directly (addressing the symptoms) and providing preventive services and programmes to the community where the children come from (addressing causal factors). Consequently, the following among others were recommended as strategy and plan for dealing with street children: conducting research and collecting information; creating awareness and conducting advocacy, providing services and devising child-centered development programmes and; coordinating initiative and building partnership. These efforts are meant to develop street children in coping with challenges associated with streetism. Thus, incorporating street children in the process will go a long way in developing such children socially; emotionally and cognitively. Attesting to this, Kopoka (2000) indicated that ‘the task of helping street children cannot be by simply injecting money or by merely passing laws. Mere material improvement is not also the answer’. Such efforts must therefore be accompanied by programmes that will allow children to develop their potentials. This is concerned with developing social competence of street children.

Furthermore, Baker (2001) in a study titled ‘PRA with street children in Nepal’ adopted a participatory approach involving quantitative and qualitative data on street children. She observes that the experience of participation by the street children in the study contributed to their roles in directing decision normally made by adults on their behalf. She described such efforts as a form of empowerment of street children. Ennew

(2003) also advocated the need to study the community to determine the most suitable method especially, to African situation. Buttressing practicable attempts at solving street children's issue, UNICEF (2005) stresses that the approach being used now is the one that reaches out to street children to explore their potentials. This also is in the realm of social competence of such children.

Furthermore, most African societies according to Agya (2008) lack social and political accountability for street children. Instead, the plight of street children is left in their own hands or entrusted to some few Non-Governmental Organizations. These organizations are limited by their functions and resources to deal effectively with the situation. It is therefore imperative to enhance the social competence of street children.

Social competence can be expressed in terms of a person's social skills, knowledge, awareness, attitudes as well as values that dispose such person to behave and operate in consonance with the norms and values of the society. It thus enhances productivity of such a person. According to Odiem (1987), social competence refers to the social, emotional and cognitive skills as well as behaviours that children need for successful social adaptation. Social competence is the overall ability to impact favourably on the social environment (Kim, Alan, Randal, and John, 1990). In like manner, Adeagbo (2008) contended that investment on human capital is capable of improving a nation's productivity and ensure rapid economic growth. Thus, it is essential that the 'manpower' in the street children must be harnessed. Manpower has been described as 'the power of work in man' by Babalola (2000). Buttressing this fact, Parents Association.com (2011) quoting Foster and Ritchey, Anderson and Mesick described social competence as the ability to be effective in the realization of social goals. Developing the said manpower in street children therefore will assist in developing their social competence.

The need for competence among the young ones is also necessary considering the problems associated with crossing from one level of education to higher one. This might be due to economic crisis since young people who fail to make the transition often face the prospect of long-term unemployment and social marginalization. Such people also run a higher risk of being drawn into illicit activities (Adams, 2008; Brewer, 2004). Reiterating the need for developing children's social competence generally, Schwartz (2010) commented thus:

young children face a vast and increasing array of challenges as they attempt to develop pro-social competences and a conciliatory non-violent approach to life. Over the last several decades, children are experiencing violence firsthand in their homes and communities. All these forces affect the temperament of children and each child expresses a unique set of responses to potentially inflammatory situations (p.6).

The implication of Schwartz's analysis of children situation on child development and growth call for concern. Leaving children especially, street children in such a precarious situation exposes them to further vulnerabilities.

It has been observed that children in street situations exhibit certain traits that indicate that their social competence can be developed. For instance, Aptekar (1988) found that children in street situations were emotionally intact in their intellectual functioning and achieved high levels of self-management. In like manner, Baker (2001) affirmed that street network of friendship among street children can reduce the real and perceived feeling of vulnerability and social exclusion and, thereby, raise the well-being of children in street situations. Chawla (2002) also reported that the interaction of children in street situations with neighbourhood and street communities leads to the growth of impressive ethical behaviours. This is because street life tends to foster the development of 'cultural richness'.

Developing street children's social competence therefore is within the ambit of objectives of Social Studies which Mansaray in Ajitoni (2008) classified into three broad categories of: knowledge, skills and attitude. Thus, Social Studies Education is expected, among other objectives to: Create awareness and an understanding of the evolving social and physical environment; Develop a capacity to learn and to acquire certain basic skills of listening, speaking, reading and writing, observation, analysis and inference drawing which are essential to the forming of sound social, economic and political judgment; Acquisition of relevant body of knowledge and information essential for personal knowledge and positive personal contribution to the betterment of mankind; Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, and wider national and international community; Develop in students, positive attitudes of togetherness, comradeship and cooperation towards healthy nation;

Inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play as one's contribution to the development of the national goals (Ajitoni, 2008). The foregoing objectives are in tandem with the basic components of social competence in terms of social, emotional, cognitive skills and behaviours that children need for successful social adaptation (Odien, 1987). Thus, developing children's social competence generally and street children in particular, will go a long way in making them effective in establishing and maintaining high quality and mutually satisfying relationships. This will also assist them in avoiding negative treatment or victimization from others.

Some elements of social competence prevalent in some street children notwithstanding, a number of street children in the present dispensation do indulge in a number of anti-social behaviours and all forms of vulnerability. These behaviours are inimical to such children's development and the society at large. Among the said vulnerability exhibited by some street children include aberrant behaviours that constitute nuisance on the street. For instance, IRIN (2008) reported a case of a group of children that were on rampage on the street of Lagos, harassing motorists and pedestrians and extorting money from them. Other vulnerability exhibited by the street children are: pick-pocketing, street fighting, pilfering, bullying and ready-recruits for violence (Oloko, 1993; U.S Embassy, 2000; Nte, 2005; Okpukpara and Odurukwe, 2006; Obayelu and Okoruwa, 2007; Faloore, 2009; Owasanoye in Faloore, 2009; Nte, et al, 2010). Confirming the foregoing, Raymond (2012), quoting WHO, described the childhood period as not only of a period of great opportunity but also of great vulnerability to negative influences more for street kids.

To bring about desired attitude and behaviours among the street children, the principle of social competence in terms of social skills, social awareness and self-confidence must be entrenched in them. Ladd (2000) buttressed the fact that children who lack basic level of social competence by age six may have trouble with relationship when they become adults. Similar view credited to Human Right Watch (2007) posited that, Nigeria, despite escaping from macro level conflicts may not completely survive the realities of street children menace. Reason for this is because street children have constituted a pool of ready - recruits as armed robbers, urban terror gangs and violent

cultists and ultimately graduating into political thugs. All these are but resultant effects of lack of social competence by street children. This is a pointer to the need for development of social competence of street children.

Some of the previous participatory interventions on street children have also been criticized on a number of grounds. Prominent in such criticism is that, in most cases, they lead to inaccurate data and unreliable conclusions. This may be due to the nature of research methods commonly employed in such activities to investigate street children. It has been argued that, until recently, a number of studies on the street children phenomenon focused on quantitative, survey data collection and interpretations rather than on the experiences of the children involved in the process (Connolly and Ennew, 1996; Ennew and Milne, 1996; Lucchini, 1996; Panter-Brick and Smith, 2000; Zhang, 1999). Consequently, street children phenomenon keeps on increasing. This call for strategies that can generate active participation of street children in the process involved in finding solutions to their problems and menace in the country. Social support programmes for these categories of children could be effective if the children themselves are adequately involved. This, thus, underscores the need for an action research in addressing the problem of street children.

Action research, which has been credited to Kurt Lewis, described the work that did not separate investigation from action needed to solve a problem (Holter and Schwartz-Barcott, 1993; Kemmis and Mc Taggart, 1990; Zuber-Skerrit, 1992; Marrengula, 2010). Action research is, thus, a way of learning about an organization and making efforts to change the organization in a way to make such organization more responsive to employee's needs. Moreover, Mckernan (1991) in Marrengula (2010:87) posited that 'action research aims at contributing to practical concerns of people in an immediate problematic situation and to goals of social science by joint collaboration within a mutually acceptable ethical framework'. From all indications, action research is a meeting point for theory and practice. This is because action research do integrate theory and practice by working with people as against working for people.

Street children are both male and female and , there tends to be more of male street children than their female street children counterparts across the globe. The said disparity might be due to a number of reasons such as: the nature of activities engaged in,

socio-cultural factors as well as preference for certain gender generally. For instance, Cummings (2006) observed that there are more boys than girls among street children with 95 per cent to five per cent respectively in a study involving 110 street children. Wikipedia (2007) also affirmed that, despite variations across countries, 70 per cent or more of street children are male. Again, Kehinde (2011) reported significant effect of gender on social competence of participants. Other studies such as Amosun (2002) also reported gender as a determining factor in doing well in a particular task. Also, Adekunle (2005), Macdonald and Hara (2010) reported significant effect of gender on environmental knowledge and attitude of male and female children. However, studies such as Salami and Beers (2003), Abiona (2008), Wang and Cheng (2010), Nkire (2011), Gbadamosi (2012), Kehinde-Awoyele (2012) were of the views that gender is of no significant effect on children's activities.

Street children are from different types of family and home. Therefore, family size is another dimension of the phenomenon of street children. Family and household affinity is associated with individual's growth and development in terms of upbringing. Confirming this stance, family size and other socio-economic status have been identified as determinants of children's participation and performance in street activities generally (Aderinto, 2000; Ashimolowo, et al, 2010; Chen and Ravallion, 2008; CSC, 2009; Dustman, 2003; Nte, 2005; Obayelu and Okoruwa, 2007; OECD, 2009; Okpukpara and Odurukwe 2006; Panter-Brick and Smith, 2000; Shinco, 2009; UMP, 2000; UNICEF, 2005). It was also the contention of Keith and Campbell (2000) that family was the most important influencing factor for the social and emotional development of a child. Conversely, Pushpalata and Chandra (2009) reported non-significant association of social competence with family size when there was no significant effect of family size on Vineland Social Maturity Scale in rural and urban areas. Social Attribute checklist also had no significant association with family size.

On the strength of the foregoing, two community-based approaches to street children phenomenon namely: Socio-Cultural Animation (SCA) and Shade-Tree Theatre (STT) were considered in this study. Street children were regarded as animation in terms of social, cultural and education context. This is coupled with activities carried out by parties involved i.e. the animator, facilitators, street children and the public. The

foregoing has been construed by Marrengula (2010) as a research practice that immerses the 'exogenous researcher' in the setting on an equal basis. It involves the necessary trust and attitudes as well as cultural differences that bring together, the need for humanhood, love, respect, care, critical thinking, people's emancipation and hope for social transformation of the reality.

Socio-Cultural Animation (SCA), according to Freire (1983), deals with the struggle for people's emancipation. It is a process of social valorization and strengthening of democracy with emphasis on individual participation and obligation. The essence of this is to achieve the objective, social and subjective world of the subject. With the aid of dialogue and communicative action, SCA gives potential to its subjects to analyze the experiences in relation to their circumstances vis-à-vis other people's circumstances. This thus, gives prospect for them to achieve a conscience of their historic destiny and the emergence of solidarity from the collective commitment. It is a planned action that results from context and situational analysis of a phenomenon. It involves translating results obtained from context and situation analysis into series of intentional activities embodied in a specific action project. The key concept in the definition of SCA is fostering participation and inspiring people to become self-aware and self-fulfilled. This of course, is pertinent especially for the street children that constitute part of the forty-five percent (45%) of the entire Nigerian populace (PRB, 2007) that are children. Hence, participation as the keyword in SCA imply gathering together to act where people are, in their own circle of life, in their everyday world. As such, SCA is a movement of pedagogical realization, participation and social creativity that brings education, social and cultural dimensions together as parallel and equal components.

The second approach is Shade Tree Theatre (STT). It is a project developed with street children in an informal setting. It was put in place by Salami Irene in Jos in 2002 titled 'Nigerian shade tree theatre' with street children. The aim of the project was to enable children to analyze problems they encounter and to come up with practical solutions to deal with them. This was done in consonance with approaches to popular education of Freire (2000). Borrowing leaves from Paulo Freire's popular education approach and August Boal's concept of theatre, the play was used with street children to enable them identify problems, analyze their causes and consequences, explore and

rehearse solutions and then evaluate change. Thus, recognition was given to energy and potential within each person and each community. It also empower people and communities to contribute fully to the process of building a society in which all people are able to meet their basic needs (Hope and Timmel, 1999). The processes involve in STT entail the use of participatory methods such as role play, games, songs, dances, and so on with theatre. It is an approach that emphasizes concept of childhood where-in children are regarded as social actors as against passive beings. Participatory activities involved activity profile, mobility map, focus group discussions, listening survey, role playing and dances. These activities enable children to speak of or portray sensitive issues in their lives which are useful in analyzing their needs and problems. It also fosters sustained participation in the project by the children.

1.2 Statement of the Problem

In spite of the concerted efforts at different levels in curbing the menace of street children and their vulnerability, street children phenomenon keeps on increasing in the developed and developing countries of the world. Thus, their presence in major cities of the world has transcended the level of uncommon occurrence to a worrisome global problem. In fact, Street children are now a major concern and one of the development crises of the modern society in Africa. They have constituted the first ‘ushers’ for visitors in Nigeria. As street children increase in number, their nefarious activities and vulnerability keeps on increasing. Prominent here are such activities like teenage beggary; beggars’ assistance; child road-side and street petty trading. Worse still, most of these children are noted for some aberrant behaviours that makes them constitute nuisance in the streets. Some of them engage in pilfering, pick-pocketing, street fighting while some graduates into gangs, thugs and ready-made recruits for violence and upheavals in the society. All these aberrant behaviours on the part of street children result from their low level social competence. Such attitudes are inimical to the development of the children and the society at large.

Some previous participatory interventions in their efforts at curtailing the menace of street children were limited in their effectiveness. This might not be unconnected with such issues as failure to address wholly the problem of street children, limited level of

involvement of street children in such interventions as well as lack of full participation and inclusion of street children communities in intervention programmes. There is therefore the need for intervention strategies that can generate active participation of street children in the programmes of activities intended to find solutions to their vulnerability and menace in the society. Thus, this study focused on the situation analysis of children themselves in terms of the nature of activities they engage in, their categories, reasons for engaging in streets activities, problem and risks involved, societal attitudes towards street children and possible solutions to menace. This is done with a view to involving street children in the search for solutions to their problems and improvement of their status. This study therefore determined the effects of community-based Socio-Cultural Animation (SCA) and Shade-Tree Theatre (STT) on social competence of street children in Oyo Town, Nigeria. It further determined the moderating effects of gender and family size on social competence of the street children.

1.3 Research Questions

The following research questions were answered in the study.

- (1) What is the nature of activities engaged in by street children in Oyo Town, Nigeria?
- (2) Which category of street children is prevalent in the study area?
- (3) What are the reasons for the children's engagement in street activities?
- (4) What are the:
 - (a) Problems and
 - (b) Risks involved in the children involvement in street activities in Oyo town?
- (5) What is the society's attitude to children involved in street activities?
- (6) What are the suggested solutions to the problem associated with street activities in the study location?

1.4 Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

- H0₁: There is no significant main effect of treatment on social competence of street children.
- H0₂: There is no significant main effect of gender on social competence of street children.
- H0₃: There is no significant main effect of family size on social competence of street children.
- H0₄: There is no significant main effect of treatment and gender on social competence of street children.
- H0₅: There is no significant interaction effect of treatment and family size on social competence of street children.
- H0₆: There is no significant interaction effect of gender and family size on social competence of street children.
- H0₇: There is no significant interaction effect of treatment, gender and family size on social competence of street children.

1.5 Scope of the Study

This study determined effects of community-based Socio-Cultural Animation and Shade- Tree Theatre on social competence of street children in Oyo Town, Nigeria. The study covered 72 street children from five areas within four local government areas of Oyo Town and environs namely: Afijio, Atiba, Oyo East and Oyo West. The study covered major markets in the said local governments where acts of streetism are prevalent both on part-time and full time bases. The major locations are: Dangote /Elekara market; Owode area; Sabo area; Ajegunle area; Irepo market and Akesan market, all in Oyo Township. Dimensions of social competence involved in the study cut across the psychological attributes; communication attributes; interpersonal interaction attributes; problem solving attributes and other attributes.

1.6 Significance of the Study

In spite of the volume of literature on street children phenomenon, most urban and peri-urban streets in Nigeria keep on experiencing increased number of the street children. As the street children increases so is their level of vulnerability and

precariousness. The implication of this is that, much needed attentions are yet to be given to this category of children. This study therefore would assist in conscientising the populace on the plights of street children generally. With this in place, necessary attentions would be given to the children.

Most previous studies on street children are usually directed at getting street children out of the street or giving them monetary supports. Such advances are usually defied by street children since they still find their ways back to the street. This is the more reason why this study adopted active involvement of street children in finding solutions to the menace. Hence, enlisting their attention in the process assists in developing desirable attitudes that the society cherishes in the children. Thus, vulnerability that used to characterize children in street situations were reduced.

Developing street children's social competence also assists in developing the potentials inherent in children in street situations. With this, street children would be useful to themselves and the society at large. Similarly, this study assists in identifying the social bonds that street children enjoy on the street. Such social bonds were employed in developing individual and group cohesion for the purpose of fostering peace and tranquility in the society. The study also determined the influence that factors such as family, peer group, media and other agencies have on street migration among children.

One of the problems affecting effective solutions to the menace of street children generally is lack of accurate statistics and adequate data on street children. Findings from this study therefore provide empirical data to all stakeholders on children issues at the levels of individual, group, government and non-governmental organizations. By developing social competence in street children, they would be able to contribute significantly to the economic development of the nation. Again, the study assists in reducing social vices among this category of children. Consequently, developing the social competence of street children would reduce the complex mixture of negative economic, religious and cultural practices that are capable of affecting children in Nigeria.

1.7 Definition of Terms

The following terms employed in this study were operationally defined in the context of their usage as follows:

Child abuse: This connotes a wrong use of an individual whose age fall within the age bracket of five to 18 years. It implies failure to provide necessary food, care, clothing, shelter, supervision, education and exploitation of the children in one way or the other.

Child labour: This is a variant of child abuse. It entails engaging children in all forms of hardship especially activities that are beyond the capacity of such children. It entails children who work long hours for low wages and often under conditions harmful to their health and often exploitative.

Streetism: This involves using the street as a means of survival which may be in terms of working, living and sleeping on the street or making the street a place of abode.

Street children: These are children engaging in the act of streetism. They are children that work and, or live on the streets, the type associated with major streets engaging in hawking of wares in public places. They are children that engage in all sorts of menial jobs. They are children who live permanently or semi-permanently on the street. Their existence is based on street life, living without any protection, recognition or supervision from adults.

Children on the street: These are children that engage in the act of streetism. They are those who usually make their living on the streets by engaging in a number of activities that could fetch them some money. They are the group of children that come to the street in the day and return to their respective homes at the close of the day.

Children of the street: These are the categories of children who use the street both as a means of survival as well as place of abode. They include children who work and sleep outside their parents' homes. They are the type for whom the street had become everything.

Children in street situations: These are children who engage in street-related activities. These could be in form of making street as a means of survival on part-time basis as well as those that are making the street their place of abode. They are children whose survival is linked to street urchins.

Vulnerability: This relates to street children's exposure to dangers and harms in the course of their daily engagements.

Gender: This connotes the biological characteristic of street children usually classified as male and female.

Family Size: This is one of the socio-economic status' variables which connote number of children in a family of a street child. Thus, families with one to two children were regarded as small; those with three to four children were regarded as medium while those with five and above children constitute large family size.

Social competence: This can be described as ability to integrate thinking, feeling and behaviour. It is to be possessed by individual to carry out tasks effectively. It entails desired skills, knowledge, attitudes and values expected of an individual to achieve social tasks. It connotes ability to be effective in the realization of social goals.

Social skill: This refers to a specific set of abilities including cognition, verbal and non-verbal behaviours that are needed for effective interpersonal performance.

Socio-Cultural Animation (SCA): This is a planned action. It results from context and situation analysis which are translated into series of intentional activities. Such activities are embodied in a specific action project designed for a specific environment in a well-defined community.

Shade-Tree Theatre (STT): This is a project developed with street children in an informal setting. It involves the use of a play which enables street children to identify their problems, analyze the causes of such problems and their consequences. Through such a play, children are able to explore and rehearse solutions and evaluate changes. It is a community-based approach undertaken within the community of street children.

CHAPTER TWO

REVIEW OF LITERATURE

Attempt is made in this chapter to review existing relevant literature on the study of effects of community-based socio-cultural animation and shade-tree theatre on social competence of street children. The chapter is organized as follows:

- 2.1 Theoretical Framework
 - 2.1.1 Socio-Cultural Animation Theory
 - 2.1.2 Human Capital Development Theory
- 2.2 Study Environment
 - 2.2.1 UN Convention and African Charter on the Rights of the Child
 - 2.2.2 Street Children Phenomenon and problem of Definition
 - 2.2.3 The Concept of Child and Street Children
 - 2.2.4 Categorizing the Street Children
 - 2.2.5 Forms/Nature of Street Activities
 - 2.2.6 Predisposing Factors of Street Activities among Children
 - 2.2.7 Culture and Age Dimension of Street Children
 - 2.2.8 Perceptual Analysis of Attitude towards Street Children
 - 2.2.9 Trends in Street Activities among Children
 - 2.2.10 Statistics on Street Children
 - 2.2.11 Socio-Economic Implications of Children Street Activities
 - 2.2.12 Street Children and Development Nexus
 - 2.2.12.1 Human Resources, Youth and Development
 - 2.2.12.2 Education, Social Competence and Development
- 2.3 Social Competence of Street Children
- 2.4 Gender and Social Competence of Street Children
- 2.5 Family size and Social Competence of Street Children
- 2.6 Socio-Cultural Animation (SCA) and Social Competence of Street Children
- 2.7 Shade Tree Theatre (STT) and Social Competence of Street Children
- 2.8 Appraisal of Literature Reviewed

2.1 Theoretical Framework

Two theories germane to this study are discussed in this aspect of the study. These are: the socio-cultural animation theory and human capital development theory. These are discussed in the following context:

2.1.1 Socio-Cultural Animation Theory

Socio-Cultural Animation, SCA can be credited to a number of proponents. However, for the purpose of this study, those that are directly related to this work are considered, hence, the works of Freire (1983, 1988); Ander-Egg (1997), Larrazabal (1997), Gillet (2001, 2006). For instance, Freire described SCA as a theoretical approach that focuses on struggle for people's emancipation. It is a process of social valorization of democracy wherein participation of individuals is both important and obligatory. It aims at achieving the objective world, the social world and the subjective world of the subject through dialogue and communicative action.

Socio-Cultural Animation is a process of fostering participation and inspiring people to become self-aware and fulfilled in life. It involves all attempts that can ensure participation of individuals in the process of helping them to grow into active agents for their own good as well as that of the community and society where they exist. It involves a process whereby the animator, through certain activities (intervention involving the subjects' participation) assists the animatee in realizing their goals through the utilization of their potentials.

Two paradigmatic positions tandem to SCA theory according to Marrengula (2010) are: the technological/rationalistic paradigm, that is, positivistic or quantitative paradigm; the hermeneutical/phenomenological paradigm, that is, humanist or qualitative paradigm. The former sees social reality as objective and external, emphasizing the role of technicians in predicting and controlling reality of community members. Hence, intervention is mainly based on vertically downward perspective without taking community members into consideration. The latter sees social reality as subjective, particular and in permanent change, hence, everything is seen as an ideology where community members are responsible for social intervention.

The precarious nature of most children who constitute essential part of the country's population in the present dispensation and the phenomena increase in the number of street children coupled with their menace and vulnerability are raising concerns. This is despite previous attempts at solving the problem. This study therefore builds on the hermeneutical/ phenomenological paradigm of SCA with emphasis on the street children themselves as responsible for finding solutions to their problems. The study therefore centers on generating active participation of the subjects, that is, street children in creating utopia for the menace of streetism generally.

2.1.2 Human Capital Development Theory

In consonance with the works of economists like Becker Bowman, Fredrick Harbison, Todaro as well as the assumptions from Sheultz (1971) and Sakamota and Power (1995), there is need to improve the 'power of work' in human beings for individual as well as the nation's growth and development. This culminates in human capital development.

Simply put, human capital constitutes the bulk of the stock of expertise accumulated by an individual over a period of time. It implies investment made by individual for the purpose of enhancing such an individual's productivity. Increase in the value of aggregate output in relation to the increase in the existing factors of production is a product of the level of investment in human capital. As such, human capital development or formation entails the process of acquiring and increasing the number of persons that have skill, education and experience that are critical for the economy and political development of a country (Adeagbo, 2008).

This study builds on the aspect of human capital development that emphasizes acquisition of necessary skills, education and experiences that are critical for individual and national development. Therefore, human capital development is basic to the present study in terms of development of social competence of street children. This will make them to be useful to themselves and to be able to contribute significantly to the growth and development of the society and the nation.

Implicit in the foregoing analysis are the following:

- The imperativeness of the struggle for people's emancipation.

- Participation of individual is important and obligatory in their struggle for emancipation.
- Achievement of social, culture and education worlds of the subject is obtained through dialogue and communicative actions.
- Fostering of participation and inspiring people to be fulfilled in life involve certain process.
- Emphasis is on qualitative paradigm/hermeneutical/phenomenological paradigm – an ideology that community members are responsible for social intervention.
- The imperativeness of the development of human capital for national development.
- Investment in human capital must be directed at enhancing individual's productivity.
- Acquisition of necessary skills, education, etc, is basic to human capital development.

The implications of the foregoing discussions on socio-cultural animation and human capital development theories especially for this study cannot be over-emphasized. In the first instance, the study being a participatory one calls for active involvement of the participants in the course of finding solutions to their problem. This is the hallmark of both socio-cultural animation and human capital development. Hence, the street children's participatory is important and obligatory.

In like manner, the place of dialogue and communicative actions are basic to the achievement of social, cultural and educational objectives of the participants. Thus, through engaging the street children in dialogue, they will be able to communicate their positions on the issues affecting them which is in tandem with their struggle for emancipation. More so, for the participants to benefit tremendously from the animation activities, the basic process of fostering their participation must be brought to bear upon, thus, inspiring them towards self-awareness and self-fulfillment in life.

Through the hermeneutic/phenomenological paradigm which emphasizes the ideology of community members as responsible for social intervention, the qualitative paradigm becomes indispensable. Hence, the onus of finding recourse to the challenges

of street activities lays on the street children themselves rather than the imposition of solutions that are short-lived.

The place of human capital development in enhancing productivity cannot be over-emphasized. Hence, acquisition of necessary skills, values, attitude and knowledge becomes imperative. Thus, emphasis is on investment directed at enhancing individual productive capacity generally. The foregoing therefore constitutes the thrust of the community based socio-cultural animation and shade tree theatre in this study. Both socio-cultural animation and human capital development theories are essential for development of social competence of street children. This is because the two theories focus on making human being to become fulfilled and thus, increase their productivity.

2.2 Study Environment

2.2.1 United Nations' Convention and African Charter on the Rights of the Child

Children's rights are the human rights of children with particular attention to the rights of special protection and care for the young. Such rights include their rights to association with both biological parents, human identity as well as the basic needs for food, universal state paid education, health care and criminal laws appropriate for the age and development of the child. The interpretation of such rights range from allowing children the capacity for autonomous action to the enforcement of children being physically, mentally and emotionally free. The United Nation's 1989 Convention on the Rights of the Child denoted by CRC is the first legally binding international instrument to incorporate the full range of human rights such as civil, cultural, economic, political and social rights. Its implementation is being monitored by the Committee on the Rights of the Child. Hence, national governments that ratify it commit themselves to protecting and ensuring children's rights, thus, agreeing to hold themselves accountable for the commitment before the international community.

In sum, both the CRC and African Charter on the Rights of the Child adopted different categories of rights appertaining to children. These according to Foundation (1993) are broadly categorized into four as follows:

- (a) Survival Rights which covers a child's right to life and the needs that are most basic to his/her existence including adequate living standard, shelter, nutrition and access to medical services.
- (b) Development Rights which include the rights that the child requires in reaching their fullest potentials such as right to education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion.
- (c) Protection Rights which requires that children be safeguarded against all forms of abuse, neglect and exploitation. The lower issues involved are special care for refugee children, torture, and abuses in criminal justice system, involvement in armed conflict, child-labour, drug-abuse and sexual exploitation.
- (d) Participation Rights which allows children to take active role in their communities and nations in terms of freedom to express opinion, to have a say in matters affecting their own lives.

The implication of the foregoing to this study is enormous. There is the need to have a change of attitude on the issue of child's rights by all. The reason for this is because despite the fact that Nigeria is a signatory both to the CRC and the African Charter on the rights of the child yet, many children are still victims of abuse of the said rights. Corroborating this stance, Paulo (2006) affirmed that very few subjects have the same support in the international arena unlike the promotion and protection of the rights of the child. Yet, in countries of the world, children continue to fear and experience violence without being adequately protected, assisted or even heard. There is therefore the need to give the issue of child rights the needed attention to better the lots of this significant portion of the entire population.

2.2.2 Street Children Phenomenon and Problem of Definition

The fact that the whole world is grappling with additional woe in the name of street children in the present dispensation is a reality. The issue cut across both the developed and the less developed countries of the world. As a matter of fact, it is an erroneous notion that the scenario is only prevalent among the poor countries. Children living in street situations are said to be an increasing phenomenon in developing countries and economically advanced countries (Bartlet, et al, 1999; Bradbury, et al,

2000; Bustamante, 1999; Gordon et al, 2003; Pare, 2003; Panter-Brick, 2002 and Solito, 1994).

Street children problem is growing at an alarming rate in the public spheres such as markets, bus stops, car parks, garages, street corners and under the bridges (Okpukpara and Oduruakwe, 2003; Oloko, 1992; Owasanoye in Faloore (2009). Street children thus constitute the first ushers for visitors in Nigeria. The street children issue is becoming a major concern. This has been described by Nte, Eke and Igbani (2010) as one of the development crises of the modern society particularly in Africa where the problem of street children according to Kopoka (2000) and Mehta (2000) is relatively new unlike the situation in Asia. The presence of large number of street children has become a major issue resulting from high urban growth rates in the world. Reiterating the prevalence of the phenomenon, Faloore (2009) reported that over the last five decades, the phenomenon of street children has become prominent globally. Thus, their presence in major cities of the world has transcended the level where it was viewed strictly uncommon occurrence to a worrisome global problem.

From time, it has been a difficult task defining the term, street children. This is due to the diversities of opinion held in different quarters about these categories of children. This is the reason why it is said that there is no international agreement on the street children's definition. For instance, Schiper-Hughes and Hoffman (1994) affirmed that in Brazil, the term is used by one class (the wealthy) to classify those children of another class (the poor) who have the audacity to transgress social boundaries.

It is being argued in different quarters that street children as a concept does not have a universal definition or clear definition, it is rather open to several interpretations. For instance, Benitez (2003) is of the view that the definition of street children tend to defy any universal one, what is common in use is several interpretations. Attesting to this notion, the label, 'street children' according to Consortium for Street Children (CSC, 2009) continued to be increasingly recognized by sociologists and anthropologists as a socially constructed category that in reality does not form a clearly defined homogenous population or phenomenon. Faloore (2009) also indicated that clear definition of street children do not exist since it cannot be assumed that all children on the streets are homeless. Other studies such as Aptekar (1988), Council of the Baltic Sea States (2003),

Ennew (1994), Marrengula (2010) and Tudorie Ghemo (2005) have revealed that there is yet no specific concept that can be considered suitable for all contexts and realities with regards to street children, hence; it needs more reflection to clarify it. In some other parlance, description given to street children can be seen as prejudice. The foregoing contributes to the problem associated with definition of street children.

A number of accolades are open to the term, street children in different places. It also have analogies in other languages such as 'les enfants des rues' in French, 'ninos de la calle' in Spanish, 'menimos da rug' in Portuguese, 'strapenkinder' in German, 'Wa toto wa miteam' in Tanzania, 'chokorra' in Kenya and 'moineaux or sparrows' in Democratic Republic of Congo (Makaramba, 1999, www.iadb.org. 2008 – 02 - 05). Other names that children who live and or work in the streets are known are contained in the WHO's (2008) description as follows:

'gamin' (from French gamin, kid) and 'chinchés' (bed bugs) in Columbia, 'pivetes' (little criminals/marginals) in Rio, as 'pajaro frutero' (fruit birt) and 'piranitas' (little piranchas) in Peru, 'polikis' (moths) in Bolivia, 'resistoleros' (glue sniffers, Resistol is a major brand) in Honduras, 'scygnizzi' (spinning tops) in Naples, 'Batang Lansargan' in the Philippines, 'BuiDoi' (the dust of life) in Vietnam, 'saligoman' (nasty kids) in Rwanda or 'poussins (chicks) 'moustiques' (mosquitoes) in Cameroon and 'balados' (wanderers) in Zaire and Congo (p.3).

These descriptions are a further reflection of public attitude and prejudice to the street children.

Tracing the genesis of the term, street children, Cummings (2006) attested that the terminology was pertinently coined sometimes in the 1980s for the purpose of determining those children that preferred to spend most of their time in the busy streets in different occupations. The said children then were rarity which has in the course of time become increasingly alarming. Maintaining this position, Cummings (2006) described street children phenomenon as an everyday social reality in many countries as far apart as Brazil in Latin America, Nigeria in West Africa and the Philippines in Asia. Conticini and Hulmes (2006) also affirmed that children living in streets situations in both developing and economically advanced countries are an increasing phenomenon. The

situation has been described by Falore (2009) as transcended level of uncommon occurrence to a worrisome global problem.

The phenomenon of street children has been described as not a recent issue the world over since it has attracted attention of humanitarian aid agencies and government for the umpteen years. The term was said to be first used in 1951 by the UNESCO to refer to vagrant children following World War II. It was also ardently discussed in the wake of the International Year of the Child in 1979 that led to the formation of the Inter-Non-governmental organization programmes on street children and street youth in 1982 (Lalor, 1999, Marrengula, 2010, Panter-Brick, 2001). Thus, the issue of street children is continuously on the increase the world over. Sequel to various conceptions held about street children in different quarters, several interpretations are opened to the phenomenon. At any rate, the physical characteristics of children in this category coupled with the activities they engage in and the place context formed the different names given to these children. The most popular one in English parlance however is street children.

2.2.3 The Concept of Child and Street Children

Children according to Biblical injunctions are heritage of God that should be treasured and brought up adequately, hence, the admonition, ‘train up your child in the way he should go...’ The corollary of this is taking proper care of such a child. The nature has therefore bequeathed on parents and guardians to take care of their children. A child according to Oxford Advanced Learner’s Dictionary (1995) is a young person from birth to the age of full physical development of a boy or girl. A child according to Child Development Department (CDC, 2001) is any human being below the age of 18. Dauda and Sarki (2002) in consonance with UN convention on the Rights of the child see a child as any human being below the age of 18. Describing children in international realm, Abba-Ibrahim (2002) views children as internationally accepted to be all human beings below the age of 18 years. In this wise, a child is still subject to the adults for protection, socialization and general upbringing.

Children are the future of a nation and a force to be reckoned with in any developmental efforts of a nation due to their number. Subscribing to this, Jimoh (2003) quoting Stark indicated that today’s children are no doubt citizens of tomorrow.

Cambridge Advanced Learner's Dictionary (2003) described a child as a boy or girl from the time of birth until he or she is an adult or a son or daughter of any age. As such, their welfare, survival, security as well as their development is the key to prosperous future of a nation. Confirming this stance, Okediran and Danesy (2003) concluded that if youths of today are well trained and exposed to modern idea, skills and formal vocational education as well as academic learning, they would become future leaders that adults of today will hand over the mantle of leadership to. A child is any young human being between birth and puberty. He/she is considered not to be legally responsible for his or her actions; they are those beings that still need parental care (Pam, 2009). Obviously, this calls for concerted efforts at bringing up such children. This is why Ezugwu (2009) said that the future of the nation lies on the proper upbringing of the children. On the strength of this assertion, Ekpo (2011) conceived children and youths as hope which the future carries, hence, they remain the future and how that future will look like is a product of such youths.

Giving a statistic of children's population generally, Civil Society Forum for Anglophone West Africa on Promoting and Protecting the Rights of Street Children (2003) based on 1991 census figure, indicated that children represent approximately 48 per cent of the population of Nigeria. In like manner, the Population Reference Bureau (PRB, 2007) based on the 2006 census figure; put the number of children in Nigeria at 45 per cent of over 140 million population of the country. These constitute children whose ages range from 0 – 15 years. The US Census Bureau has put the country's population at 149,229,090 (Tell Magazine, November, 2011). It is in recognition of these revelations in terms of the number of the children, that concerted efforts must be geared towards attaining the best in children both for the present time and the nearest future.

The category of children that are being described as street children generally constitute those children whose ages range from 5-18 years. They engage in one activity or the other on the streets thereby eke out their living and that of other dependants from such activities. The said category of children exclude those children falling within the age range but that are apprentices in terms of learning one trade or the other. However, Ennew (1994) quoting Inter-Non Governmental Organizations (Inter-NGOs) viewed street children as children for whom the street more than their family has become their

real home without protection, supervision or direction from responsible adults. These a time, according to Verma (1999) and Aderinto (2000), may not be unconnected with such children running away from parental or guardian's abuse.

Also, street children according to Street Child Africa (2005) are some of the most vulnerable children who are separated from their families and are likely to be undernourished, stigmatized, uneducated and anonymous. Street children therefore are those children engaging in streetism generally which according to Ajiboye and Oladiti (2008) connotes acts of living and sleeping on the street as well as using the street as a means of survival. Dimension notwithstanding, children in such description are after their survival at large. For instance, Togunde and Carter (2008) posited such children as engaging in the sales and service sector of the economy in both rural and urban areas in different categories.

Describing street children by categories and nature, Consortium for Street Children (2009) classified street children as 'children of the street,' that is, street-living children. These include those that sleep in public places without their families. 'Children on the street,' that is street working children which include those children that works on the streets during the day and return to their family or homes to sleep. Other category is the street family children, those children living with their family on the streets. They are (Obam, 2009) children who wander in some of Nigerian cities without contact with their families, having exceptionally harsh and hazardous ways of life. This view is contrary to the belief that a number of the street children constituted breadwinners for their families. Corroborating this view, Ashimolowo, Aromolaran and Inegbedion (2010) described street children as any child who may have parents or guardians in a locality living and working in the street, who engage in work or employment on a regular basis with a view to earning a livelihood for themselves or for their families. This may even be at the expense of their schooling. Their activities also include street hawking, all for the purpose of eke out a living on their own.

Street children in the words of Kopoka (2000) are children under the age of 18 that spend most of their life on the streets. It may be on permanent basis or on part time basis. Such children are still subject to some kind of supervision or control such as school children who spend most of the day on the streets. Panter-Brick (2004) argued that there

should be a paradigm shift in the analysis of street children from street as the primary focus to the children and their experience and view. In like manner, it has been argued that it cannot be assumed that all children on the streets are homeless. This is because great majority- well over three quarters and as many as 90 per cent of such children especially in developing countries do work on the streets but return home (Aptekar, 1994; Falore, 2009; UNICEF, 2000).

Establishing a link between child labour and streetism, street children have been described as constituting a good junk of child labourers found in a rapidly urbanizing world (Basu and Tzannatos, 2003; Cigno and Rosati, 2001; ILO, 1999). More so, Nte (2005) affirmed that street children constitute more than half of over 500,000 figures of child labourers in Port Harcourt and adjoining communities. UNICEF (2006) observed that many street children are not orphaned. Consequently, a number of these children can be described as engaging in economic activities with the aim of generating income to sustain themselves and their family. Succinctly, most of the activities engaged in by street children are hazardous which are capable of inflicting injuries and even death on such children.

2.2.4 Categorizing the Street Children

Children in street situation vary and are diversified in category across the globe. This thus, gave rise to divergent classifications of street children which in most cases are based on nature and activities engaged in. As such, there are simple and broad categories ranging from 2 to 10 or more in some cases. For instance, two main kinds of street children prevalent in Nigeria include those who live and work on the streets labelled 'children of the street' and those who work on the streets on full or part-time basis but do return to their respective homes at night tagged 'children in the street'. They are equally regarded as street living children and street working children. The latter constitute the bulk of street children who predominantly work on the street rather than those for whom the street has become sole means of subsistence and existence.

Cosgrove (1990) came up with two categorise of street children, these are: the degree of family involvement and the amount of deviant behaviour. The former relates to street working children and the latter to street living children. Analysing varied categories

of street children, report credited to Civil Society for Anglophone West Africa for the Promotion and Protecting the Rights of Street Children (2003) gave the following analysis:

two main kinds of street children are found in Nigeria; those who live and work on the street (children of the street) and those who work on the streets full or part-time but who return to their homes each night (children in the street). There are also religious street children found in Northern cities in Nigeria where Koranic education encourages Islamic tutors to send their pupils to beg in the street – ostensibly as part of religious preparation for toughness and perseverance. A few are found in the Southern cities although in different form, usually as guides to physically challenged adults (p.5).

In an attempt to categorise street children, Mbakogu (2004) drew three distinctions viz: children at risk; children in the street; and children of the street aside such distinctions of the level of contact with families maintained by street children. The category include children that are under the age of eighteen who spend most of their lives on the streets in terms of living permanently on the streets and those who earn their living on the streets but do not necessarily live on the streets. Those categories spend most of their time on the street but usually return to some form of family unit involving some kind of supervision or control (Ebigbo, 2003; Falore, 2009; Kopoka, 2000; Nte, Eke and Igbaniho, 2000). In addition, there is another category of street children described as ‘road children’ and young adults who under the guise of filling pot holes on major roads engage in begging. Another variant of this is street wandering boys and girls roaming the streets doing nothing serious (Nte, Eke and Igbaniho, 2010).

Rizznie and Lusk (1995) identified four categories of street children with differing psychological characteristics. These are: poor working children returning to their families at night who are likely attending schools and not delinquent; independent street workers whose family ties are beginning to breakdown, decline school attendance coupled with increasing delinquency. Others are children of the street families characterized by living and working with their families in the street associated with poverty related conditions; real street children in terms of children who have broken off contact with their families and residing in the streets on full time basis. Writing in the

same vein, Lucchini (1997) adopted a 7-prong dimension in categorizing the street children. These are: dynamic behaviour in terms of types of activities they do; self-identification in terms of how they identify themselves; motivation vis-à-vis street life relating to what influences them to be on the street and life on the street; gender structured differential access to street environments that is, how gender determines the possibilities of becoming street children. Others are spatial dimension in terms of space where they live, where they come from and which they share when living on the streets; temporal dimension in terms of time living on the streets and the age of the children and social elements relating to issues such as economic background, political situation, cultural issues and the likes. One way or the other, children found in street situations tend to fall into any of the foregoing categories.

Again, UMP (2000) advanced that there are differing categories of street children with such classifications as children on the streets in terms of those street children that maintain good family ties and do return home in the evening; children of the streets in terms of street children with loose family contacts, spending some nights or days or part of the day on the streets and occasionally going back home; children who are completely detached from their families, living in gangs in temporary makeshift shelters. An emerging category of street children are the ones categorized as children of street families which include children whose parents are also street children/adolescents.

Summarizing categories of street children in a four-way dimension, Huang, Barreda, Mendoza, Guzman and Gilbert (2004) presented the following analysis:

Children at risk defined as poor children with particular risk factors such as poverty and lack of schooling that may lead to their partial expulsion from the home and spending a portion of their life on the streets, children on the street i.e. those that work on the streets during the day and return home at night with such jobs as menial labour... 'children of the streets characterized with limited family contact, living and sleeping on the streets with little, if any, adult supervision and abandoned street-children' described as children who have no contact with their parents whatsoever i.e. very young street children whose parents are abandoned street children (p. 821).

Observing apparent overlapping nature of classification of street children, Benitez (2007) identified 'children of the street' (street living children) who sleep in public spaces

without their families; ‘children on the street’ (street-working children) who work on the streets during the day and return to their family home to sleep, and ‘street-family children’ who live with their family on the streets. She further argued that research and practice have surfaced an enormous variation in children experiences and considerable overlap between the classifications. This is because some children live on the streets all the time, others only occasionally while others move between home, street and welfare shelters and some retain strong links with their families, others broke or lost all contacts.

An all inclusive classifications of street children is the one presented by Marrengula (2010) as follows:

CATEGORY	CHARACTERISTICS	OBSERVATIONS
“children on the streets”	Children who contribute to their family’ support and survival, work on city streets while continuing to maintain strong links with their family environment, including sleeping at home.	UNICEF (1998), Onta (1996) and Richter (1988)
“children of the streets”	Children who have left home, live on the streets day and night. They maintain limited or non – existent contact with their family environment and often struggle to survive entirely on their own.	UNICEF (1998), Onta (1996) and Richter (1988)
“children at risk”	This definition covers a wide range of young people exposed to risk as a result of their way of life: victims of exploitation in the family environment, inmates from penitentiary institutions, survivors of human or natural catastrophe, HIV/AIDS, and so on.	UNICEF (1998)
Dump children	Children who live on rubbish dumps and scavenge for food daily;	Rehman quoted by Tsotetsi (1998), Keen (1988)
Bush children	Children who live in the bush and are often from homeless families	Rehman quoted by Tsotetsi (1998), Keen (1988)
Throw-away	Children completely abandoned and neglected by their parents or caregivers; they do not have any contact with their biological families and depend totally on themselves and their ‘street family’ for any kind of physical and psychological protection.	Rehman quoted by Tsotetsi (1998)
Run-away	Children who have run away from their homes due to deprivation, physical or sexual abuse, alcohol abuse and general peer pressure to join the perceived freedom that street life seems to offer.	Rehman quoted by Tsotetsi (1998)
Slum – children	Children belonging to slum families that live in areas of squalor. Children whose mothers are usually domestic workers and spend long hours away from their children, who are then left to look after themselves, resulting in them roaming the streets during the day	Rehman quoted by Tsotetsi (1998)
Abandoned children	Children who are been abandoned by their relatives; this may have happened when they were just born or even when they were grown up.	Rehman quoted by Tsotetsi (1998)
Homeless children	Children who are born and live on the street together with their families	Rehman quoted by Tsotetsi (1998)

The growing nature of street children phenomenon cannot be divulged from the foregoing classifications, thus making the issue a recurrent decimal in the society.

2.2.5 Forms / Nature of Street Activities

Just as there exists varied categories of street children so also is the existence of various forms of activities that such children engage in. Since most of these children see the street as the means of livelihood and survival at large, they are usually seen engaging in one activity or the other capable of bringing all sorts of economic returns. It was the contention of Ebigbo (1993) that streets in the major city centers of the country were filled with children hawking.

In an x-ray of the profile of child labour in Nigeria, UNICEF (1996) summarized the various forms of streetism under six major sub-headings of:

- (i) street vendors in mobile and stationary position;
- (ii) young beggars who work alone or with parents/relatives;
- (iii) shoe shiner boys;
- (iv) car washers/car watchers
- (v) young scavengers who work alone or with their families and;
- (vi) head loaders/feet washers in markets.

Ebenebe (1999) and Efajame (2000) in separate studies also submitted that millions of children found in the streets have made the street their working place as even those that are aged 6 years are often found hawking one thing or the other along the streets and parks for the purpose of augmenting their family's income.

Udom (2002) in a classification of child labour itemized among others, hawkers, head loaders, young beggars, scavengers, bus conductors, shoe shiner boys as various forms of street children. In the same vein, Abba Ibrahim (2002) identified hawking of varieties of snacks, fruits and foods as well as petrol and kerosene as part of the forms of street activities. Some children also engaged in child begging or beggar-guide, this is a common phenomenon especially in the garages and major markets. Philip-Ogoh (2002) aptly described form of activities of street children by stating that 'they carry out work such as head loading (dandoko) and scavenging to sustain themselves. Some are

exploited by older youths and men to carry out domestic and economic tasks in return for food and other essentials for survival?

The activities of street children have been described by Okediran and Danesy (2003) as follows:

it is a common sight on major highways and roadsides...to see youths that have dropped out of school in their hundreds hawking different items ranging from snacks, bread, wears, pure water, fruit juice, apples, beverages, fairly used cloths, drugs, electronic items like computer products, video films and audio cassettes, others are found for example in the neighbourhoods or garages engaging in menial jobs in loading (kaya jobs) and grass cutting... abandoned schooling for trading on highways (p.12).

Such activities and many others are the various forms that streetism could assume since the motive is always to serve as means of livelihood on the part of children engaging in the activity. While some tend to pity children in the said category in terms of their predicament, some see them as rascals and good for nothing children who should be banished from the streets. Hence, such children are subject to a number of abuses ranging from beating, inflicting injuries on them to killing (Oladiti, 2004, Personal Communication).

Presenting a sort of catalogue of activities engaged in by street children, Nte (2005) described such activities as follows:

The bulk of these children are street workers who sell for parents to augment their lean wages, sell for employers for a morsel of bread, sell for relations in the form of disguised child labour and abandoned children / destitute who sell or beg to eke a living. They make up 80per cent of street children. There are also the scavenger who browse through rubbish heaps to search for any abandoned material of marketable value (p.7).

Succinctly, children in such situations engaged in all forms of activities, economic and non-economic ones for a return for their upkeep and that of their families in some cases.

Giving a statistical analysis of activities of children engaged in child labour and children in street situations, UNICEF (2005) affirmed that a huge 15million children under the age of 14 are engaged in one form of labour or the other in Nigeria. Majority of

these children are exposed to long hours of work under very dangerous and unhealthy environment. They include those employed in public places and markets as street vendors that account for 64 per cent, beggars and shoe shiners four per cent, car/ bus watchers six per cent, scavengers five per cent, feet washers accounted for eight per cent. While some children in this analysis could to some extent be regarded as engaging in economic activities, a number of street children do engage in some heinous activities while some do constitute nuisance. This stance is buttressed by Cummings (2006) in the following analysis:

The scenario is typical and painstakingly well known; a busy street lined with different establishment and shops that display the latest electronic equipment and the latest fashion, well-dressed individual going in and out... however, a typical scenario is also observable in the street. Some of these children sell cigarettes, flowers and even lottery tickets while some of these children are just loitering and some of them are asleep in the arcades of the city. As the night goes by, street children are seen sniffing solvents, smoking, gambling and ... (p.7).

Corroborating the foregoing, Ajiboye and Oladiti (2008) enthused that street children engage in different forms of street networking activities since streets are regarded by these groups of children as the means of livelihood and survival.

Furthermore, a number of activities prevalent among street children especially those in urban areas and towns include working on the streets as vendors, shoe shiner boys, car washers, scavengers, beggars, head-load carriers, feet-washers as well as bus conductors. Again, some are involved in windshield cleaning, stealing, transporting, selling of drugs and other substances to mention a few, taking place in alarming rates in the public spheres such as markets, bus stops, car parks, garages, street corners as well as under the bridges (Oloko, 1993; U.S Embassy, 2000; Okpukpara and Odurukwe, 2003; Nte, 2005; Obayelu and Okoruwa, 2007; Faloore, 2009; Owasanoye in Faloore, 2009).

Other studies such as Rizzini and Lusk (1995), Lalor (1999) and Marrengula (2010) employed gender parameter in their description of activities of street children. They posited low incidence of girls on the streets, their real everyday activities tend to be less visible than the number of street boys' activities. As such, street girls are said to be

visible only during the night time on sex-related work activities, working with street gangs or selling goods of diverse character all over the cities or working in conjunction with a street family. Street boys typically engage in more visible activities which include car washing, shoe shining, begging and peddling.

2.2.6 Predisposing Factors of Street Activities among Children

A number of children are addicted to the street in the present dispensation as evident in many cities and towns wherein children are seen engaging in one street working activity or the other. A number of reasons ranging from psychological factors to socio-economic ones could be adduced for this situation. Factors emanating from dichotomies existing in the various strata of the society is said to be responsible for street children. This has been described as 'societal class discrimination' by Nwalor in UNICEF (2002). Since the Nigeria society does not provide equal opportunities for all classes of her citizens, there are wide gaps between the rich and the poor. Jobs are being provided on the basis of 'who you are and whom you know' hence, the available lucrative and high paying jobs in most cases are usually to the advantage of the elites in the society. Thus, the families at the bottom of the societal ladder are constantly and perpetually confined to eternal struggle for survival. The end result of this is children from such families engaging in all sorts of menial jobs and street networking (Amadi, 1998; Olawale and Solola, 1999).

Family background in terms of the nature of relationships existing between the parents has been identified as causative agents of streetism. This is evident in UNICEF's (2002) write up on 'Children and Women's Rights in Nigeria' viz:

With very few exceptions, they are children whose parents have divorced or separated, often taking new partners. In such cases the children from the first marriage are neglected or ill-treated and frequently go hungry. Poverty has compounded the problem, placing greater strains on the families' meager incomes and rendering extended family children members unable to help (p.12).

The foregoing factors cannot be divulged from family which is the hub of children and street children at large. Succinctly, there exist a number of family-related factors responsible for the spate of street activities among children. Prominent here is the poor

economic status of the family leading to children from such families to engage in strenuous activities prevalent in the street. This is coupled with increasing social and economic burdens in families and communities culminating in increasing rate of streetism.

In like manner, household inequality is responsible for the rate of street children. UNICEF (2003) observed that failure to reduce inequality among and within households has constituted a missed opportunity for tackling the causes of poverty and street migration. Another household factor identified at the micro-level is violence within the household which has been found to be related to the occurrence of child labour in particular, streetism inclusive (Longford, 1995; Makhoul et al, 2004; Togunde and Carter, 2008; Verma, 1999). Breakdown or collapse of extended family resulting from decline in traditional and cultural values, a resultant effect of social change brought about by rapid urbanization, education, globalization and harsh economic conditions also contribute to the spate of street children (Dave-Odigie, 2008; Faloore, 2009)

Among others, poverty, low income and lack of funds needed to acquire minimum necessities of life to sustain personal life and those of the family members according to Townsend (1977) constitute cogent reasons for youth's engagement in street working. Commenting on the major causes of child labour and streetism in general, Awake (2004) indicated poverty as one of the underlying factors. To them, for most poor families in Nigeria, the small contribution of a child's income as assistance at home can make the difference between hunger and survival. So, children are given away to work as servants, hawkers, bus conductors, and so on to earn additional income to assist the home and pay their school fees. As such, necessity, which is the mother of invention, could be adduced for a number of children's involvement in streetism. A sort of analysis of poverty cycle vis-à-vis causes of street children is presented by Kopoka (2000) as follows:

Poverty is a major cause of street children. Africa is today a continent characterized by extreme poverty. It is poverty that is resulting in children being forced to work on the streets to support themselves and their families. It is poverty that is also causing many families to break up with parents being unable to support their children. It is rural poverty that is making rural populations including children to move to urban areas

with the hope of a better future. Poverty causes malnutrition and poor health and reduces a family's ability to work thus creating conditions for children to move to the streets (p.8).

The foregoing is but a vicious circle of poverty having its toll especially on the children, hence, astronomical rate of the street children phenomenon.

Subscribing further on the causes of streetism among children, Salah (2001) observed that poverty, cultural values, traditional belief systems as well as lack of vocational and economic opportunities for youths are but major factors responsible for street networking activities among children. Berating the implications of poverty on children the world over, Michael (2001) affirmed that more than one quarter of the 2.1 billion children in the world live in abject poverty. Buttressing this, Agusiobo (2002) contended that poverty and lack of employment on the part of the parents has increasingly forced them to engage their children in all sorts of child labour, streetism inclusive. He further identified cultural myths as one of the factors promoting streetism among children.

Emphasizing the multifaceted nature of factors contributing to streetism, Okediran and Danesy (2003) indicated that the situation resulted from incidence of poverty syndrome, economic down-turn and social hardships characterizing the economic and political climates of the country since the turn of 1970's. Associated with this is the militarization and polarization of the nation's educational system. Ebigbo (2003) also indicated that ignorance and poverty appear to play a major role in pushing children into the streets as either child workers or as permanent street residents. Be that as it may, structural problems of extreme poverty coupled with physical abuse at home are said to constitute major cause for children to become street children (Ali et al, 2004; Lalor, 1999; Scanlon, et al, 1998).

The multifaceted nature of factors influencing streetism is further described by Childhope's (2004) categorization of causes of streetism as follows:

1. Immediate causes which are factors having to do with the children and family. Prominent here are the issues of poor and large families; unemployed/ underemployed parents; low educational attainment of parents/children; irresponsible parents; family values which are materialistic/ consumerist; family

conflict; family environment, vices of parents; children themselves; degradation of morals, violent upbringing by parents; traditional family values which dictate that girls should merely stay at home; lack of knowledge and parenting skills; emerging social values clash with traditional values.

2. Underlying causes that is, factors which have to do with the community which include ineffective access to basic services; non-availability of adequate employment opportunities; inequitable distribution of resources and opportunities in the community; nature and conditions of works; congestions in slum areas, and to mention few.
3. Root causes emanating from factors which have to do with the society itself such as economic, political and ideological superstructure and structural roots of poverty and under-employment.

Writing in the same vein, Awake (2004) enthused that poverty has driven more than a million Polish children to street life. With this, children between the ages of 8 and 15 years are becoming family breadwinners, paying the rent and providing for hungry siblings. This is an indication that streetism is an offshoot of multifarious factors.

Factors predisposing children to street activities the world over also have poverty undertone as a number of such factors are deeply rooted in poverty-related factors. Effects of poverty on under-aged as it relates to pushing children to assume the positions of adults has been reiterated by Ameh (2007) as culminating to child abuse and the spate of street children in the present dispensation. The said poverty linkage has been identified by Dave-Odigie (2008) as responsible for many Nigerians of school age for not being in school for their inability to afford such. Their rights to grow and develop are being threatened everyday owing to their families' lack of resources. For instance, Faloore (2009) adduced the emergence of large numbers of children on the street especially in Africa as partly a reflection of the extreme poverty and lack of social services endemic in many of her highly populated urban areas.

The implications of poverty on children generally and as a factor of street activities especially in Nigeria according to AVERT (2009) is as a result of endemic poverty pervading the country. This is despite the country's richness in natural resources, majority of her citizens are still living on less than \$1 a day. Thus, many children are

being forced into the streets for the purpose of supplementing their family's income. Falore (2009) also reiterated that emergence of large numbers of children on the streets of Africa today was partly a reflection of the extreme poverty and lack of social services that are endemic in many highly populated urban areas in Africa. This is without exception to Nigeria with a population of over 140 million people. This of course, is poverty at work. EFA Global Monitoring Report (2010) also indicated that poverty often make education unaffordable and pushes children out of classrooms and into unemployment.

Moreover, socio-cultural practices have also been identified as one of the issues that give rise to street networking activities among children. Buttressing this fact, Kolo (2000) asserted that there are many socio-cultural practices such as forced marriages, divorce, and child- marriage coupled with paternal/maternal deprivations. More so, Aliyu in Kolo (2000) opined that intellectual destitution and illiteracy of the people among others have aggravated the rate of street working activities among children. This is why Adamu (2000) asserted that streetism cannot be divulged from 'Almajiranche' culture especially in the Northern part of Nigeria. Abdulahi and Yowe (2000) have equally enlisted the activities of some traders and beggars as financial of small scale business on the highways.

Orga (2000), Sedan in CSC (2009) corroborated further the socio-cultural undertone of streetism when they indicated that begging and street working attitudes have more to do with cultures and tradition as prevalent among Hausas and Fulanis. In addition, ECOWAS protocol and clauses that make movement free for West Africans in member states also contribute to street networking acts. Male and female youths from different nationalities such as Chad, Niger, Sierra Leone, Ghana, Liberia, and Cameroon used to come to beg and to sell in Nigeria's major highways. This takes place both in the Northern and Western parts of the country and most especially, Lagos, Abuja and Ibadan. Premium placed on trading activities especially in the east as against that of education has been described by CSC (2009) as responsible for street children phenomenon.

Parents' low education and unskilled work tend to have attendant effects on schooling of their children. This according to Aderinto (2000) often makes it necessary for children to work instead of attending school to contribute to family's overall income.

For instance, nearly 70 per cent of children interviewed in a study cited parental inability to meet their expectations as their reason for working on the streets. This thus indicated parental and family situation as a contributory factor of children taking to the streets. Household wealth, parental education and home language (Fehrler and Michaelowa, 2009) have been found to exercise pervasive influence on learning achievement of children at large. Also, it has been reported by Organization for Economic Cooperation and Development (OECD, 2009) that children are disproportionately affected by household poverty with an average of 12 per cent.

With regards to push and pull factors influencing street activities among children, there are some instances that tend to draw children into the streets thereby pushing them away from home generally. A sort of statistical analysis on pull and push factors of street children is presented by UNICEF cited in Oloko (1993) that child abuse constitutes 27 per cent, emotional trauma 5 per cent, family misunderstanding 8 per cent, family financial problems 24 per cent of factors that push children out of their homes. For instance, Ali and Ali et al (2004) contested that children tend to maintain and protect the natural status of being under the supervision of adults who are usually parents unless push factors weaken or damage the relationship that leads to breaking of household ties.

Presenting a catalogue of key factors that pushes children into the streets, Ebigo (2003) listed factors influencing streetism to include: marital instability at home, poverty, hunger, insecurity, abuse and violence from parents, inadequate family income, unemployment, displacements caused by communal clashes. Other factors are: insufficient parental care, death of one or both parents, inadequate family income, unemployment of one parent, lack of or limited opportunities in education, abandonment by parents, housing difficulties, drug use by children and peer influence. Also included in the multivariate factors of streetism are children gotten from 'illicit' relationships, children who are related to wealthy persons in the society but for inexplicable reasons find themselves on the streets (CSC, 2009). All these keep shooting up the number of children on the streets.

Again, Conticini and Hulmes (2006) identified among others, social bonds that children experience on the street; formation of urban sub-cultures, evolution of their perception as significant factors in understanding the nature of attachment that children

develop to the street and the difficulties they face in reintegrating into their former households. The said complex interactions of push and pull factors can keep or even entrap children on the street. Conticini and Hulmes (2006) also argued that the role played by violence within the household and the strength of the social bonds built by children on the streets are often ignored by commentators on the problem of street children. The positive side of life on the streets such as freedom from adult constraints, autonomy of making decisions, fun, and adventure with peers as well as learning to stick together like family have also been reported by Cummings (2006) as making street life worthwhile. This of course, is a mixture of pull and push factors. Flair for freedom and securities that may be lacking at home coupled with fair and unfair punishment in upbringing have been identified by Conticini and Hulmes (2006) as contributing pull and push factors predisposing children to street works. Associated with the foregoing is the issue of urban growth rates which is said to be on the high side especially in the sub-Saharan Africa in the recent time.

Wikipedia (2007) summed up pull and push factors of street activities when it stated that children may end up on the street for several basic reasons. Reasons here include having no choice for the fact that such children may be abandoned, orphaned or thrown out of their homes. They may choose to live in the streets due to mistreatment or neglect when their homes do not or cannot provide them with basic necessities. They may also engage in street works because their earnings are needed by their families. This is an offshoot of rapid and wide ranging socio-economic and political changes witnessed in Africa culminating in rapid urbanizations, run away population growth, to mention but a few (Falore, 2009; Mehta, 2000).

Falooore (2009) advanced that there is consensus in literature that various issues such as poverty, hunger, insecurity, child abuse, domestic violence, displacement caused by communal clashes, inadequate care, death of a parent (or both parents), need for income in the family, inability to continue in school, willful deviance in a few children, unemployment of one or both parents, illiteracy, housing challenges, drug use by children and peer influence constitute the major pull and push factors predisposing children to the street.

A number of economic factors have equally been identified as the basis of street activities among children generally. Contesting the impact of economic factor on street migration, ARISE (2001) was of the view that indeed, economic factors are seen as the driving force behind street migration, the influx of which could be stopped through massive economic poverty alleviation interventions. White (2002) also indicated that even if reasons other than material poverty are quoted, economic deprivation remains the primary focus for intervention. Associating the causes of child abuse and street networking activities among children, studies such as Hodges (2001), Bukoye (2004) and Obam (2009) affirmed that the problem is traceable to economic predicament facing the nation thereby discharging children to the streets for economic necessities.

Similarly, economic poverty has been presented as both direct and indirect factor that pushes children into the streets. It has been revealed that children do move out of the household as a direct coping strategy to diversify the household's portfolio of income generating activities. Economic poverty also leads to stresses and tensions within the household which thus become indirect cause of street migration. Low income especially in rural areas is another economic factor compelling children to migrate to urban centers to mitigate their material hardships and contribute to household earnings (CSC, 2001; Conticini and Hulmes, 2006).

Certain factors have been identified on the phenomenon of child labour. These are: rapid population growth of many less-developed countries, high rates of unemployment, inflation and low wages prompting children to engage in economic activity. Also, globalization and its proliferations of industries accounts for the spate of child labour especially in Africa visible in service-oriented sectors such as communication and retail trade within and outside the household. These have culminated in children engaging in street hawking, hustlers, vendors as well as domestic servants (Arat, 2002; Bass, 2004; Cigno, et al, 2002; Lopez, 2004; Sancho-Liao, 1994; Togunde and Carter 2008)

The foregoing instances of economic factors of street migration notwithstanding, it has been argued in some quarters that such factors are being over flogged. For instance, in Bangladesh, children move to the street not simply because of economic shortfalls such as income, consumption or material as commonly assumed but rather some other

factors such as abuse of human rights in terms of physical violence and breakdown of trust within household (Aptekar, 1988; Conticini and Hulmes, 2006). Hence, economic conditions and shocks are only a limited part of the explanation for street migration.

Conticini and Hulmes (2006) further affirmed that there are several arguments showing that the role of economic factors in child migration in Bangladesh and elsewhere is exaggerated. This is because 'if income, consumption and poverty drove children to the street, one would expect many more millions of children to be living on the pavements'. Consequently, some non-economic reasons can be advanced for the spate of street migration among children generally. Conticini and Hulmes (2006) enthused that empirical studies have revealed the importance of non-economic factors in children's decisions to migrate and stay on the streets. Hence, street lives do not only involve vulnerability processes but also processes of empowerment through which children exercise their personal agency and develop innovative coping behaviours.

Kopoka (2000) has identified other dimensions apart from poverty and economic factors to street children. Though, some street children often come from slums and squatter settlements where poverty and precarious family situations are common, where schools are overcrowded and poor, where safe places to play simply do not exist, yet other children come from middle class or well to do families who run away from their homes. Again, a number of them have been disowned by 'respectable' parents' unwilling to acknowledge the embarrassing outcome of an affair. Thus, street children are said to come from various background. This includes 'a son of a taxi-driver, a nephew of a dentist, even the grandson of a former minister'. The implications of the foregoing are the escalating nature of the street children phenomenon.

Another issue is 'Nigeria factors' which UNICEF (2007) attributed to non-economic factors. These manifest in form of unprecedented level of crisis ranging from natural disasters as famine resulting from drought to ethno-religious wars, wars of attrition. Others are the devastating impact of HIV/AIDS culminating in a quantum leap in the number of street children in the continent estimated to be in the range of 40 million. To this, AVERT (2009) affirmed that despite riches in natural resources, the country is still grappling with endemic poverty with majority living on less than \$1 per day. This is with attendant effects on children who are being sent out to the street to hawk

goods or engage in other forms of work to supplement family income. This is also in the event of effects of social upheavals, years of cultural and ethnic conflicts, urbanization and breakdown of the traditional extended family system. Writing in the same vein, Nte, Eke and Igbanibo (2010) affirmed that the world and Africa in particular, are witnessing rapid and wide range socio-economic and political changes. Such changes include rapid urbanization, runaway population growth and increasing disparities in wealth, all having attendant effects and resultant multiplication in the number of African children on the streets.

The main reason why child merchants are found on the streets in the view of Salami and Beers (2003) include a combination of economic and psychological deprivation on the part of such children. Hence, it will be safe to say that very few children would choose to live on the streets if they were given security, protection, sufficient foods and clothing, supportive set of caring people, access to safe, good schools and time to play. Absence of the foregoing are but deprivation in one form or the other, resultant effects of which is the number of children taking to the streets. Other factors include employment related ones such as unemployment among youths identified in EFA Global Monitoring Report (2010).

Government and government policies also contribute to the causes of street working activities of children. Uzoanya (1997) rightly observed that lack of uniform legislation by the three tiers of government on compulsory education coupled with high cost of obtaining education by the commoners has contributed in no small measure to the number of street working activities among children nowadays. Without mincing words, the issue of street working cannot be pinned down to a single cause but rather, an interplay of multifaceted factors ranging from family, individual, society to government at large.

2.2.7 Culture and Age Dimension of Street Children

As it obtained for gender, streetism is still open to age, culture and socio-cultural dimensions. Children in street situations are in different age and gender across the globe. Thus, there exist variations in age profile as well as gender classifications of street children from country to country. One thing however that stand clear is the fact that this

structure of population are designated dependants for the fact that such children are yet to attain the official age expected of them to be categorized as part of the labour market. For instance, Cummings (2006) quoting Connolly who studied Honduran street children indicated that the age range of street children is from one to 22 years and 11 years old on the average. The children of the streets are usually older averagely that is, with mean age of 12.9 years than market children with mean age of 10.3 years. The implication of this is the disparities in the development of social competence. Thus, those with high mean age tend to develop social competence skills better than those with low mean age.

In a comparative analysis of street children's age across different nations, some studies have indicated that majority of street children worldwide ranged between 10 – 14 years with mean age of 12.6 years in Kenya, 11 years in Ethiopia, 14 years in Zimbabwe, 14.2 years in Mauritania, 13 years in Sudan. In Nigeria, Columbia, Ethiopia, Afghanistan and Brazil, the range is from 9 to 12 years (Aderinto, 2000; Ajiboye and Oladiti, 2008; Ali et al 2004; Aptekar, 1997; Lalor, 1999; Veale and Dona 2003; Terre des homes, 2002 and Muchini and Myandiya – Bundy 1991). Furthermore, disparities exist in the age range of street children across developed and developing countries. The developing countries tend to have younger children involved in streetism as against older children in developed countries. Ali et al (2004) confirmed this when they observed dichotomy in the age range of street children across developed and developing countries. Developed countries are having 16 and above years age range whereas, in developing countries, the age range is 11 – 16 years. These disparities may likely affect the development of social competence of street children across the globe.

Again, there are a number of socio-cultural factors or aspects of the society that are responsible for the spate of street children phenomenon the world over. Reiterating this view, Agusiobo (2002) explained that cultural myths is one of the factors promoting streetism among children. Similar view was held by Salami and Beers (2003) who observed that male child preference by parents constitute a factor for the disparities between numbers of female and male street children. Furthermore, cultural aspects and socio-cultural representations and expectations of children in different context is attributable to street children phenomenon. Reacting to this, Aptekar (1997) stated that boys are socialized to become independent at a young age while girls are encouraged to

stay at home in Kenya. This according to Veale and Dona (2003) is due to fear of sexual abuse by the family, hence, refraining from sending girls to the street. Lalor (1999) also observed similar situation among Ethiopian street children. Similar situation was reported by Veale and Dona (2003) that street children were almost exclusively male in Sudan. This is as a result of influence of Muslim culture prevalence in Khartoum wherein it was viewed as inappropriate for girls to wander unaccompanied on the streets.

Cultural value as well as traditional belief systems are parts of socio-cultural dimension serving as impetus to the rising phenomenon of street children. Thus, manifesting in such practices are forced marriages, divorce and child marriage. This is evident in street begging and street working prevalent in certain cultures and traditions. Rigid cultural and social roles as well as gender role assignment by the society also goes a long way in determining among others, participation in labour force and other economic activities. For instance, it has been noted that employment for girls outside home ceases around the time of puberty in consonance with certain socio-religious practices in some quarters (Ashimolowo, et al 2010; Falore, 2009; Kolo, 2000; Lalor, 1999; Obayelu and Okoruwa, 2007; Orga, 2000; Salami and Beers, 2003; Salah, 2001).

Similarly, due to the position held by female child in rural family life in some quarters, there exists fewer street girls than boys. Analysis of the contributions of women and children to both household and agricultural activities indicated that females work more than males in all age groups. This means that family dependence is on girls' labour both at home and in the fields while women folks are also more valuable to households in the urban areas. This thus prevents a number of them from working on the streets (Ajiboye and Oladiti, 2008; Aptekar, 1997; Lalor, 1999; Marrengula, 2010; Veale and Dona, 2003). However, a departure from the above analysis is credited to Salami and Beers (2003) who observed that in Jos, there were more female street children than their male counterparts.

2.2.8 Perceptual Analysis of Attitude towards Street Children

Children in the street situations generally are constantly subjected to a number of untold hardship and abuse. This is as a result of negative attitudes from different quarters that span through individual, group, society to government and non-governmental

organizations. This tends to preclude peoples' judgment and attitude to street children. Added to this is the kind of treatment being meted out to street children generally. Relating this fact, Makaramba (1999) concluded that by whatever name street children are called, what stands out is the sad fact that everywhere, children living and working on the street are ignored, scorned, mistreated and misunderstood by government, the society inclusive. Francis (2000) also reported that children especially those in institutional care often complain about the undesirable effect of labeling by professionals as increasing their resilience to change. Prejudice has also been identified as another form of abuse of street children.

Repression is yet another form of attitude toward street children. Kopoka (2000) was of the view that the traditional response to street children by most governments in Africa and elsewhere has been repression. Street children are arrested for minor theft or roaming around and are often held in custody as well as all forms of detention in harsh circumstances. Also, government is said to be taking ruthless steps to clear the streets of street children and other unscrupulous characters.

Describing the situation especially in African context, Kopoka (2000) while commenting on African government's response to the problem of street children attested thus:

The twenty-first century presents a hostile face to many million children in many African countries. An increasing number of children are being forced to the streets... of all the agents capable of doing something about the problem of street children, the state is perhaps best situated to tackle the issue, however, part of the tragedy of street children is the way African governments have abandoned them to their fate. With each passing day, it is becoming increasingly clear that many African governments of countries where the problem is most acute have been unable to give it the attention it deserves, and have unintentionally contributed to its continuation (p.10).

It is saddening that almost twelve years after Kopoka's observation; there has been little or no improvement in the situations of street children especially in Nigeria which tends to increase the spate of streetism among children.

Perhaps, it is instructive to note that government in the pre-independence era especially in Nigeria according to NBS (2001) was not indifferent to child welfare. For instance, the Children and Young Persons Law (CYPL) in several states in Nigeria contained law regulating street trading. In the 1960s, at least four ILO conventions prohibiting children's work in various hazardous occupations and conditions were ratified. However, street children are said to have only recently gained recognition in Nigeria with little or nothing in terms of attention in the national agenda. Census official never manage to count them, government strategic plans for children exclude street children (Salami and Beers, 2003; UNICEF, 2002). This is a pointer to neglect of such children by government.

The situation analysis of attitude towards street children can be further captured in the observation of CSC (2009) that through omission and commission by adults, parents and guardians, African street children tend to be victims of shortsighted policies or lack of policies. They are victims of an uncaring community that is increasingly being characterized by poverty, breakdown of family life, violence and economic hardships. Such precarious situation tends to promote astronomical rise in the number of street children. Huang et al (2004); Mbakogu (2004) also indicated that derogating terms and labeling such as 'street children' do contribute to misconceptions about street children.

Recasting series of inhumanities against street children, Huang, et al (2004) revealed the following:

Some view the children as so undesirable in society that government institutions, police and vigilante groups have killed them. The most famous case occurred in 1997 in Brazil where the police death squad shot at approximately 50 street children, killing five. According to a poll taken a few days later, the majority of the public approved of the actions (p.821).

Such is the account of attitude of the populace towards the street children. In like manner, other forms of abuse being meted to children in street situations include stigmatization, labeling and prejudice. For instance, Child Rights and Rehabilitation Network (CRARN, 2006) reported opposition of some kids attending a school organized for children in the rehabilitation centre based on the stigma of witchcraft. With regards to the society, in most cases, the society always exhibit negative perception towards street

children. These attitudes has been described by Cummings (2006) as the reality that millions of children around the world live in the street and only few people and organizations are doing something about it.

Agya (2008) was of the view that the social and political accountability of most African societies to street children is non-existence. This to a large extent is not challenged either by internal or external elements. Hence, the plight of these children are left in their own hands or some few Non-Governmental organization(s) (NGO) characterized by limited function and resources in dealing effectively with the situation. Commenting on the foregoing in Nigeria, Faloore (2009) remarked that despite Nigeria's signatory to the millennium declaration as contained in the eight MDGs, the country has failed woefully in responding to the plight of children on the street as indicated in some of the MDGS. Ezugwu (2009) also reported children running away from parents to unknown destinations in order to escape harsh treatment from their parents. The sad aspect of it all is the fact that no viable alternative is offered to the children in question. The foregoing might not be unconnected with the status of the street children in the country presently.

Nte, Eke and Igbani (2010) observed that street children share the streets with millions of adults, many of whom regard them as nuisances, if not as dangerous mini-criminals. Similar view was held by Dr. Abla El – Badry in his paper titled 'An approach to confront street children problem in Egypt'. He observed that instead of giving street children a helping hand to wipe away their sufferings and solve their problems, the community dislikes and avoids them. Confirming this, Schiper-Hughes and Hoffman in Nte, Eke and Igbani (2010) reported that in Brazil, the term , street children is used by one class (the wealthy) to classify those children of another class (the poor) who have the audacity to transgress social boundaries. Such attitude is usually counter-productive on the part of street children.

However, the situation of children of the present is a diversion from the foregoing since many studies have found child participation in economic activities and worst form of it, child labour (Ashimolowo, Aromolaran and Inegbedion, 2010; ILO-IPEC, 2002; UNICEF, 2004). This is because of its resultant effect on schooling, health, physical,

moral and psychological development of the child. The afore-mentioned relates to government ineptitude towards the plight of street children.

2.2.9 Trends in Street Activities among Children

At this juncture, it is instructive to take a cursory look at the turn of events as regards streetism among children in the present dispensation. It is no news again that the issue has become rampant and the rate keeps on escalating day in day out, owing to economic downturn of the nation. In a seemingly retrospective approach to trends in children involvement in street activities, Kopoka (2000) quoting UNICEF observed that street children were no more than a footnote yesterday but a major issue today. If the present trends continue, children in street situations could be no other thing but blight on urban civilization tomorrow. The said tomorrow is already here in Africa where street children phenomenon has transcended blight on civilization to that of a serious obstacle to overall socio-economic development. This notion has been corroborated by Kopoka (2000) and Mehta (2000) who were of the view that despite the fact that the problem of street children is relatively new in Africa unlike what obtained in Asia, the presence of large number of children has now become a major issue.

Commenting on the continuous increase in the street networking activities among children especially in Nigeria, Oloko cited in UNICEF (2002) indicated thus:

the increasing magnitude of the problem can be gauged from the findings that whereas in 1986, children who lived and slept on the street were a rarity in Lagos, there were an estimated 3,000 of them by the early 1990's. In 1999, there were over 100 locations in Lagos in which children were found to be living on the street (p.13).

Furthermore, Stephenson (2003) in his analysis of how many children live on the street indicated that in Russia, the number is estimated from 1 to 4 million street children. An estimated 50,000 children run away from home on yearly basis. An approximately 300,000 children were found during January 2002 living in railway stations, airport and cellar of buildings. It has been argued that over the last five decades, the phenomenon has become prominent globally. There is the presence of such children in major cities of the

world transcending the level of uncommon occurrence to a worrisome global problem. Thus, the problem of children roaming the street endlessly worldwide has become escalating and alarming.

Again, Abdullahi and Yowe (2002) posited that children are being co-opted on daily basis into the business by the old professional beggars and traders luring them with fantastic stories of gains of much money spinning at street begging and trading. This also increases the number of street children. Global estimates of street children that stood between 10-100millions keep on increasing rapidly since year 2002. This has made the phenomenon to attract not only the public concern but a matter of priority to governments, national and international organizations inclusive (Le Roux, 1998; Panter-Brick, 2002; UNFPA, 2003).

Reiterating prevalence of street activities among children, Jimoh (2003) confirmed that in Nigeria, teenage beggary, child road-side and street petty trading among others are on the increase. Re-affirming the prevalence of streetism in Nigeria, Okebukola (2004) in his article, 'Nomadic and Street Children's Preference for Science Concepts: Implications for Cross-Cultural Science Teaching' asserted that there is growing number of street children especially in the major cities that has developed into a corpus, drawing the attention of and intervention of government and NGOs. The situation especially on the major streets and highways across the country aptly describes the growing nature of streetism in the entire society in the present dispensation.

Presenting a vivid account of the strength of child abuse the world over, Rauf in CSC (2009) indicated that 90 per cent of the world children fall victims of one form of abuse or the other, reason being that illegitimate children are given birth to daily in the world while the number of street children in the world amount to over 30 million. Obviously, this is a colossal number. The issue of street children is currently assuming a global stance going by UNICEF estimates that puts the figure at 100 million (Ali et al, 2004; Marrengula, 2010). The distribution cut across continents with Latin America taking the lead (40 million) followed by Asia (30 million), Africa (10 million) while the remaining 20 million is shared by Europe, the United States, Canada and Australia. This analyse is a pointer to the fact that streetism is not developing nations' affairs but cut across both developed and developing nations.

Furthermore, children living in street situations are said to be an increasing phenomenon in developing countries as well as economically advanced countries who ranked among the world's one billion children suffering from deprivation of basic needs who are likely to experience absolute poverty (Bartlett, Hart et al, 1999; Bradbury Jenkins et al, 2000; Bustamante, 1999; Gordon Nandy et al, 2003; Pare, 2003; Panter-Brick, 2002 and Solito, 1994). As such, the views presented in studies such as Stephenson (2003), Ennew (1994), to mention a few run contrary to the popular views of prevalence of street activities in all economies of the world. Butressing this fact, studies such as Antomades and Tarasuk (1998); Aptekar (2000); Farrow, et al (1992); Marregula (2010) and Ringwalt et al, (1998) contested the idea of portraying developing countries as the only ones with the problem of street children.

In terms of geographical spread, street activity among children has assumed a phenomenon in both rural and urban areas. This perhaps explains the contention of Omokhodion et al (2006) citing studies such as Abdul Latif and Salam; Ebrahim; Ebrahim Martins; Rosa et al that children working on the streets out of reach of parents or guardians are a prominent feature in large cities in Brazil, India and other developing countries. This perception may not be unconnected with the fact that urban centre and cities provided the said children with opportunities of engaging in both economic activities and other non-economic activities characteristic of such places. Though, most analyse as remarked by CSC (2009) and Marregula (2010) see street children as products of urbanism that deserve urban solution. The fact remains that although the bulk of street children are found in the urban areas, most of them indeed have rural origins. Little wonder why Cummings (2006) traced the origin of street children with respect to Africa with surge in the number of street children whose root originated from colonial era in the early 20th century to its present status. At any rate, the issue of street children phenomenon is on the increase day-in-day out the world over, assuming different dimensions. The same position was held by Sikuade (2010) who lamented that with a fast growing army of street kids in Lagos and major urban cities in the country, Nigeria is heading for a socio-economic disaster if the alarming trend is not checked.

2.2.10 Statistics on Street Children

The phenomenon of children in street situations the world over has assumed a centre of focus in both developed and developing countries. Different countries grapple with one form of streetism or the other. Hence, it is not an easy task estimating street children. This is because of problems associated with getting accurate data and lack of reliable data. Another issue is the street children themselves in their own characteristic way of operation. For instance, it has been argued that getting accurate information from street children is quite difficult as they have developed an extra-ordinary capacity to tell stories, lying about their ages and family background. Reasons for being on the street and current circumstances are included in their well-researched scripts. Presenting information about them is part of their survival skills which like those of other nomadic entertainer, rests on their ability to manipulate their audiences. This, they do to get back at a society that devalue them and keep the society at bay about the details of their lives (Aptekar, 1994). UNICEF (2008) captured the difficulties surrounding estimation of street children population in the world thus:

Estimating numbers of street children' is fraught with difficulties. In 1989, UNICEF estimated 100 million children were growing up on urban streets around the world. 14 years later UNICEF reported: the latest estimates put the numbers of these children as high as 100million and even more recently, the exact number of street children is impossible to quantify but the figure almost certainly runs into tens of millions across the world ... the 100 million figure is still commonly cited but has no basis in fact ... (p.64).

Such revelation underscores problem associated with having accurate statistics on street children. This perhaps informed the assertion that though a considerable problem of thousands of street children exist in Nigeria, their precise numbers in varying degree across cities based on season of the year is not known. This is partly due to the level of technology that is presently at low ebb (Ebigbo, 2003 ; Faloore, 2009).

Corroborating the problem associated with street children statistics, CSC (2009) enlisted definitional problems, children elusiveness and other difficulties in distinguishing 'street children' from other inhabitants of public spaces. It also includes non-standardized use of data collection methods. The more reason why Marrengula

(2010) concluded that, despite the fact that street children are very visible to the naked eye, they are not an easy population to be studied, understood and described as such.

Street children are distributed in varying degrees all over the world. UNFPA (2003) declared that their global estimates stood between 10–100 millions with the number increasing rapidly since 2002. However, Ayuku et al (2003) quoting UNICEF affirmed that for more than two decades ago, approximately 100 million children and adolescents were growing up in the streets of large cities. Furthermore, Hagemann et al (2006) reported that as at year 2004, the number of child labourers aged 5–14 years was put at 166 million. Also, the International Labour Organization (ILO, 2006) gave a breakdown of 191 million children aged 5–14 years as engaging in economic activities the world over as at year 2004. Out of this, 74.4 million i.e. more than one-third were considered to be involved in employments that are hazardous to their physical and or mental health.

Attesting to this fact, Obayelu and Okoruwa (2007) indicated that over 246 million girls and boys around the world are working instead of attending school and enjoying their childhood (street children inclusive). Out of the said figure, 6.1 per cent i.e. 15 million belong to Nigerian children. Similar figure was quoted by Ashimolowo, Aromolaran and Inegbedion (2010) who observed that in the year 2000, there were 233 million children between the ages of 5 – 18 years in urban areas in developing countries doing one kind of paid work or the other. A figure in the neighbourhood of the foregoing was equally presented in the World's Children Prize for the Rights of the Child (2009) that for 60 million children, the streets are their only home with additional 90 million working and spending the day on the street but return home to their families in the evening. The figures include different categories of street children generally.

In specific term, the number of street children especially in Africa is on the increase. Attesting to this, Country-wise Data (2000) quoting the Child Welfare League reported that in Lagos alone in 1996, there were 100,000 boys and girls living and working on the streets. Confirming the situation in Nigeria, Ebigbo (2003) in a study on street child density indicated that 414 children per street were counted in Enugu, 1959 per street in Kaduna and 1931 per street in Ibadan. Furthermore, Hagemann et al (2006) reported that as at year 2004 the number of child labourers aged 5–14 years was put at

166 million. Also, the International Labour Organization (ILO, 2006) gave a breakdown of 191 million children aged 5–14 years as engaging in economic activities the world over as at year 2004. Out of this, 74.4 million i.e. more than one-third were considered to be involved in employments that are hazardous to their physical and or mental health.

At this juncture, it is instructive to note that while efforts of the international community and national government has led to reduction of child labour in some countries such as Latin America and Caribbean region where it has fallen by two-thirds, the reverse is the case in sub-Saharan Africa. The incidence continues to remain the highest in the continent with an estimated 49 million children found to be economically active. The situation has equally been confirmed to be on the high side in Nigeria (Bass, 2004; Togunde and Carter 2008).

2.2.11 Socio–Economic Implications of Street Children Activities

It is important to note that streetism among children do impact on the children in question and the society at large. With the figure of about 300 million aged 0–15 years in Africa, it is almost half of the population of the entire continent. The children below 18 years of age make up nearly half of the overall population of Nigeria (Salami and Beers, 2003). It should be noted that, most if not all the children involved in street activities do so at the risk of sound education. Such children usually found it difficult to cope with their education successfully. Ekwe (1986) adduced that two types of work engaged in by street children are palpably destructive or exploitative. They have disastrous consequences of condemning the child to lifelong poverty, misery, sickness, illiteracy, social dysfunction and death a times. The consequence of streetism is sacrificing education by street children. This is in line with the findings from a study that as much as half of 250million child labourers had dropped out of school as long working hours are usually engaged in by them (Awake, 2004).

The impact of streetism on children education is multi-dimensional with the education of such children at the receiving end. Philip-Ogor (2002) also submitted that apart from tampering with child's education, street activities do expose innocent children to corrupt social practices. This is true especially among children since such activities are said to often being carried out at the expense of schooling hence, such children are not

adequately prepared for the future in a modernized society (FME,2004; UNICEF, 2004). Evidence from Latin America (Gunarson, et al, 2006) indicated that combining work with schooling is detrimental to educational achievement. This situation is detrimental both to the children in question and the nation. According to UNESCO (2010), weaker progress in education leads to slower economic growth, reduces job creation, deteriorates public health and gives a more marginal place in the increasingly knowledge-based global economy.

In like manner, studies such as Oloko (1999), Bickersteth (2000) revealed that the dropout rate of child workers especially street vendors was higher than those of non-working children. Most of such children who are still in schools show relatively low scholastic achievement. Better still, street children apart from outright exploitation according to Silva (2004) among others, face a multitude of hazards and risks such as health hazards manifesting in general malnourished and anemic; physically stunted; exposure to polluted environment. Again, such children suffer threats to their physical safety because they are prone to street fights and bullying from bigger youths. This is coupled with harassment from the police and other law enforcers. In addition, such children are also prone to exploitation by adults as well as sexual exploitation and prostitution, sexually transmitted diseases and AIDS, drug addiction, other negative practices and attitudes as well as threat to their emotional well-being. Other studies such as Arifayan (2004); Ebigbo (2003); Gill (1994); Obam, (2009); Omokhodion et al, (2006); Verma, (1999) have also identified among others, health related issues, sex abuse, dangers, bad company and negative influence as part of the ordeals that street children are being constantly exposed to.

The nature of life of street children as aptly described by UNICEF (2002) indicates that such children are passing through exceptionally harsh and hazardous way of life. 40 per cent of such children in Lagos are living under bridges; with 22.5 per cent in markets; 10 per cent in motor parks; 10 per cent reside in cul-de-sacs and dilapidated or abandoned buildings while 15 per cent reside in school buildings and other places. Such precarious situations have predisposed street children to vulnerability identified as vulnerability to violence by Paulo (2006). A point of reference is the notorious activities of the almajiris (CSC, 2009) who are usually sent into the street to beg for money. This

has led to the rise in the number of beggars in the urban centers of mainly Muslim Northern Nigeria. In like manner, Salami and Beers (2003), Omosehin and Alagbe (2010) recounted ordeals of street children such as exposure to multiple dangers, victim of and subject to sexual harassment and other abuses, being at risk of health hazards and being knocked down by vehicles and other deadly effects.

Various dimensions of impact of street activities among children can be identified. These range from health, social to psychological ones. Emphasizing this fact, dimensions of consequences of street activities such as health, psychological, education and stigmatization have been identified. This is coupled with the rising number of children which socially constitutes nuisance in the society (Esogbu, 2008; Togunde and Carter 2008; Omokhodion et al, 2006). The biblical injunction, 'trains up a child in the way he should go and when he grows, he will not depart from it' has implication for the society in terms of street children. The inability of the society to adequately cater or put into consideration the plight of street children portends problems both in the present and in the nearest future for the society. As such, the neglect of street children has a lot implication for the society in terms of socio-economic development of the nation generally. This also has a number of multiplier effects.

Again, streetism has been identified by Kopoka (2000) as obstacles to socio-economic development in Africa. They also constitute blight on urban civilization because street children are often preying in to every physical and moral danger which as they grow older, predisposes them to becoming a danger to others. Some of these children are said to survive on street by begging, some are trafficked and used as domestic servants, sex workers, drug peddlers, hawkers and petty traders. Some of them also become vulnerable to being forced into prostitution (Country Reports, 2000; ILO-IPEC, 1999 and UNICEF, 2005). This is of course, blight on the society. Such precarious situations make street children to be vulnerable, which according to Paulo (2006) is identified as vulnerability to violence.

Parts of the consequences of neglecting children especially those on the street situations include catalogue of impacts. This has been exemplified in the Nigeria Country Report (2008) as mass drop out from primary and secondary schools, involvement in crime and drugs-related habits and hampering of human potentials. Obviously, this and

other issues are inimical to societal progress and development. Security-wise, the rising phenomenon of street children is of grave concern to the nation and the world at large. Nte and Irikana (2008) were also of the view that street children in Nigeria may most likely provide a ready pool of ethno-religious soldiers culpable of fanning embers of ethno-religious conflicts. The occurrence of the seemingly unabated spate of ethno-religious crises in some parts of the country speaks volume of this assertion. The spate of violence and threat to national security cannot be divulged from the unabated exponential rise in street children. This has been described by Nte, Eke and Igbani (2010) as capable of spelling a security disaster as the said kids 'become foot soldiers and terror elements during ethno-religious conflagrations'. Some studies have equally berated the impact of streetism on economic and development of the nation. This is because it constitutes impediment to socio-economic progress having great economic and development consequences that are of significant threat to national security at large (Ajiboye and Oladiti, 2008; Ashimolowo, Aromolaran and Inegbedion, 2010; Basu and Tzannantos, 2003; ILO-IPEC, 2002; Nte, Eke and Igbani, 2010; UNICEF, 2004).

Child Street trading is a threat to societal survival that spans through economic, social, political, education as well as vocational skills acquisitions of the children in question culminating in destruction of the economic sector. Moreover, street children have been described as ready recruits and major features of the flash points in Nigeria. Such include the North with the potential of ethno-religious conflicts, Lagos with the potential of ethnic conflicts, the East with the potentials of ethnic conflicts and the South-South already enmeshed in resistance struggles, insurgency and militancy. Little wonders the fear of some multinational corporations and potential prospective investors' re-think on their continued stay and operations in the country, thus, bastardizing the economy (Ekpenyong and Oarhe, 2007; Nte, Eke and Igbani, 2010; Nte 2005; Nte and Eke, 2008). The actions of children in the foregoing categories are consequently brutal and devastating.

In terms of national growth and development, streetism has been decried for its negative impact on the nation as evident in the views of Akingbogun (1997) thus:

...immediate benefits of these activities and practices are negative as such children are denied access to good education which limits their contributions to national

growth and development. They rather turn to “area boys and prostitutes”. They remain unskilled and are confined to lowly rated positions (p. 12).

Succinctly, children in such description can hardly contribute to national development.

Furthermore, Okediran and Danesy (2003) have shown evidence of negative impact of streetism on children. They reported that a large per cent of street children engage in hawking goods at motor garages, saw mills, mechanic villages or film houses. Through this, some female street children contact venereal diseases or HIV virus and AIDS in severe cases while their male counterparts are unduly exposed to Indian hemp or cigarette smoking, snuffing of drugs or cocaine or even Chinese’s capsules to energize themselves.

The characteristic of the street children as indicated by UNICEF (2002) is an indication of gruel implications of streetism. This is because most of them are being shaped by traumas at home and harsh experiences on the street. They remain unsecured and some tend to be aggressive and bullying while most of them are poor at communication skills. There is a multiplier effect of the menace of street activities on the children involved generally. Abla-El-badry (2002) pointed out that street children had to resort to the street where they were taught its language and conduct and became easy preys to crime world. They became young criminals, professionals in pick-pocketing, stealing and begging, they became addicts to smoking and drugs. They were exposed to several bodily and psychological abuses which scared their childhood and added years of miserable experiences to their ages.

2.2.12 Street Children and Development Nexus

Since children constitute significant portion of the entire populace, they are capable of contributing towards national development both in the present and future. This is also applicable to street children. Hence, their roles as part of human resources and their competency becomes relevant as obtained in the following aspects:

2.2.12.1 Human Resources, Youth and Development

It is no gain saying the fact that human resources in all ramifications is a sine-qua-none of development. This is because human resources constitute the pivot on which development revolves. However, the way and manner of treating children, an all important segment of the entire population, will go a long way in deriving the best from such children. This is because child labour and other forms of children's employment especially in the less developed countries such as Nigeria has a significant negative effect upon the level of education, school attendance, grades, literacy, leisure time and overall human capital development of the child worker (Binder and Scrogin, 1999; Duryea and Arends-Kuenning, 2003; Francaviih and Lyon, 2002; Grootaert, 1999; Singh, 1999).

Furthermore, Oladele (2003) berated the posture of the society to the youths and children presently as he observed that youth who evidently would be tomorrows' leaders are the 'voice of the silent majority who are the victims of deprivation'. The foregoing is a pointer to the import of child welfare in the present dispensation. The inclusion of child welfare in the MDGS (UNESCO, 2004) is a step in the right direction and a further proof of the uniqueness of children and youth in the development efforts of the nation. In tandem with the foregoing, youths occupy the greater proportion of the world's population which the United Nation's Population Fund and Action Health Incorporation (UNPF and AHI, 2002) confirmed stalled over three billions the world over out of which forty million according to Bamgbose (2004) constitute Nigerian youths and children within the age bracket 15-35. This of course is a tremendous human resource described by Odetola (2007) as a number large enough to dictate the pace of development in the world, Nigeria and Africa inclusive.

For instance, DERFA (2006) earlier argued that globally the needs of the present is not met let alone that of the future generation and 'unless we start to make real progress towards reconciling these contradictions, we all, wherever we live face a future that is less certain and less secure'. The foregoing has a lot of implications for children and youths. Thus, children albeit, youths who have been described by AU (2007) as 'demographic dividends', bulk of which represents an unprecedented opportunity for dramatic economic, social and human development must be invested in. Little wonder the assertion of Briggs (2008) that it is well acknowledged that how society progresses or

retrogresses is determined among others on how much youths are either involved or excluded in building the present and the future.

Accenting to this, Group of Twenty (2009) affirmed that the current global financial crisis poses threat to internationally agreed human development goals. This thus cumulated in the re-affirmation of the concern by the G₈ summit held in July 2009 in L'Aquila, Italy. There, the governments of the world's richest nations declared that they remained focused on the human and social consequences of the economic meltdown crises (Group of Eight, 2009). Human capital accumulation has been described as a catalyst and even pre-requisite for development (Basu and Tzannantos, 2003; Nte, Eke and Igbaniho, 2010).

However, despite the import of human capital resources, it is disheartening that the situation of children who are potent tool of development is not accorded the right attentions. Berating the situation, UNO cited in Akinrolabu and Akinpelu (2010) asserted that Human Development Index (HDI) shows that the level of development is at a low rate due to under utilization of human capital resources. The worst hit here is usually children and the youth as attested that the percentage of economic active group which are gainfully employed yearly is less than 15percent among the populace. Going by this, any nation that under-utilize its human resources cannot experience right development.

The place of children and youths in human capital development of the nation cannot be over-emphasized. Ashimolowo, Aromolaran and Inegbedion (2010) submitted that children are regarded as an important element of development whose welfare in the society constitutes an index of social and economic development of such society. Buttressing this view, Nte, Eke and Igbaniho (2010) posited that children form the bedrock of the future of any society. This calls for adequate protection of this segment of the population that is sine-qua-non for development and national security of modern nation states.

2.2.12.2 Education, Social Competence and Development

Since development and national development is an all-encompassing issue that utilizes human resources, it behooves therefore on the nation to ensure participation of everybody for better results. This calls for adequate education and competency especially

on the part of children and youths altogether. This is because they form an integral part of the economically active population that can be harnessed for the present and the future. For instance, Aptekar (1988) revealed that children in street situations were emotionally intact in their intellectual functioning and achieved high level of self-management. Mandela (1994) while commenting on the import of education attested that education is the great engine of personal development for it is through it that a daughter of a peasant can become a doctor, that a child of farm workers can become a president of a great nation. It is what we make out of what we have, not what we are given that separates one person from another. Children in street situations develop strong characteristics of initiatives and positive identity. Similarly, it has been observed that Tanzanian street living children are highly organized groups of peers who share resources, strategies, assets and care (Lugalla and Mbwambo, 1999).

Also, Kopoka (2000) adduced that education is a means of helping street children most of who are illiterates with no basic skills to help them get proper jobs. Through education, their vicious circle of marginalization can be broken and thus, help them to a better life through vocational training. He further advocated for legitimization of the concept of street education. It is however instructive to note that in contrast to Kopoka's notion of street children as possessing no basic skills, a good number of them have proved otherwise.

In the same vein, Baker (2000) stated that street network of friendships can reduce the real and perceived feeling of vulnerability and social exclusion thus, raising the well-being of children in street situations. The foregoing are indices of social competence among children in street situations. Confirming this stance, Chawla (2002) reported that the interaction of children in street situations within neighbourhood and street communities is the keystone for understanding the growth of impressive ethical behaviours with street life fostering the development of cultural richness.

Akinrolabu and Akinpelu (2010) were of the view that every aspect of the nation and society, political, social and economic inclusive, are all indicators of national development. It therefore suffices that all segment of the population must be involved so as to make positive contributions through education at an equivalent frequency. Similar position was held by Ashimolowo, Aromolaran and Inegbedion (2010) who posited

education as an essential pre-requisite for reducing poverty, improving agriculture as well as improving people's living conditions. This is also true for the street children who are capable of contributing significantly when they are empowered hence, the need to develop their social competence.

Further on the import of education and social competence, it has been argued that getting a good education can create a virtuous circle of life chances. There is extensive evidence that education improves prospects not just for earnings and employment but also for health, civic engagement and social mobility. Education is said to possess the power to transform lives as it broadens peoples' freedom of choice and action, empowering them to participate in the social and political lives of their societies and equips them with the skills they need to develop their livelihoods. Hence, education can be a route to greater social mobility and a way out of poverty (Locher, 2004; Machin, Telhaj, and Wilson 2006; UNESCO, 2010). The impact of the foregoing on development generally is obvious.

Being educated is a vital human capability that enables people to make choices in areas that matter. As such, lack of right education and competencies tend to restrict choices and limit the scope people have for influencing decisions that affects their lives. These thus predispose them to heightened risk of poverty, insecure employment and ill-health. Furthermore, it has been argued that in the midst of an increasingly knowledge-based global economy, millions of children are still out of school and countless millions more start school but drop out before completing primary education. It is not an exaggeration that a good number of such children end up on the street.

Social competence in the words of Anderson and Messick (1974) entails the ability to be effective in the realization of social goals. Also Odien (1987) described social competence as the social, emotional, cognitive skills and behaviours that children need for successful social adaptation. As such, a child's social competence is a function of a number of factors. These are: the child's social skills, social awareness and self-confidence. Social skills describe a child's knowledge of and ability to use a variety of social behaviours that are appropriate to a given interpersonal situation that are pleasing to others in each situation. Thus, social competence is a broader term employed in describing a child's social effectiveness. It is a child's ability to establish and maintain

high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others. Studies have proved that children who do not have the basic level of social competence by the age of 6 may have trouble with relationships when they are adults (Ladd, 2000).

The foregoing position underscores the need for development of social competence of street children considering the spate of clandestine activities of street children presently. For instance, Human Rights Watch (2007) posited that Nigeria which has so far escaped macro level conflicts may not completely survive the menacing realities of street children. This is because street children have constituted a pool of recruits as armed robbers, urban terror gangs and violent cultists and ultimately graduating into political thugs. All these are but resultant effects of lack of social competence by street children. It is on this note that a radical change in individual and societal attitude is required as a matter of urgency on street children issue. It is time the society moved away from blame shifting and feels a personal sense of responsibility for streets children in Nigeria (Daily Independent, 2010). The need for education and competence on the part of street children has been further amplified by UNESCO (2010). Thus, developing social competence of street children is a step in the right direction that is capable of bringing about effective national development in Nigeria.

2.3 Social Competence of Street Children

Social competence can be expressed in terms of a person's social skills, knowledge, awareness, attitudes as well as values that dispose such person to behave and operate in consonance with the norms and values of the society. It thus enhances productivity of such a person. According to Oden (1987), social competence refers to the social, emotional and cognitive skills as well as behaviours that children need for successful social adaptation. Social competence is the overall ability to impact favourably on the social environment (Kim, Alan, Randal and John, 1990). In like manner, Adeagbo (2008) contended that investment on human capital is capable of improving a nation's productivity and ensure rapid economic growth. Thus, it is essential that the 'manpower' in the street children must be harnessed. Manpower has been described as the power of work in man by Babalola (2000). Thus, Parents Association.com (2011) quoting Foster

and Ritchey, Anderson and Mesick described social competence as the ability to be effective in the realization of social goals. Developing the said manpower in street children therefore will assist in developing their social competence.

The need for competence among the young ones is also necessary considering the problems associated with crossing from one level of education to higher one. This might be due to economic crisis since young people who fail to make the transition often face the prospect of long-term unemployment and social marginalization. Such people also run a higher risk of being drawn into illicit activities (Adams, 2008; Brewer, 2004). Reiterating the need for developing children's social competence generally, Schwartz (2010) comments thus:

Young children face a vast and increasing array of challenges as they attempt to develop pro-social competences and a conciliatory non-violent approach to life. Over the last several decades, changes in the way families are organized and functions have resulted in less, and possibly lower quality adult-child closeness... are experiencing violence firsthand in their homes and communities. All these forces affect the temperament of children and each child expresses a unique set of responses to potentially inflammatory situations (p.1).

The implication of Schwartz's analysis of children situation on child development and growth calls for concern. Leaving children especially, street children in such a precarious situation exposes them to further vulnerabilities.

It has been observed that children in street situations have been found to exhibit certain traits that indicate that their social competence can be developed. For instance, Aptekar (1988) found that children in street situations were emotionally intact in their intellectual functioning and achieved high levels of self-management. In like manner, Baker (2000) affirmed that street network of friendship among street children can reduce the real and perceived feeling of vulnerability and social exclusion and thereby, raise the well-being of children in street situations. Chawla (2002) also reported that the interaction of children in street situations with neighbourhood and street communities leads to the growth of impressive ethical behaviours. This is because street life tends to foster the development of 'cultural richness'. Furthermore, Agya (2008) indicated that

most African societies lack social and political accountability for street children. Instead, the plight of street children is left in their own hands or some few Non-Governmental Organizations. These organizations are limited by their functions and resources to deal effectively with the situation.

Moreover, studies have confirmed that social competence could be developed or enhanced in children (Kehinde, 2011; Kehinde-Awoyele, 2012; Winjobi, 2000). However, findings from some studies negated this fact when they observed no significant effects of treatment on social competence of children (Rimikiene in Kehinde, 2011). Developing social competence of these children is a step in the right direction that is capable of bringing about effective national development in Nigeria. This position is in line with Rezen and Mustapha (2009) who contends that social competence and accomplishment do not happen accidentally, they are the result of clearly defined goals acted upon accomplishments.

2.4 Gender and Social Competence of Street Children

With respect to gender, there tends to be involvement of male than female street children across the globe. The disparity is due to a number of reasons such as: the nature of activities engaged in, socio-cultural factors as well as preference for certain gender generally. Cummings (2006) observed that there are more boys than girls among street children with 95 per cent to five per cent respectively in a study involving 110 street children. Wikipedia (2007) also affirmed that despite variations across countries, 70 per cent or more of street children are male. In like manner, many studies have reported higher incidence of male than female among street children worldwide.

Ajiboye and Oladiti (2008) also reported higher percentage of boys / male involvement in street activities than their girls / female counterparts. Their findings revealed high percentage of street children in Nigeria to be male with 53 per cent as against 46.3 per cent among 149 sampled street children. Other findings revealed that, the ratio is 75 per cent to 25 per cent in Columbia, 95 per cent to five per cent in Zimbabwe, 84 per cent to 16 per cent in Angola, 76 per cent to 24 per cent in Ethiopia, 70 per cent to 30 per cent in Zambia and nearly 100 per cent in Sudan, South Africa. It has been argued in some quarters that female street children form just 10-15 per cent of worldwide street

children (Aderfisew and Lalor, 1993; Aderinto, 2000; Ali et al, 2004; Beyene and Berhane, 1997; Black and Farrington, 1997; Lalor, 1999; Le Roux, 1996; Marrengula, 2010; Mambwe, 1997; Moberly, 1999; Muchini and Nyandiya-Bundy 1991; Veale and Dona, 2003; Wright et al, 1993).

A point of reference in this direction is the findings of Salami and Beers (2003) in a study conducted on street children in Jos, Plateau State of Nigeria. There were more female than male resulting from male- child preference. Some parents prefer to send male children to school while female ones are sent to the streets to sell wares to generate funds for basic domestic necessities. This is the more reason why Obayelu and Okoruwa (2007) wrote that gender roles that a society assigns to its children will have determining effect on their future, their labour force participation inclusive.

It has been observed that gender is of significant effects in certain activities. For instance, Akaeze (2013) and UNESCO (2012) both reported significant difference in the performance of male and female in academic feat with female out pacing their male counterparts in terms of academic performance in the last three years- 2010, 2011, 2012. Also, contrary to some studies earlier discussed, there are some exceptions to most of the findings with female out – numbering their male counterparts in street activities.

Again, Kehinde (2011) reported significant effect of gender on social competence of participants. Other studies such as Amosun (2002) also reported gender as a determining factor in doing well in a particular task. Also, Adekunle (2005), Macdonald and Hara (2010) reported significant effect of gender on environmental knowledge and attitude of male and female children. Ogundayo (2007) also found no significant interaction effects of treatments and gender on the social competence of participants. Studies such as Alegbeleye (2005), Babajide (2010) and Gbadamosi (2012) also reported no significant interaction effects of treatments and gender on participant's performances in the experimental groups over the control group.

Conversely, the foregoing however contradicted the findings of Conger, Conger and Elder (1997), Onasode (2004) who obtained disparities in the performance of male and female as a result of interactional effect of treatment and gender. Adekunle (2005) also reported significant interaction effect of treatment and gender where in male benefited more in the two strategies adopted in the study than their female counterparts.

It has been reported that gender is of no significant effect on a number of activities, learning outcomes inclusive (Abiona, 2008; Gbadamosi, 2012; Kehinde-Awoyele, 2012; Nkire, 2011; Wang and Cheng, 2010). At any rate, children of both genders are involved in street activities of varying degrees all in a bid to secure livelihood. Some do so to satisfy youthful exuberance in some cases since some children are drawn into the streets by some other factors apart from poverty. With such analysis, a person tends to have divergent opinion about street children. Thus, there seems to be no disparity among male and female street children in terms of their social competence.

2.5 Family Size and Social Competence of Street Children

Family size as socio-economic status constitutes yet another dimension to the phenomenon of street children since family and household affinity is associated with individual's growth and development in terms of upbringing. Hence, parents' socio-economic status goes a long way in contributing to street children phenomenon. Confirming this stance, Aderinto (2000) attributed factors affecting children's schooling to parents low education and unskilled work. This goes a long way in the development of social competence by such children. Similar situation was reported by Urban Management Programme (UMP, 2000) that many children in a bid to escape from the appalling living conditions have turned to the streets in search of opportunities.

Panter-Brick et al (2000) observed a significant relationship between parents child labour incidence and schooling and those of their children. Hence, children are said to more likely be child labourers if their parents are not well- to- do and with large family but attain higher levels of education if their parents are educated and with small family size. The same is applicable to their social competence. It has been reported also that correlation exists between family income, size and school attendance vice-versa child labour and street activities among children (Obayelu and Okoruwa, 2007). Also, Hodges (2001) contented that huge number of children are engaged in hazardous works mainly because they are from low socio-economic families.

Dehejja and Gatti (2002) who carried out a study on the role of credit constraints and educational attainment concluded that families with access to credit are considerably less likely to put children to work during a period of economic volatility than parents

without access to credit. This of course, is an index of socio-economic status, a factor of dividing line among such children social competence. Attesting to this, Dustman (2003b) posited that in Nigeria there has been an increase in the number of children trading or working in the rural areas. This has been associated with factors such as cost of schooling, child characteristics, parents, households number and communities which affect the acquisition of education, social competence inclusive. This is the more reason why Evans (2004) concluded that low income parents are usually less responsible to their children needs. For children in such category to make ends meet, they tend to take to the street for their survival. However, this is not to say that children from low socio-economic status and large family size are the only ones engaging in street activities.

Similarly, Nte (2005) was of the view that the bulk of street children are those from unemployed parents or poorly paid parents, children from relations who are supposed to join their relations in the city, children hired as domestic servants, destitutes and abandoned children. UNICEF (2005) has provided a proviso to the issue of socio-economic status by stating that household wealth and mothers' education constitute strong determinants of school attendance. Identified endogenous parent factors capable of influencing child development are: mothers and fathers' education, health status, child growing up in single-parent home, demographic characteristics such as size of household as well as age structure. Social and cultural patterns of conduct and stereotyped roles as well as income and education coupled with growing income inequality and globalisation are also part of such factors. This view was corroborated by Okpukpara and Odurukwe (2006) who observed that poorer households especially in the rural areas and farming household are worse off than the rich ones in terms of school enrolment. There exists a number of children from high and medium socio-economic status and family size whose parents or guardians are well-to-do, yet, engaging in streetism across developed and developing countries (Conticini and Hulmes, 2006). These observations have resulted in proliferations of street children viz- avis disparities in their social competence.

There are yet some other socio-economic status factors that play significant roles in the ways children are being treated (Paulo, 2006). Low incomes in rural areas (Conticini et al, 2006) do compel children to migrate to urban centers to mitigate their material hardships and contribute to household earnings. These cases are indications of

the effects of socio-economic status on street activities among children. Obayelu and Okoruwa (2007) were of the views that socio-economic status of parents largely affects children's education among other issues. This can also degenerate into street activities for such a child. Providing an empirical explanation on parents socio-economic status and human capital investment, Obayelu and Okoruwa (2007) affirmed that in teasing out the role of parental education empirically, parent's education positively correlates with human capital investment in their children as well as their social competence.

The estimated average daily consumption level of a poor person in sub-Saharan Africa according to Chen and Ravallion (2008) is just US \$0.73, a figure unchanged in twenty-five years. The implications of these situation for street children is enormous. Enlisting among other factors influencing learning achievement generally, Fehrler and Michaelowa (2009) identified socio-economic status in terms of household wealth and size, parents/education and home language as exercising pervasive influence on children. This hold true for social competence of street children. Shinco (2009) in her study on use and child labour enthused that socio-economic status of the family is one of the most important factors of child labour. Family size is also an essential aspect of such socio-economic status, the more reason why the Organization for Economic Cooperation and Development (OECD, 2009) contended that children are usually disproportionately disadvantaged by household poverty with an average of 12 percent being affected.

Reiterating the impact of socio-economic status on children, CSC (2009) wrote thus:

Studies have shown that parents of street children to be largely low educated and unemployed in unskilled work, often making it necessary for children to work instead of attending school to contribute to a family's overall income. In one study, nearly 70% of children interviewed cited parental inability to meet their expectations as their reason for working on the streets, indicating the importance of parental and family situations on the impact of children taking to the streets (p.3).

The same view was held by Ashimolowo, et al (2010) in respect of a traditional African society where economic status of parents constitute ineffective machinery to enforce child welfare. Thus, majority of children in such area finds it difficult to survive, this may

thus result into street activities. Parents socio-economic status as well as social and cultural activities constitute yet another debacle to children's education (EFA Global Monitoring Report, 2010). Reiterating this fact, UNESCO (2010) indicated that poverty often makes education unavoidable and pushes children out of classrooms into employment. Such situation definitely has far-reaching effects on such children's social competence.

Family size has been found to be of significant effects on children generally. Confirming this stance, Pushpalata and Chandra (2009) reported non-significant association of social competence with family size on Vineland Social Maturity Scale in rural and urban areas. Social Attribute checklist also had no significant association with family size. On the other way round, some previous works identified family size and other socio-economic status as determinants of children participation and performance in street activities generally (Aderinto, 2000; UMP, 2000; Panter-Brick et al, 2000; Dustman, 2003; Nte, 2005; UNICEF, 2005; Okpukpara and Odurukwe, 2006; Obayelu and Okoruwa, 2007; Chen and Ravallion, 2008; CSC, 2009; OECD, 2009; Shinco, 2009; Ashinmolowo et al, 2010). It was also the contention of Keith and Campbell (2000) that family was the most important influencing factor for the social and emotional development of a child.

2.6 Socio-Cultural Animation (SCA) and Social Competence of Street Children

Socio-Cultural Animation (SCA) according to Freire (1983) is a theory that deals with the struggle for people's emancipation. It is a process of social valorization and strengthening of democracy with emphasis on individual participation and obligation. The essence of this is to achieve the objective, social and subjective world of the subject. With the aid of dialogue and communicative action, SCA gives potential to its subjects to analyze the experiences in relation to their circumstances vis-à-vis other people's circumstances. This thus, gives prospect for them to achieve a conscience of their historic destiny and the emergence of solidarity from the collective commitment.

Socio-Cultural Animation (SCA), though dated to the post-World War II period is a recent discipline in academic arena. It is a planned action that results from context and situational analysis of a phenomenon. It involves translating results obtained from context

and situation analysis into series of intentional activities embodied in a specific action project. Such action project is thus designed for a specific environment in a well-defined community. SCA is opened to different interpretations from different perspectives. In a bid to give meaning to SCA, Trilla (1997) indicated that 'animation' addresses the idea of 'action and the effect of animating'. Hence, to animate means to infuse the soil, to infuse value, to infuse forces and activity to unanimated things. It involves making certain appearance pleasant, taking action and effort to something, communicating happiness and movement to a group of people. To this, Kurki (2000) attested that animation implies giving life, motivating oneself for activity, forming relationships and working for a good society. This is the more reason why Gillet (2001) saw SCA as one of the open and slippery concepts whose meaning is difficult to determine.

Reiterating SCA as a participatory approach generally, Quintana (1992) described SCA as that phenomena aiming at making every individual and every social group the protagonist of his own life, without being exploited by other people or social groups that would be used as a means for their own selfish ends. Hence, SCA is expected to trigger in those oppressed groups, autonomous liberation processes. The starting point of such process is being aware of their actual situation, follow by assuming the role they could and should play and then, identification of resources that they possess to play the expected roles. The hallmark of SCA are; participation, integration and self-awareness. These hallmarks bring people of a certain context (in this regard, street-children) into participating in the affairs that concern them. Thus, they are not to be passive and simple assistants in their own existence. Hence, SCA is out to ensure that the community of street-children itself is capable of pursuing its own social and cultural development. This is being done through pursuance of transformation of social reality and improving the quality of life of their 'community' through active participation.

By implication, the key concepts in the definition of SCA is fostering participation and inspiring people to become self-aware and self-fulfilled. This of course is pertinent especially for the street children that constitute part of the forty-five percent (45%) of the entire Nigerian populace that are children. Ander-Egg (1997) confirmed this position by presenting the essence of SCA as the practice of the participation of individuals in certain contexts. Similar view was held by Kurki (2000a) who indicated

that SCA is a combination of all measures directed at creating participatory processes for the purpose of helping people to grow into active agents both as individual and the community. Hence, participation as the keyword in SCA imply gathering together to act where people are, in their own circle of life, in their everyday world. As such, SCA is a movement of pedagogical realization, participation and social creativity that brings education, social and cultural dimensions together as parallel and equal components. This is the more reason why Marrengula (2010) affirmed that the need for SCA in solving the problem of street children arises as a result of inability of implemented intervention and social programmes by different organizations in providing social support and resolving the problem of street children. Thus, SCA provides immediate opportunities for human development through special protection programmes.

Four different scopes of SCA as identified by Ander-Egg (1997) are: individual, social, cultural and educational scope. These scopes are pertinent for this study. In the first instance, the scope of individual has to do with emergence of people who are able to be involved and committed towards contributing both their capabilities and abilities to transforming their environment or their immediate circumstance. Doing this will enable them function as autonomous and organized social subjects. Here, the street children are themselves involved in the process of bringing about desired changes in their lives. The social scope relates to the social structure to be strengthened by the participation of the subjects i.e. street children in associative and collective life. This is achievable through organizations that could give answers to their problems and needs in the society. Such efforts also develop in them sense of belonging and affirmation of their identities in terms of political, cultural and religious facets. Under the cultural scope of SCA, the public as actors in social and cultural activities are incorporated. This is done with a view to facilitating participation in the process of bringing about desired social change among street children. The educational scope of SCA involves expertise necessary for sensitizing street children to learn to develop personal or individual life. This is what Marrengula (2010) conceived as a set of the principles and methods which participate in the foundation of a new way of thinking. It focuses on a realistic prospect of utopia or feasibility, contributing to the renewal of the organizing principles of society and the

creation of a rich, social, economic and cultural environment of tomorrow not overlooking the laws of the complexity of societal phenomena.

With regards to the steps involve in SCA, most social animators are inconsonance with Paulo Freire's SCA steps as follows:

- (i) The critical analysis of the real world and actuality,
- (ii) Hermeneutic reading and understanding of and creating of Utopia,
- (iii) The search for practical tools along the slow path for a better tomorrow and a better future.

The first step i.e.; the critical analysis of the real world and actuality involves addressing specific tasks relating to streetism which according to Quintana (1992) involved the following three phases:

- knowledge of physical and social environment of street children, etc.
- opening of dialogue and communication channel i.e. location of centre of activities identification of leaders, interview with members of the community, dissemination of idea/programme, etc.
- needs identification and expectations. These include work, family, education, culture, etc. These leads to formulation of needs and expectations, selection of needs/immediate interest and collection of initiatives, etc. Methodologies involve here are; participant observation, focused group discussions and individual interviews; surveys and questionnaire.

The essence of this is to understand social reality of street children.

The second step involves contextualization of the social reality. This according to Freire's idea of hermeneutic readings implies a situation whereby researcher recapitulates meaningful behaviours of individual i.e. street children and the situation in which social settings are created or adapted. This is done through the use of different sources that can supply meanings to the phenomenon. It is on the basis of this that the researcher obtained understanding of contextual factors influencing certain patterns of behaviours based on local values. As such, the researcher depended on documents relating to the realities and utilize participant observations and interviews gathered in step 1. With this, more information were generated on the phenomenon of study. This is followed by creation of

utopia or realistic utopias i.e. possible solutions to the problem (Freire, 1983, Gillet, 2006) which involve establishment of a plan.

Four principles are basic to the plan thus established. The principles according to Bronland and Alvarez Rojo in Quintana (1992) are:

- (i) dialogue and compromise on the part of participants in terms of respect of participant's autonomy such as free expression of values and views;
- (ii) voluntary planning – this is open to all irrespective of status, age, gender, nor preconditions or predetermined times. There is thus, a variation in activities, objectives and methods for achieving the plan even in the course of its development. The reason for the variations is as a result of certain predictable factors such as dropouts, new contributions from people that started the process, new material resources, etc.
- (iii) SCA does not use exclusion or dirigisme in all cultural and any assigned roles of authority to the organization or unit.

Consequent upon the identified principles, an intervention plan is arrived at by the animator, the facilitators and community member's that is, street children. From here, there is a return to first step for the purpose of systematizing the information gathered and stimulation of dialogue among stakeholders on what could be initiated. Tasks involve here are as follows:

- definitions of purpose of action;
- analysis of its rationale;
- allocation of functions;
- definition of tasks and activities;
- methods of actions that can be used;
- necessary human and material resources
- timing, etc.

The essence of the tasks is to provide answers to some methodological questions such as:

- * what do we want to do?
- * why do we want to do it?
- * why is it being done?
- * how much is to be done?

- * where do we want to do it?
- * how do we want to do it?
- * when is it to be done?
- * who will be targeted by the action?
- * who will be doing it?

Such questions thus lead to some elements of implementation process such as: definition of working team, distribution of tasks and responsibilities, time-table and places of intervention (this calls for literature review), participant observations and interviews (this will translate into methods of data production for the study).

The third and the last step is the intervention stage which deals with the implementation of the different planned actions in the previous steps and stages. Three sub-stages involved here are:

- (i) The intervention-this results from good plan that is flexible and has consideration for contextual changes of social reality. It calls for permanent dialogical relation between the working team and the community that is, of street children.
- (ii) The evaluation – this is scheduled to take place at all levels and stages of activities. It involves continuous participation of all working team. Tangent to this is the provision of sufficient final evaluation of the whole programme, i.e. evaluation of three specific aspects of:
 - the working team in terms of organization and functioning,
 - distribution of tasks and time-table,
 - acceptance of time-table and designated activities (Arnaz, 1988).

The evaluation is to determine what can be changed, strengthened, developed, etc in future interventions or plans.

- (iii) The celebration – this is seen as part of educating human values and strengthening social relations for the purpose of making results of the action last longer. This according to Achanz (1988) possesses important pedagogical and human power.

The potentiality of SCA in improving children social competence is enriched in participation which Robson (2002) described as taken place within three important steps. The steps are: (i) researcher observation of the situation carefully in conjunction with those at the research location (ii) participants analysis and interpretation of the

background and extent of the problem and (iii) participant planning of action that will lead to resolving the problem. Thus, the use of the SCA approach with street children gives room for democratic participation with street children developing awareness and consciousness in order to reveal their competence in directing observations about their social settings and in promoting their active engagement with other team members in decision making for social change (Marengula, 2010).

SCA as a participatory action research encourages active participation of street children. Thus, SCA promotes emancipation, self-confidence and self-awareness of street children. With these, the social competence of street children are indeed increased which enables them to take informed decisions capable of bringing about changes in their lives and by so doing, on the social transformation of their community.

2.7 Shade Tree Theatre (STT) and Social Competence of Street Children

Shade Tree Theatre (STT) is a project developed with street children in informal settings. It was put in place by Salami Irene in Jos in 2002 titled 'Nigerian shade tree theatre' with street children. The aim of the project is to enable children to analyze problems they encounter and to come up with practical solutions to deal with them. This was done in consonance with approaches to popular education of Freire (2000). Borrowing leaves from Paulo Freire's popular education approach and August Boal's concept of theatre, the play was used with street children to enable them identify problems, analyze their causes and consequences, explore and rehearse solutions and then evaluate change.

Thus, recognition is given to energy and potential within each person and each community. It also empowers people and communities to contribute fully to the process of building a society in which all people are able to meet their basic needs (Hope and Timmel, 1999). Confirming this potentiality of STT as it relates to street children's social competence, Van Beers (2002) affirmed that contrary to most projects for street children which are coached in terms of what adults believe should be done for or about street children, STT does not result in taking children out of the street, nor is it the main purpose in engaging with the children. Rather, the aim is to help them to manage their

time on the streets in such a way that personal jeopardy is reduced, this also is in the realm of social competence of street children.

STT involved a target population of 32 street children made up of 23 females and 9 males within the age brackets of 12 and 18 years drawn using multi-stage and purposive sampling techniques. The situational analysis was carried out after the attention of the subjects have been secured through theatrical elements of songs, dances, drumming, etc. for 3 days before the actual project took off the fourth day. Children who have been following the trends of the activities were enlisted for the project. The 32 street children finally selected were divided into a group of 3 made up of 10 children each in the 1st and 2nd group while the 3rd group had 12 members. Two sets of facilitators comprising 6 undergraduate students of University of Jos and 6 peer group facilitators among the grown-ups streets children were put in place with the researcher. Communication was in Hausa and Pidgin English. A comfortable place of meeting, a big tree (from where the title was coined) that could provide shade from harsh weather was identified and accepted by all for subsequent meetings.

Thereafter, situational analysis was carried out through unstructured conversations and listening survey. This led to formation of generative themes i.e. identification of key problem areas in street habitat which were later translated into code i.e. scenarios to be adopted and developed for theatrical performances by each group. Hence, three themes comprising child kidnap; the risk of being knocked down by cars and education as the bedrock of development were translated into codes for theatrical performance of maximum of five minutes. This was followed by rehearsals by each group under the guidance of facilitators. The rehearsals feature theatrical elements of song, dance, music, mime, etc. This was followed by presentation of the codes by the three groups based on the generative themes hence, the following plays; “the kidnapping of Asabe”; “how a car knocked Ngozi Down” “Education is Good”.

The final stage of the project was the analysis and the action plan. Under the analysis, the effect of the plays was appraised with facilitators asking the children to describe the play either as observer or as a participant. This was followed by application of ‘But why’ method of David Werner (Werner et al, 1992) to probe the children. After this, children were asked to relate life experiences portrayed in the plays (at least two

examples from each of the plays). This was followed with the children identifying some other related problems apart from the ones portrayed in the play.

The process involve in STT follows Boal's Forum Theatre developed by Boal (2001) which entail the use of participatory methods such as role play, games, songs, dances, etc with theatre. It is an approach that emphasizes concept of childhood where-in children are regarded as social actors as against passive beings. Participatory activities here include activity profile, mobility map, focus group discussions, listening survey, role playing and dances. Here children are able to speak of or portray sensitive issues in their lives which are useful in analyzing their needs, problems. It also fosters sustained participation in the project by the children.

Further divisions of the process are entry process, situation analysis and procedures. Entry process contains three steps as follows:

- identification of a comfortable location e.g. a shade tree;
- seeking the consents of market authorities, adult marketers within the vicinity through explanation of objectives, process and expected outcomes to such people;
- making necessary clarifications e.g. assurance of the study's freedom from any religious and socio-cultural affiliations.

The Situation Analysis involves familiarization with the subjects and their situation such as:

- situation analysis of the identified location in terms of the main problem of street hawkers. This is obtained through the use of tools of listening survey which is an elaborate form of Focus Group Discussion; this is done by listening to unstructured conversations with the children in their relaxed natural habitat, talking about problematic issues that they encounter on daily basis. Doing this will help to ascertain their deepest feelings and the issues about which they felt most strongly;
- facilitators listen to unstructured conversation on general issues and identify areas where they show strong feelings and ask questions around such with no guidance on the topics of discussion so as to erase all forms of bias.

Findings from situation analysis revealed that:

- maltreatment by relatives with whom street children resided was common;
- most parents lived below poverty line leading to street hawking;
- inability to cope with pressure from school;
- street hawking was more evident after school;
- street children were often already victims of or subjected to sexual harassment and other abuse.

Procedure, the third process, is devoted to four stages, these are:

Stage I Identification of key problem areas in street habitat i.e. generative themes: In each group, a facilitator monitors the discussion while another one records the event in writing as far as possible. There is no tape or video recording; this is to allow for effective performance among the children. Games, songs and dances were injected intermittently to secure children's attention which is usually characterized by short span. Facilitators are to listen to detect burning issues as well as to develop critical awareness in the children. At the end, three themes were arrived at: child kidnap; the risk of being knocked down by cars; education as bedrock of development.

Stage II Presenting key problems in theatrical performances (codes which last for five months): Activities here involve concrete presentation of a familiar problem to which the group has strong feelings. These are presented in form of posters, plays, slides, poems, songs, newspaper articles, pictures, stories, etc. (Hopes and Timmel 1999). Using code here is to motivate children to see that the way things are now is not the only way that they could be. With this, children will be able to take responsibilities for shaping their lives and community; this is a notion of transformation credited to Freire (2000). Pertinent issues here are exploration that lasted for five days in which children were out to gather data on the theme, followed by discussion of such facts with the assistance of facilitators so as to allow for decorum/orderliness since everybody would want to be heard. Facilitators do the control by clapping three times

(as earlier agreed), the discussion is for two hours. This is followed by the shaping stage meant for polishing the plays to be presented. Rehearsal is the next with casting and introduction of theatrical elements. Lastly, is the presentation of the codes with each code lasting for maximum of five minutes.

Stage III **Analysis of the problems areas divided into sub-headings such as:** effect of the days wherein the participants were asked to describe the play either as observers or participants. This is followed by an introduction of David Werner's 'But why? Method of probing with the children e.g. what were you doing playing so, so role? Why did you do this? etc. (Werner et al, 1992). Thus, the children were able to move from observation to critical thinking about their actions. Real life experiences were then related to the codes by asking the participants to relate life experiences of what was portrayed in the plays with at least two examples for each play. Related problems to the ones presented were also identified by the children. Root causes of the problems were identified by the participants following 'But why' method by Werner, et al (1992).

Stage IV **Suggestions for the change in attitudes and behavior to ameliorate the problems highlighted:** i.e. action plan (in terms of suggestions for change in attitude). Because the participants were ready for transformation in terms of thinking about solutions to their problems, facilitators asked them about what they could do about the situation. Syndicate groups were employed here to discuss actions that could ensure improvement of lives on the streets. After then, they come together with group leaders presenting their ideas in terms of suggestions e.g. organization of school at the park, government to get multipurpose school at the park with flexible timing considering their peak periods of business; sensitization of parents and guidance on the import of education for every child, to mentions few All the suggestions were put down by facilitators.

As a project with working children in the street, the project aimed at enabling children to analyze problems they encounter and to come up with practical solutions to deal with them.

Although, STT is not part of existing interventions for working children, the approach empowers children through offering routes to the development of critical consciousness that will be of long term benefit. Thus, STT have rich implications for social competence of street children generally. Contesting the imperatives of investing and developing children, it has been emphasized that the world will not solve her numerous problems unless she protects and invest in children as the center of any new development strategy without which national development is impossible (Salami and Beers, 2003)

Furthermore, because STT used theater as an avenue to generate new paths for street children to develop critical awareness in their daily lives as well as possible solutions to the problems, STT is a form of theater that enables street children participation plays strong role in empowering them individually and as a community. This is because children are able to highlight important issues in their lives effectively. Another aspect of social competence inherent in STT is that it assisted in breaking the problem associated with analysis especially with children which is usually considered as complicated or too academic to undertake with children. This is done by engaging street children in data analysis with adults through a combination of a number of methods such as play, questions and answers and discussion. Thus, through STT, children were able to analyze even complex information (Salami, 2002).

2.8 Appraisal of Literature Reviewed

Child labour and its attendant abuses constitutes one of the emerging issues being addressed in Social Studies Education. Reasons for this might not be unconnected with the fact that the hall- mark of Social Studies Education is the making of well-informed citizens who would be useful to themselves and to their respective local communities and nations. Thus, Social Studies is capable of contributing to a more- informed and involved citizens through such skills as citizenship education, reflective enquiry, value clarification, patriotism, unity in diversity and religious tolerance. Developing street children social competence therefore, is within the ambit of objectives of Social Studies.

Children constitute a force to be reckoned with the world over and particularly in Africa and Nigeria where their number form almost half of the entire population. Out of the whole figure of children across the globe, the number of those involved in street situations (street children) ranges between 10-100 million, a number that has been on the increase since year 2002. Just as the number of street children increases day in day out so does their vulnerability across the globe, African continent and Nigeria inclusive. This calls for attention considering the number of children involved.

A cursory look at previous attempts at addressing the phenomenon of street children globally and especially in Nigeria recorded little or no success as the numbers of children in the streets continue to increase. Despite the prevalence of some elements of social competence in some street children, many street children in the present dispensation do indulge in a number of anti-social behaviours and all forms of vulnerability. These behaviours are inimical to such children's development and the society at large. Among the said vulnerability exhibited by some street children include such aberrant behaviours such as constituting nuisance on the street. Other attitudes include pick-pocketing, street fighting, pilfering, bullying and ready-recruits for violence.

The reviewed literature in this study revealed that despite efforts at different levels globally to better the lots of children, some children are still exposed to a number of abuses in the name of child labour and streetism. The number of children involved in street situations keeps on increasing on daily basis. As street children increases in number by day, their vulnerability in terms of aberrant behaviours, pick-pocketing, street-fighting, pilfering, bullying keep on increasing.

Many previous attempts at addressing street children phenomenal have failed to curb the menace. Reason for this is because street children themselves were not included in the decisions to solve the menace. Again, some participatory interventions adopted in solving street children menace have been limited by methodological issues and extent of involvement of the children in question. Street children phenomenon thus keeps on unabated. It was also observed that some street children with evidence of social competence have positively utilized such in their communities to their advantages. Thus, enhancing street children's social competence goes a long way in curbing the menace.

To resolve the foregoing therefore, there is the need to enlist full participation of street children in intervention programmes. To bring about desired attitude and behaviours among the street children, the principle of social competence in terms of social skills, social awareness and self-confidence must be entrenched in them. There is therefore, the need for a participatory approach to the development of the social competence of street children. This is the basis of the present study. Hence, a community-based approach to developing social competence of street children becomes imperative. This is the basis of socio-cultural animation and shade tree theatre community-based approaches in the development of social competence of street children in the present study.

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CHAPTER THREE

METHODOLOGY

This chapter focuses on the methodology employed in carrying out the study with regards to research design, the study's variables, instruments, validation, selection of participants, procedure for the study and method of data analysis.

3.1 Research Design

The study employed a posttest only, control group, experimental design. The nature of the participants involved in the study who are always on the run and prefers anonymity that required a short term duration necessitated the design employed. It was also adopted to avoid interactions of pretest and posttest scores among others. The design is presented schematically as follow:

$$\begin{array}{l} R= \quad X_1 \quad 0_1 \quad (E_1) \\ \quad \quad X_2 \quad 0_2 \quad (E_2) \\ \quad \quad X_3 \quad 0_3 \quad (C) \end{array}$$

Where:

R= Random assignment of participants to groups

X₁= Intervention programme of Socio Cultural Animation

X₂= Intervention programme of Shade Tree Theatre

X₃= Placebo treatment for the control group

0₁, 0₂, 0₃ = Posttest observations for experimental groups 1,2 and control

E₁ - Experimental group 1

E₂ - Experimental group 2

C - Control group

Also, the design made use of a 3x 2x3 factorial matrix presented in Table 3.1

Table 3.1: 3 x 2 x 3 Factorial Matrix

Treatment	Family Size	Gender	
		Male	Female
1. SCA	Small		
	Medium		
	Large		
2. STT	Small		
	Medium		
	Large		
3. Control group	Small		
	Medium		
	Large		

3.2 Variables in the Study

Variables involved in the study were classified into three, comprising independent, moderator and dependent variables.

3.2.1 Independent Variable

One independent variable involved in the study is community-based intervention approach. This was manipulated at three levels as follows:

- (i) Socio-Cultural Animation
- (ii) Shade-Tree Theatre play
- (iii) Placebo treatment of control.

3.2.2 Moderator Variables

Two moderator variables were involved in this study

- (i) Gender at two levels (male and female)
- (ii) Family Size at three levels (Small, Medium and Large)

3.2.3 Dependent Variable

One dependent variable involved in the study is social competence.

The variables are represented in figure 3.1

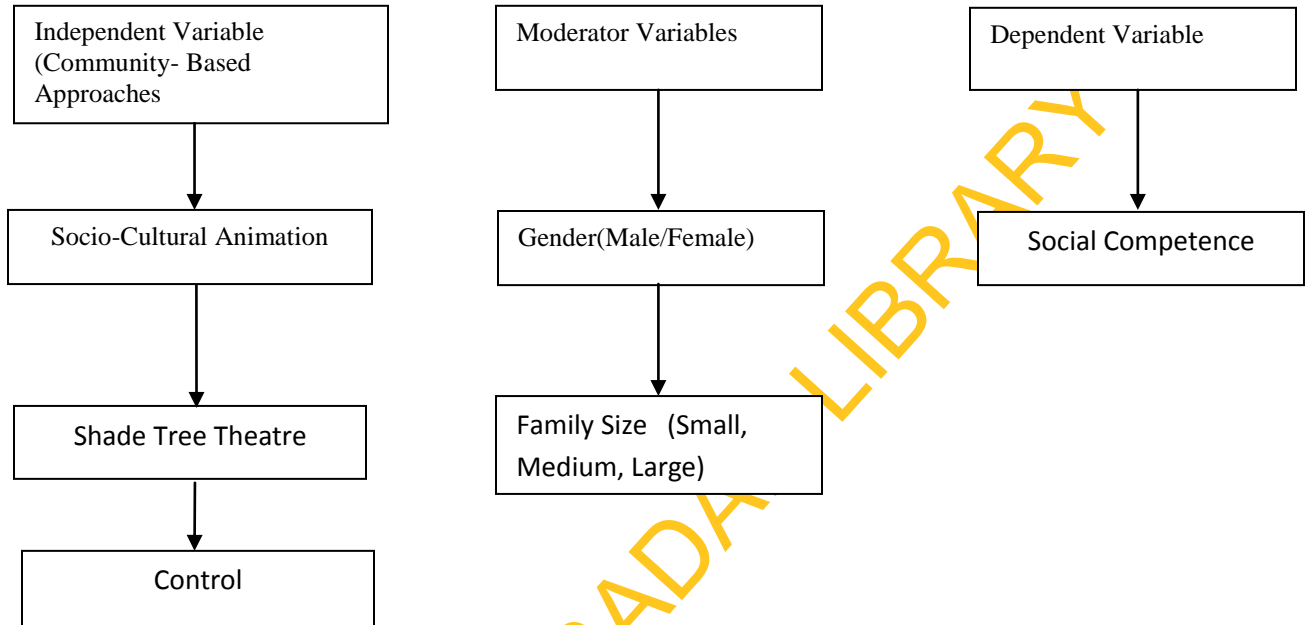


Figure 3.1: Variables in the study

3.3 Study Location and the Issues and Problems of Street Activities examined

Oyo Township lies between the parallels of 7° and 8° North, and between the parallels of 3° and 4° East. The town shares borders in the South with Akinyele Local Government Area, in the North with Orire Local Government Area, and in the West with Iseyin Local Government Area, and in the East with Ogo-Oluwa Local Government Area. The three local governments in Oyo area created in 1996, namely, Atiba, Oyo East and Oyo West and the AFIJIO local government area later created take their substantial population from Oyo Township, complemented with their respective villages and farm stead. Using natural increase rate of three per cent per annum for the 1991 population, it is estimated that as at year 2002, Oyo was having close to half a million people (Ogundare, 2003).

Oyo is a traditional ancient city, headed by Alaafin of Oyo, with many accompanying traditional chiefs (Ohota, Agbaakin, Samu, Ona Modeke, Laguna, Alapinni, Teetu, Ashipa, Parakoyi, e.t.c). The town is sectionalized into quarters with a

head of section, and each section has its own land for residential agricultural purposes, the latter at outskirts of the city. The tradition political, administrative and legal systems of Oyo had been substantially modified since the colonial days. The socio-economic activities of the people are farming, trading, public services, and traditional artwork (weaving, smitting, leatherwork, calabash and woodcarving). A few cottage industries are found (plastic, bread, sachet water, garri). There are about one hundred primary schools, 22 secondary schools, two colleges of education, one advanced nursing school and one school of surveying aside from private institutions. Arising from interplay of technological, social and economic factors, the city is also living with some physical and social problems. Oyo as a junction city is characterized by beehive of activities that typifies junction cities generally. This is because most passers-by from other parts of the country stopover in Oyo such as trailers, tanker drivers, luxurious buses that are plying major cities in the country. Hence, there is prevalent of a number of economic activities associated with main roads and commercial activities. Activities here include hawking of wares, food items, consumer goods and services which are responsible for all forms of street activities among children.

There are a number of issues involved in street activities among children. Such issues include: push and pull factors that dispose children to street activities, details of such activities, to mention few. This study therefore examined issues and problems such as: proliferation of street activities among children, street children's vulnerability, risks involved in streetism, previous interventions and their achievements, the need for victims' (children) involvement in programmes of intervention, the social bonds that exist in street children community. These issues and problems were selected based on observation of street children in different locations within the study area through non-participant observation technique. This thus availed the researcher situation analysis of street children. The selection of the said issues was to identify some vulnerability characterizing street children as well as the extent of previous interventions in solving problem of street children. This was used in assessing the extent to which development of social competence of street children could assist in curbing the menace of street children.

3.4 Selection of Participants

The selection of Oyo environs for the study was purposively done considering the nature of the study and the vantage position of Oyo as a junction city. The city is characterized by beehive of activities that typifies junction cities generally. This is because most passers-by from other parts of the country such as trailers, tanker drivers, luxurious buses that are plying major cities in the country do stopover in Oyo. Hence, there is prevalence of a number of economic activities associated with main roads and commercial areas which breed street children. Activities here include hawking of wares, food items, consumer goods and services which are responsible for all forms of street activities among children. The target population for the study therefore consisted of all children engaging in street activities in the four local governments in Oyo and environs. These are: Atiba, Afijio, Oyo East and Oyo West local governments of Oyo State. Each of these local governments is prone to activities characterizing junction cities.

In all, a total of 72 participants were involved in the study. They were drawn through purposive sampling from Eleekara in Afijio local government, Owode and Akesan in Oyo East local government, Ajegunle and Sabo in Atiba Local government. The said locations were stratified into Owode/Ajegun axis comprising 12males and 12females, Sabo axis comprising 9males and 15females and Eleekara axis comprising 11males and 13females. Furthermore, 23 of the participant were from small family size; 24 were from medium family size, and 25 were from large family size. A total of 64 participants were in school, nine were out of school and nine were with no formal education. Fifty-five of the participants were living with either their parent or guardians, 12 were stay with relatives, five were streets living children. This number of participants involved was due to the nature of the intervention employed. The characteristics of street children who are 'always on the move' because of the nature of their activities was another reason. Hence, to get them in good number and to secure their participation was difficult. For a participant to be qualified for selection, such must fulfill certain criteria.

The participant must:

- be a child within the age bracket of 6 - 17years;
- be involved in street activities;
- not be an apprentice;

- be using street as means of survival or to complement family financial obligations;
- be physically fit;
- consent to participation in the programme.

3.5 Research Instruments

Four instruments were employed for data collection and analysis in this study.

These are:

1. Social Competence Skill Scale (SCSS)
2. Socio-cultural Animation (SCA) for the experimental group I
3. Shade Tree Theatre (STT) for the experimental group II
4. Placebo Activities Guide (PAG) for the control group.

3.5.1 Social Competence Skill Scale

Social Competence Skill Scale of 25-items on social competence adapted from Elegbeleye (1991), Ogundayo (2007) Kehinde (2011), childandfamilypolicy.social competence scale was employed for the study. The response rubrics were graduated on five-point scale of: Not at All, A Little, Moderately Well, Well, Very Well and were rated by respondents. Marks awarded to the responses ranged from 1 to 5 .The instrument consist of two sections. Section A comprised the participant's demographic data such as gender and family size while Section B contains statements cast to measure social competence skills such as: social cues, communication, interpersonal interaction, empathy, social behaviour, social problem-solving, social behaviour/law abiding, impulse control, peer/social acceptance, conflict resolution, mannerism, approach/courtesy. The foregoing were drawn through observation, listening survey and indepth interview in the various location in the study area. This was done for the purpose of drawing the social competence scale employed in determining the effects of treatment on social competence of street children used in qualitative and quantitative analysis. Thus, the social competence scale was grouped into: (i) Psychological attributes; (ii) Communication attributes; (iii) Interpersonal interaction attributes; (iv) Problem solving attributes and; (v)

Other attributes. Each of the said sub-section contains five items each (see Appendix I, page 167).

Validation of Social Competence Skill Scale

Despite the fact that the instrument was a standardized social competence scale adapted from Social Competence Scale English pre 2008-2009 whose validity and reliability of 0.93 have been ascertained, the instrument's face and content validity were revalidated. Hence the instrument was given to the study supervisor as well as experts in Sociology and Guidance and Counseling departments of the Faculty of the Social Sciences and Faculty of Education of the University of Ibadan respectively. The corrected version of the instrument was trial-tested on a group of 30 street children in Ibadan Metropolis, a location outside the study area. The reliability co-efficient of the instrument was also estimated in this study through the use of Cronbach Alpha. It yielded co-efficient of 0.83.

3.5.2 Socio-Cultural Animation (SCA)

This was adapted from the works of Frère (1983). It involved three basic steps of:

- the critical analysis of the real world and actuality;
- hermeneutic reading and understanding of and creation of Utopia;
- the search for practical tools along the slow path for a better future.

The steps are presented schematically in figure 3.2

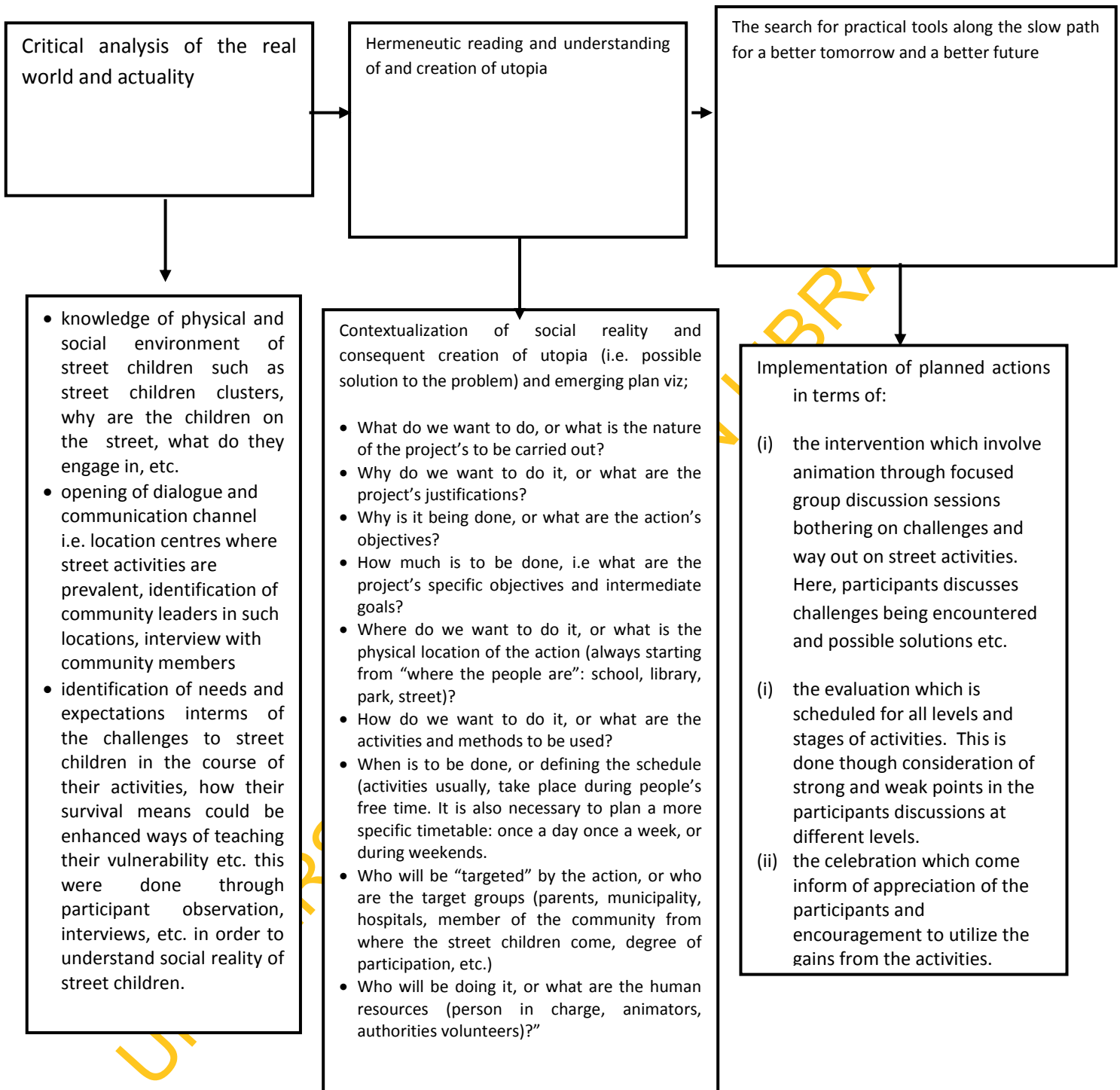


Figure 3.2: Socio-Cultural Animation model

3.5.3 Shade-Tree Theatre

The process involved here was in line with Boals Forum Theatre (Boal, 2001) which has the following:

Entry process- Activities here were: identification of a comfortable location, seeking the consents of authorities in the study areas through explanation of objectives, process and expected outcomes, making necessary clarifications e.g. assurance of the study's freedom from religious and socio- cultural affiliations.

Situation analysis- familiarization with the subjects and their situation was carried out at this stage. This was done through listening survey of unstructured conversations with street children in their natural habitat that is on the street

Procedure - Four stages involved here were:

- (i) Theme generation- it involved identification of key problem areas in street activities. Task here entailed monitoring of discussions of street children by facilitators and recording such events in writing. This was aided with occasional songs and dances to secure the attention of the subjects. Facilitators detected burning issues such as problems encounter like embarrassment, use of abusive language and harassment; risks involve in terms of hazards, accidents, injury, health-related problems and so on and developed critical awareness in the subjects on such issues. Themes were thus, generated from such experiences. Considering the major ideas expressed, the theme, 'knowledge is power' was agreed on.
- (ii) Code generation- This involved illustration of key problems in theatrical performances such as physical assault of female food vendor, bullying of young street children by old ones; accident, fatigue, embarrassment from the public, etc. this lasted for five weeks. It involved concrete presentation of familiar problems to which the group had strong feelings in form of play (Hopes and Timmel, 1999).

The use of code was to motivate children to see that the way things were then was not the only way that they could be. This enabled them to take responsibilities for shaping their lives and community. This notion of transformation is credited to Frère (2000). Exploration lasting for five days wherein children were out to gather data on the theme took place. Next was the discussion of facts gathered with the assistance of facilitators. Decorum was maintained through clapping of hands

thrice by facilitators (as earlier agreed). The discussion lasted for two weeks. This was followed by the shaping stage meant for polishing the scenes for presentations followed by rehearsals with casting and introduction of theatrical elements. Lastly, there was presentation of the codes.

- (iii) Analysis of the problems areas- This was done under the sub-headings of effects of the play. The participants were asked to describe the play either as observer or participant. This was followed by an introduction of David Werner's 'But why?' method in probing with the children. For example what were you doing playing the role of a food vendor in the play, knowledge is power? Why did you do this? and so on (Werner et al, 1992). Thus, the children were able to move from observation to critical thinking about their actions. Real life experiences were then related to the codes. This was done by asking the participants to compare what was portrayed in the play to life experiences. Related problems to the ones presented in the play were also identified by the street children. Root causes of such problems were identified by participants through the use of 'But why' method of David Werner.
- (iv) Suggestions for the change in attitudes and behaviour to solve the problems highlighted- This was in form of suggestions for change in attitude which was the last stage. At this stage, the participants were ready for transformation in terms of thinking about solutions to their problems. They were asked about what they could do about the situation as expressed in the play, for instance, what should be done to avoid being involved in the accident presented in the play; how can you prevent assault from eering customers? Etc. These were done based on syndicate groups. Actions that could ensure improvement of lives on the streets such as being careful while on the street, not being playing, etc. were discussed in each of the syndicate groups. The children thereafter came together and the group leaders presented their groups' ideas in form of suggestions. All the suggestions were recorded by facilitators.

3.5.4 Placebo Activities Guide, PAG (for Control Group)

The interactions with the control group were guided by PAG. Having secured the attention of the street children through familiarization and interactions in the first instance with the aid of non-participant observations for the first two weeks, the group was briefed about the project. Thereafter, those that consented to participate in the programme were observed and interacted with in their clusters. This lasted for five weeks i.e. meeting once a week consecutively. During this period, facilitators were interacting with the children on general issues. By the eighth week, participants were exposed to SCSS as posttest.

3.5.5 Focus Group Discussion

The Focus Group Discussion was used as a means of obtaining more information on the social competence of street children. The focus group discussion took place with each of the experimental groups. Each focus group was made up of between ten and twelve participants. The focus group discussion moderators who had been trained led the discussions. Each of the focus group discussion session went on for a period of 45 minutes on the average. The procedure for the discussion activities were: introduction, overview of the topic, group rules, opening questions and discussions.

Introduction: The focus group discussion sessions started with self-introduction of the moderator as group secretary.

Overview of the topic: The focus group discussion was described, the moderator briefed participants on the issues to be discussed. Participants were encouraged to contribute in the discussions without fear and prejudice.

Ground Rules: The moderator told participants to be attentive when issues are being presented. Participants were also informed of the confidentiality of their discussions as part of the ethical concern; hence, there would not be formal recording of the process in terms of video or tape except for jottings of key issues. Therefore, they were urged to speak loud when expressing their views and make such contributions in clear manner; they were to follow decorum by speaking one after the other.

Objectives of the Session: The objectives of the session were to acquaint participants with the tasks involved in the session and to get them acquainted with the dimensions of social competence. Participants thus discussed on communication attributes, interpersonal interaction attributes, psychological attributes and problem-solving attributes as dimensions of social competence. Among others, the followings were carried out in the session:

1. Acquaint participants with why their social competence need to be developed.
2. Enable participants see how the acquisition of social competence could enhance their activities and performances.
3. Expose participants to how they can overcome problems they encounter in their activities.

3.5.6 In-depth Interview

The in-depth interview was used to probe further to determine how social competence could enhance productivity of street children and how it can reduce their vulnerability. The in-depth interview took place in the two experimental groups. Thus, all the participants were interviewed in each of the experimental groups. The in-depth interviews were held throughout the interactive periods. The procedure for the in-depth interview are introduction, overview of the topic, presentation of issues and discussions.

Introduction: The in-depth interview started with introduction of the interviewer and the respondents.

Overview of the topic: The topic to be discussed was presented based on the dimensions of social competence while participants were asked to feel free to speak out their mind on the issue raised.

The interviewer presented a question at a time. The in-depth interview was used to ascertain from respondents the extent to which social competence could enhance productivity of street children and how it can reduce their vulnerability

The objectives of this session were to:

1. Acquaint participants with reasons for the development of social competence.
2. Enable participants see how the acquisition of social competence could enhance their activities and performances.
3. Expose participants to how they can overcome problems they encounter in their activities.

3.6 Research Procedure

3.6.1 Preliminary Activities

Preliminary activities were carried out based on the enumeration of street children characteristics adapted from Oladiti (2004). In addition, on-the-spot assessments of the location noted for street children's activities in the study area were carried out. This was done through participant observation. The essence of this was to enable the researcher to take some decisions such as location of major areas noted for street activities in the study area, gender dimension of street children; vulnerability; nature of residence, education level, family size and the nature of activities of street children. The essence of this was to have an idea of street children's characteristics, vulnerability and their level of social competence. This served as basis of comparison after being exposed to treatment that is, SCA and STT. Consequently, data were collected from the participants after their exposure to treatment, both for the experimental groups and the control group.

3.6.2 Preparatory Activities

3.6.2.1 Permission

The nature of this study and the happenings in the society nowadays necessitated securing permissions from necessary quarters to ensure an itch-free study. To this effect, covering letters/introductory letters were collected from the Head of Department, Teacher Education, University of Ibadan through the study supervisor. This was to introduce the research team to necessary and appropriate authorities concerned with the study such as Community Development units, Police station, Market leaders and Parks Executives. Thereafter, letters of introduction and authority were obtained from the Community Development units and DPOs in each of the sampled local governments to designated areas such as markets, parks (see appendix v, vi and vii).

3.6.2.2 Target Population, Timing and Place context

Street children of both sex within age bracket of 6-17 years were involved in this study. This was due to the nature of the intervention involved. Hence, appreciable numbers that could be closely monitored and purposefully engaged were involved for a period of eight weeks altogether. Meetings were held weekly at the designated points to get participants familiar with the project. Meeting times were increased subject to situation analysis. Comfortable locations in terms of centrality, proximity, conducive and danger-free zone were considered for the study. To solve the problem of attrition, snacks and drinks were provided for participants. This was in lieu of giving them financial reward so as to discourage the act of begging among the street children. The said items were not given directly to the participants but to elders and executives in such locations. Reasons for this were in strict compliance with the directives given by DPOs in the locality during the preliminary activities. In addition, the remaining wares of those selling edible items were purchased from those selling them among the street children to make for some of the time they were being engaged on the experimental activities.

3.6.2.3 Ethical Issues

Since the study is a social research, considerations were given to ethical principles in social research. Thus, security and privacy of participants were taken into consideration. These entailed securing verbal consents of participants, confidentiality of information given and protection of data. This was necessary because the fear of most of the street children (from previous experiences) was the publication of their stories and interviews without their consents. This tends to limit their participation in subsequent activities and their readiness to divulge necessary information. To this end, no formal recording in terms of video and tape featured. This was to secure full cooperation and participation of street children. Again, participation in the project was voluntary, devoid of any form of coercion. However, jottings of important and relevant information on the study were taken from observations and interview schedules by facilitators who had been trained on such before the field work.

3.6.2.4 Facilitation

The Facilitation team was made up of the researcher, five student facilitators selected from SOS 213 – Social Studies Research Method and Statistics students of Department of Social Studies, Emmanuel Alayande College of Education, Oyo. This was to further enhance such students to match theory with practice on their exposure to the said course. However, facilitators were remunerated with a token for snacks and transportation. This category of students was selected considering their age and those of the participants who are mostly adolescents. This made the street children to feel at home with the facilitators. Again, three street children peer- facilitators of both gender and of 15years and above were drawn across the zones mapped out for the study. They served liaison functionaries since they were familiar with their peers. The facilitators acted as participant observers to the control group.

The facilitators were trained for two weeks on the intricacies of street activities among street children before engaging them in the study. With this, facilitators were briefed on such issues as participant observers, in-depth interview and how to document information from the children. Reason for this was because no formal tape recording or photography was to be taken on the field for ethical concern. Again, this was to make the participants feel free and divulge necessary information needed for the study. Also, facilitators were trained on how to relate with the participants, for example, to clap three times to secure attention of participants. After the training, the initial ten students selected were assessed while the best five were finally selected as facilitators for the study.

3.6.3 Steps involved in the Intervention Strategy

The SCA steps and STT process (Boal, 2001, Frère, 1983, 2000; Salami and Beers, 2003) were adopted as the basic steps for the treatment while PAG was utilized for the control group.

Experimental Group 1: Socio-Cultural Animation Model

Activities involved in the experimental group are presented in the following phases:

Phases	Procedures	Activities	Duration
Phase 1	Critical analysis of the real world and actuality	(i) Visits to community development units, police station, market and motor parks for familiarization with those connected with street children. (ii) Interactions with street children in the designated areas through participant observations. (iii) Enlistment participants.	Week 1
Phase 2	Hermeneutic reading and creation of utopia	(I) Familiarization with the participants and their situation. (ii) Situation analysis of street children through participant observation technique, listen survey and structured interviews.	Weeks 2-5
Phase 3	Search for practical tools for a better future	(i) Activities here comprised the intervention, evaluation and celebration. Ways of overcoming problems identified by street children formed the intervention. Evaluation of participants activities were carried out at different levels. Celebration was in form of appreciation of all participants. (ii) Administration of SCSS.	Weeks 6-10

Experimental Group 2: Shade Tree Theatre

Activities involved in the experimental group two are in the following stages:

Stages	Procedures	Activities	Duration
Entry Stage	Entry Process	(i)Visits to community development units, police station, market and motor parks for familiarization with those connected with street children. (ii)Interactions with street children in the designated areas through participant observations. (iii)Enlistment of participants.	Week 1
Stage 1	Theme generation	(i)Identification on key problems area in street activities through participant observation and listen survey, discussions. (ii)Identification of burning issues and development of critical awareness of street children. (iii)Translating burning issues to themes.	Weeks 2-3
Stage 2	Code generation and presentation	(i)Concrete presentation of problems identified as codes. (ii)Shaping of codes into playlets. (iii)Casting and introduction of theatrical element. (iv)Rehearsals and presentations	Weeks 4-10
Stage 3	Evaluation and analysis of the problem areas	(i)Analyzing the effects of the play through the use of David Werner's 'But why?' Method. For example, what were you doing playing the role of a food vendor in the play, knowledge is power'? Why did you do this? and so on. (ii)Relating real life experiences with the code, etc.	Weeks 4-10
Stage 4	Action plan	(i)Forming participants into syndicate groups to discuss solutions to the problems presented in the play. (ii)Presentations of group ideas by the group leaders to form solutions to the problem identified.	Weeks 4-10

Activities Involved in the Control Group

S/N	PROCEDURES	ACTIVITIES	DURATION
1.	Familiarization with street children in their location	Interactions with street children in the location by facilitators through participant observations on their activities. This was repeated for first four days consecutively. On the fifth day, the children that consented to be part of the programme were enlisted for the study.	Five days
2.	Facilitators activities	(i) Facilitators' meetings with the children in their clusters interacted with street children general issues (ii) Facilitators relates with street children as participant observers. (iii) Facilitators jots down their observations.	Five weeks
3.	Participants activities	(i) Participants relates with facilitators who Were participant observants.	Five weeks
4.	Feed back	Administration of SCSS	A day
5.	Assignment	(i) Participants were asked to go about their business.	-

3.7 Method of Data Analysis

This study, being an action research, employed a triangulation of instruments such as interview, observation tools of non-participant observation, listening survey of Focused Group Discussion and play activities. Thus, the study adopted both qualitative and quantitative approaches to data analysis. For the qualitative aspect, the use of verbatim reporting, coded description of participants, convergent and divergent analysis of ideas expressed during the interviews were used. It also involved categorization of data gathered through observation techniques, interviews, play activities and listening survey into similar and dissimilar opinions and views. The quantitative analysis, which involved scoring of the SCSS was carried out, using descriptive statistic of frequency counts, percentage, mean and standard deviation as well as inferential statistics of Analysis of Variance (ANOVA) to test the formulated hypotheses at 0.05 significant level.

CHAPTER FOUR

RESULTS

4.0 This chapter is devoted to the presentation of results obtained in the study. This is done based on the six research questions raised and the seven null hypotheses formulated for the study. The hypotheses were tested at $p < .05$. The results are presented in two parts. The first part consists of the qualitative analysis of data collected from activities involved in the experimental groups and the research questions raised for the study. This was done through verbatim reporting, coded description of participants; convergent and divergent analysis of ideas expressed during the focused group discussion sessions as well as categorization of data gathered through observation techniques, play activities, etc into similar and dissimilar opinion and views. The second part focused on the quantitative analysis involving frequency count, percentages, mean deviation, standard deviation as well as analysis of variance (ANOVA), multiple classification Analysis (MCA) and Duncan post hoc test of data collected from administration of instrument on social competence skills scale as posttest as well as activities involved in the experimental groups.

4.1 Qualitative Report

The qualitative report was based on the qualitative data of participants' activities in the Focus Group Discussion (FGD) sessions, participant observations and in-depth interviews conducted in the two experimental groups. Hence, observations on the community-based participatory approaches of SCA and STT were analyzed qualitatively. Thus, summary notes of research teams were transcribed, compared and utilized for answering the research questions generated for the study. The unstructured conversations of participants during the participant-observation sessions were also transcribed and utilized in the qualitative aspect of the analysis. Among, others, the qualitative analysis focused on the two moderator variables of gender and family size considered in the study. The demographic data of the participants is presented in Table 4.1.

Table 4.1.1: Demographic Data of the Participants

LOCATION	SEX			FAMILY SIZE				AGE			EDUCATION					RESIDENT TYPE		
	M	F	T	0-4	5 - 8	9 -12	12 ⁺	6-10	11 – 13	14 – 17	Primary school leaver	Secondary school leaver	In primary school	In secondary	No formal education	Living with parents/guardians	Living with relatives	Living around the street
Owode/Ajegunle Axis	11	13	24	6	11	5	2	2	6	16	01	02	05	12	04	17	05	02
Sabo Axis	12	12	24	9	11	4	-	-	6	18	2	-	4	16	2	20	3	1
Eleekara Axis	9	15	24	4	14	3	2	2	3	19	4	-	12	5	3	18	4	2

From Table 4.1, the 72 participants in the study cut across *Owode/Ajegunle*, *Sabo* and *Eleekara* axis. Thirty-two of the participants were males while the remaining 42 were females. Most of the participants were from family of an average size of 5 and 8 while majority of them fall within the age bracket of 14 and 17. Again, majority of the participants were either in primary or secondary schools. Moreover, most of the participants were living with either their parents or guardians. The foregoing is represented in charts and graphs in Figures 4.1 to 4.6. Gender distributions of participants are presented in Figures 4.1 and 4.2.

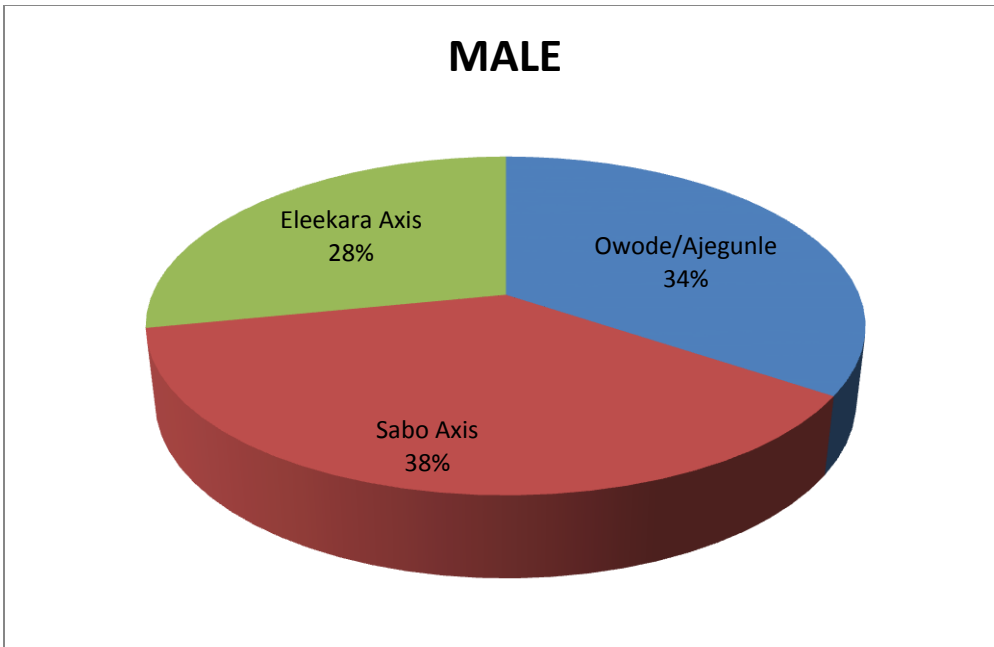


Figure 4.1: Distribution of male participants in Owode/Ajgunle, Sabo and Eleekara axis

From figure 4.1 male participants from Sabo (38%) out-numbered their counterparts from Owode/Ajgunle (34%) and Eleekara (28%) axis.

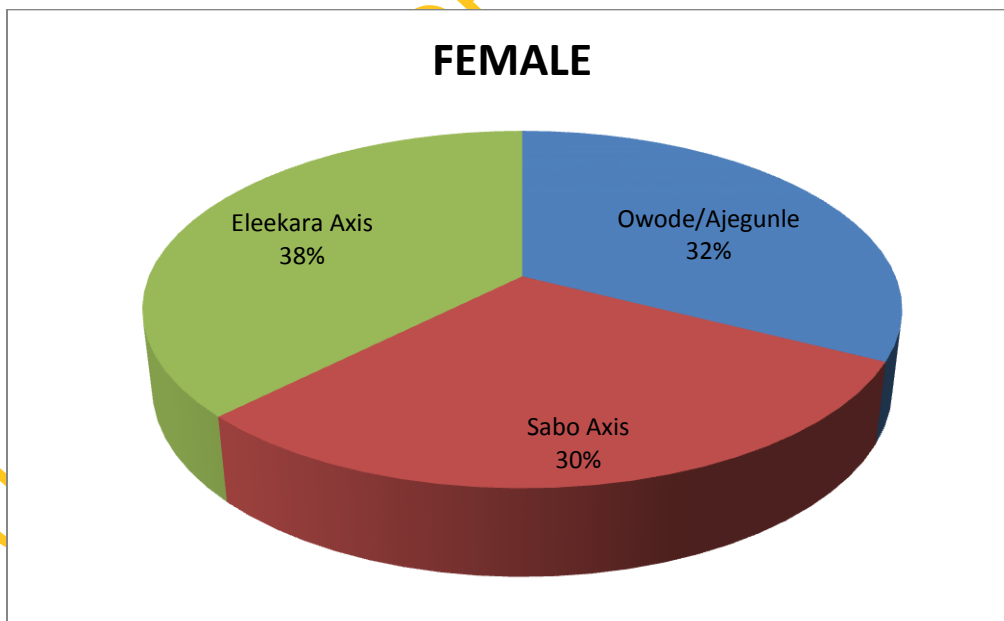


Figure 4.2: Distribution of female participants in Owode/Ajgunle, Sabo and Eleekara axis

From figure 4.2 female participants from Eleekara (38%) out-numbered their counterparts from Owode/Ajgunle (32%) and Sabo (30%) axis.

Distribution of participants by family size are presented in Figure 4.3

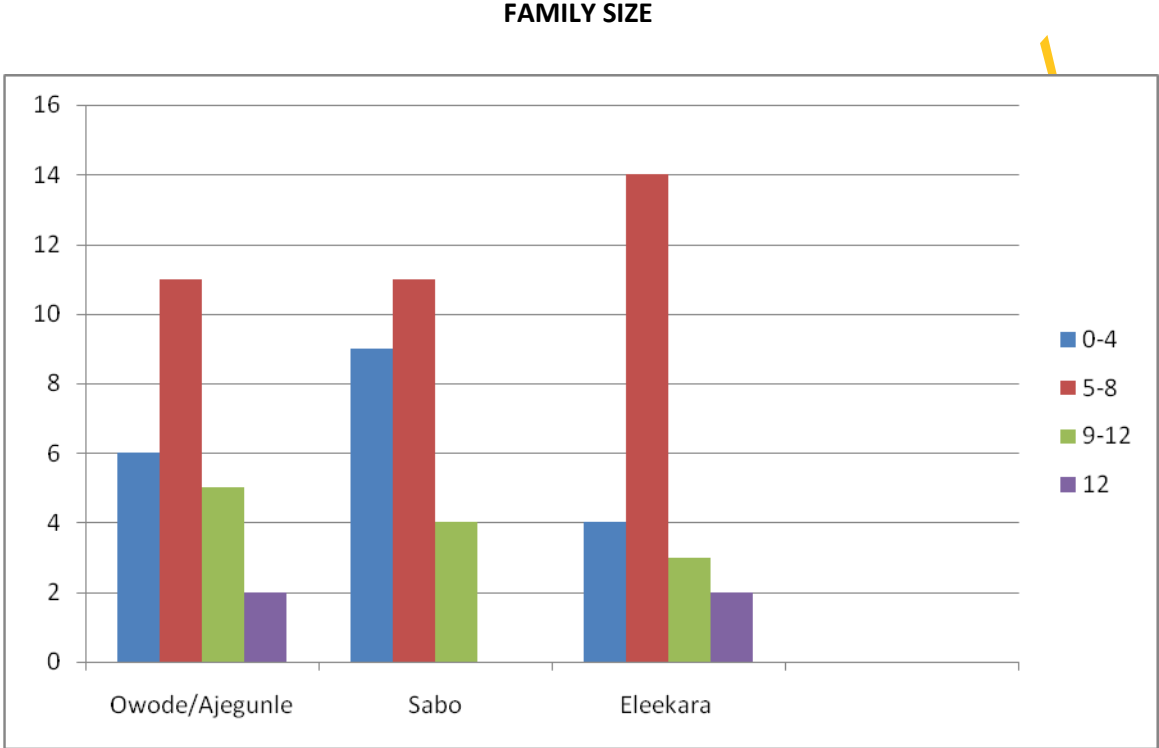


Figure 4.3: Distribution of participants by family size across the axis

Figure 4.3 indicated that most of the participants were from family of an average size of five and eight.

Age distribution of participants are presented in Figure 4.4

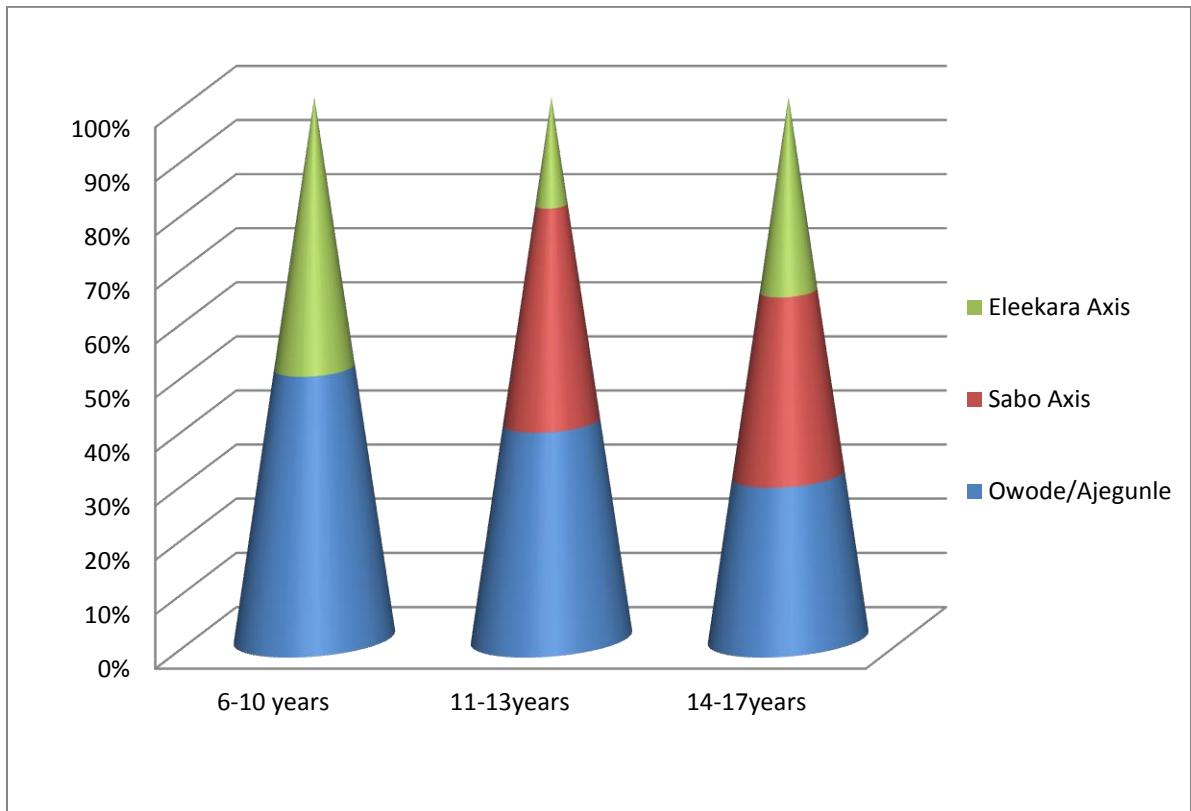


Figure 4.4: Age distribution of participants in Owode/Ajgunle Sabo and Eleekara axis.

From Figure 4.4, majority of the participants from Owode/Ajgunle axis are in age bracket 14 to 17 while few of them are in other age brackets. Participants from Sabo axis are majorly from age bracket 14 to 17. Majority of the participants from Eleekara axis are in age bracket 14 to 17 while few of them are in other age brackets.

Distribution of participants by level of education are presented in Figure 4.5

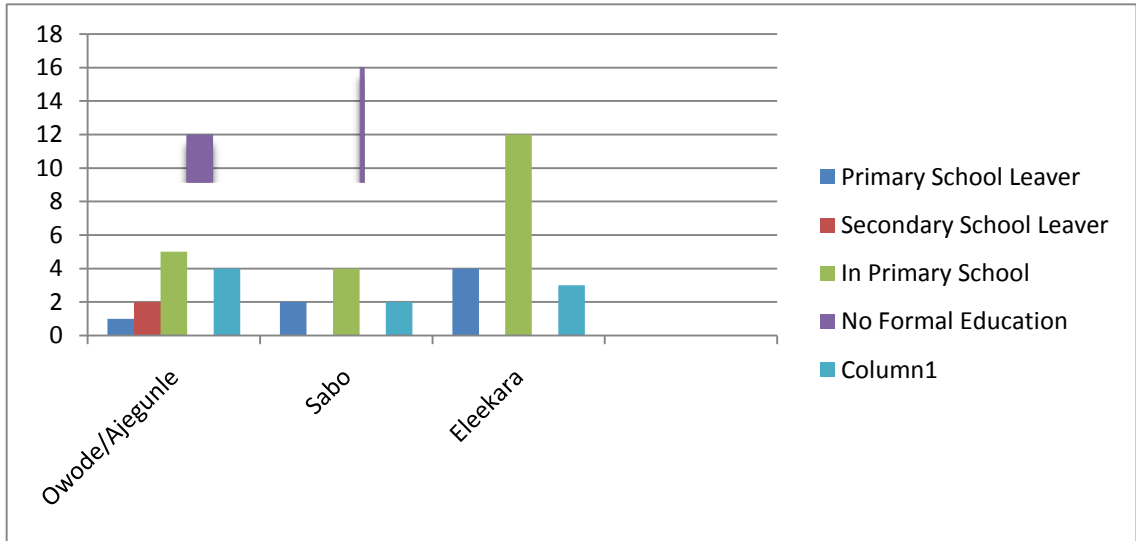


Figure 4.5: Distribution of participants by level of education across the axis

Figure 4.5 shows that majority of the participants across the axis were either in primary or secondary schools.

Distribution of participants by resident type are presented in figure 4.6

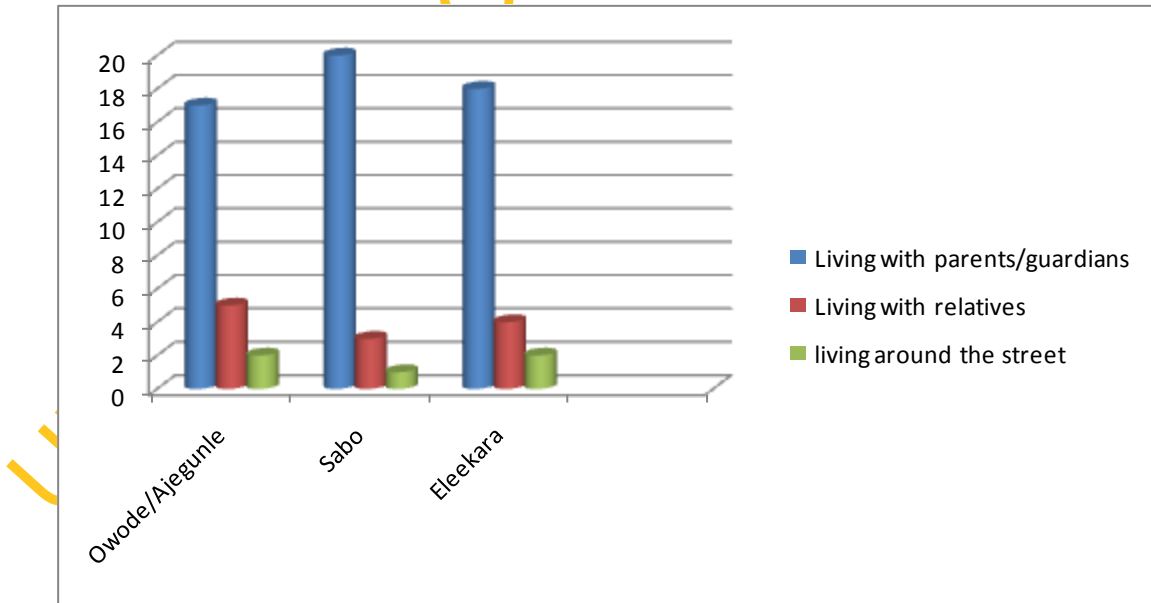


Figure 4.6: Distribution of participants by resident type across the axis

From Figure 4.6, most of the participants across the axis were living with either their parents or guardians. Those living around the street were rare.

4.1.2 Answers to the Research Questions

Research Question 1: What is the nature of activities engaged in by street children in Oyo Town, Nigeria?

The observations from the listening survey and participant observation in the study area revealed that street children involved in the study across the five zones from where samples were drawn engaged in a number of economic activities characteristic of street children. Activities here range from:

- (a) Hawking: Hawking of different products most especially, edible products such as bread, cheese, bean cake, egg-burns, snacks, plantain cheeps, and biscuits. Other products include selling of sachet water (pure water), soft drinks, fruits, sugar cane, orange, groundnuts, bittercola, colanuts and others.
- (b) Food Vending: A number of these children were also vendors, that is, food vendors selling commodities like cooked rice and beans, yam, amala, eba among others to customers in their various locations as well as passers-by. These activities were mainly carried out by female street children.
- (c) Truck Pushing: Other engagements were truck pushing especially among male street children. However, there were some female street children carrying their wares in trucks for easy mobility. Such wares include baby wares, trinkets, underwear and condiments. while their male counterparts used their truck as load-carriers (alabaru), to fetch water in jerry cans while few of them used it for selling items like sugarcane, groundnuts, and other products.
- (d) Services: Some street children in the study also engaged in activities like shoe-shining, mobile cleaning, car washing and trading. Some of them, especially those of the Hausa origin, engaged in nail cutting that is manicure and pedicure, barbing (manual). These activities were prevalent in *Sabo* and *Eleekara* locations.
- (e) Others: It was observed that some other street activities such as ‘car watching’, ‘car-washing’, scavenging, ‘call girls’, drug peddling typical of some street children in some urban locations were not a common phenomenon in the study

location. It was noted that, though begging and beggars were not included in the study, there exist such children in some of the locations involved in the study.

Research Question 2: To what extent do the children get involved in street activities?

Observations from listening survey and participant observation shows that there exist two categories of street children across the study locations. The first one were the children of the street or street living children. This first category includes those who work and live on the street, for which the street is the sole means of subsistence and existence. The second category was children on the street or street working children. These children include those who work on the street either on full-time or part-time basis but return to their respective homes at night.

Though participants in this study included both categories, however, the bulk of the children involved were street working children with exception of less than five out of the entire participants who belonged to the category of children of the street. Hence, those who were purely children of the street who depended on the street activities for livelihood in terms of feeding and accommodation were rare.

It was observed that majority of the participants engaged in street activities on part-time basis with few ones as full-time street children. Participants in the first category were students either in primary or secondary schools. Those of them that have completed their primary or secondary education look forward to the next level of education which some of them claimed warranted their involvement in street activities. This group of participants were usually on the street for two slots per day. For instance, a number of them reported thus: ‘No food for lazy man, I must sell hot bread to customers before I go to school everyday and come back to it after school’; ‘my weekend is busy, it is market from morning to evening’.

The other category who engaged in street activities on full-time basis claimed to do so since they were the ones fending for themselves. The following excerpts buttressed the foregoing: ‘my parents had no money to finance us, so I follow my friend to Oyo to polish shoes for customers. Allah is providing for me, I sleep around the street or Danzaria, no enough house’; ‘The new wife of our father use juju him and he does n’t care about we children, he only come home sometimes and use offensive language in

taking to us, so I am selling bread to assist our mother before school and after school everyday’.

Research Question 3: What are the reasons for the Children’s Engagement in Street Activities?

During the Focus Group Discussion session, the participants gave a number of reasons for their involvement in street activities. The reasons include economic and non-economic ones. Such reasons are reported thus: ‘I came from Delta simply because I want to be able to be free and eat and send some little amount to my mother at Delta state’; ‘I sell pure water not because my father did not give me money but because I don’t know my mother and since I don’t have anything to do, I will just tell my father that I am going to Owode to see my friend’; ‘As for me, I trade on the street so that I can put on good clothe like my friend, I know mother cannot buy everything for me’; ‘My father is dead and as the second born of the family that is male, I had to struggle for my family’; ‘I am in the street because I need to support my parent in the house, I make at least ₦400 everyday which I give my money some for the up-keeping of my younger ones’; ‘I left school because I fail, I think it is better to hawk and make money not to waste my parent money and my own years in school’.

Family related reasons ranked first among the non-economic reasons identified followed by socio-economic reasons, lack of adequate parental care, health of one of the parents as well as divorce issues. Other non-economic reasons attributed to streetism among children ranged from psychological reasons, insecurity to peer group influence, among others.

The following are excerpts from the listening survey, interview and discussions from the FGD sessions:

Case 1: ‘Ibro’ (not real name) is a male child of 18 years from a polygynous family. His father has three wives and many children (‘we are too many in the house’). He is a Primary school certificate holder. As one of the grown up in the family, he has many responsibilities, that is, to feed their family. ‘I don’t want to steal, so I have to do one job or the other’. He engages in truck – pushing to make an ends meet.

Case 2: 'Ola' (abridged name) is a girl of 13 who engages in street hawking. She, with three other girls engages in street activities. She claimed to be on the street for pleasure ('I need to put on good clothes like my friends'). She is usually on the street as from 9 am in the morning till 5 pm in the evening. She claimed to earn an average of #3,500 per week from her street activities.

Case 3: 'Saridon' is a 13 years old boy who is the second born of the family. He is currently in SS1. He engages in the selling soft drinks after school hours every day ('When it is sunny, I hawk around to sell'). He claimed that his father is dead and 'as the second born of the family, I had to struggle to sustain the family, the salary of my mummy cannot sustain the family that is, paying of house rent, pay my sister's school fees, it is not enough, so as a responsible boy I sell soft drinks to assist my mummy, not that I take it as pleasure'.

Case 4: 'Topy' is a 16 years old girl and currently in SS2. She engages in the sales of clothing materials as well as underwear. She claimed that she is combing the activities with her schooling. 'I only assist my parents to sell clothe occasionally if there is no sale in my mother's shop'.

Case 5: 'Tee' is a boy of 17 years. He hawks around gaari and beans which are products of his father's farm, a farmer. 'My father is a farmer, he cultivates cassava so, I help him to hawk gaari around'.

Case 6: 'IB' is an Hausa boy of 15 years of age, he engages in manicure and pedicure from where he is earning his living. He used to scout round for customers in order to make enough sales for the day. About why he is involved in the activities, he has this to say – 'I enjoy doing it because it is better than stealing, though, it is stressful because not everybody cuts their nails everyday' the economy of Nigeria is too bad, so as a responsible man, I must do something'.

Case 7: 'SD' is a girl of 15 years who is also a student in a secondary school. She engages in the sales of egg roll and snacks for her mother. However, she also has her own motive for assisting the mother in selling the products which explains why she engages in street activities. Her word – 'I purposely involve in this job because I want to have my savings especially when I need something urgently, I don't need to ask anybody before I

buy the thing. I gain at least #500 per day for myself, actually my mother send me to hawk, because of my gain, I had to assist my mother to sell on the road’.

Case 8: ‘Chi boy’ is an Igbo boy of 16 years. He was a student before but dropped out of school for ‘lack of insufficient money’. He is staying with his uncle in Oyo. Since he could not go to school, he hawks round to sell groundnut and cashew nuts to ‘moving vehicles’ ‘I did it myself because we Igbo people are known for trading, I hawk in Owode because that is the ‘ strategy’ place to sell along’.

Case 9: Anonymous – ‘I drop out of school because I failed in my primary six certificate exams, ‘I think it is better to hawk and make money rather than wasting my parents money and my years in school’. The respondent is a girl in her sixteen who did not consent to give her name.

Case 10: Anonymous – claimed that his reason for being in the street is to augment the family income. He said ‘I am in the street because I need to support my parent in the house; I make at least #400 per day which I give my money some for the up keeping of my younger ones’.

Case 11: An Igbo boy aged 16 years from Delta state (name withheld) gave his reason for being in the street as freedom and economic gains. He said ‘I come all the way from Delta state simply because I want to be able to be free and eat and to send some little amount to my mother’. He claimed that his mother was a petty trader in vegetable oil and green vegetables. He is from a family of ten, their father, a drunkard, has no time for the children so, he has no option but to leave Delta to come and stay with a friend who is also selling yoghurt in Oyo.

Case 12: ‘Murphy’ is a 15 years old boy of Yoruba origin, his story line with regards to his involvement in street activities goes thus: his father is an Artisan with two wives, his mother was the first wife and the second wife had manipulated ‘all his father’s life’ he does not care about the children and his first wife, he only come home sometimes and ‘use offensive language in talking to them’ so, ‘Murphy’ thought of what to do after his secondary school education and decided to be selling bread in order to assist his mother and himself because he wants to go to school ‘even if it is only NCE’. He planned to go for higher education from the money made from all the menial jobs.

Case 13: 'Yetty' is a 10 year old girl from Oyo who is currently in primary school. The account of her involvement in street activities is as follows: 'I sell pure water not because my father did not give me money but because I don't know my mother, my teacher told us that a mother is one that teach a child how to do things, since I don't have anything to do, I will just tell my dad that I am going to Owode to see my friend'.

Case 14: 'Yaky', a 15 year old boy is from Hausa land. He has no formal education 'I only attended Makaranta where we learnt how to read Qur'an and other things'. He claimed that his father also has no formal education, they are four in the family and their parent does not have money to take care of them. Hence, he followed a friend down to Oyo town and 'polish shoes for people' (shoe shiner).

From excerpts made, there were both convergent and divergent views on the reason for engaging in street activities among the participants. The convergent views range from poverty, family related issues, financial problem, unemployment, lack of support to other non-economic reasons. Divergent views were associated with willingness, peer-influence, pleasure, freedom and avarice. Corroborating the foregoing, some of the views expressed by adult members across the study locations during the entry process and familiarization attributed children's involvement in street activities to a number of reasons having economic and non-economic undertones. For instance, a member of executive of *Eleekara / Dangote* market stated that 'there is no problem about street children, the government caused the problem, poverty in the country is the main cause of street hawking, lack of employment for graduates and some children that want education hawk one thing or the other to sustain themselves'. He went further that 'indiscipline in school and those apprentice is street hawking because of government policy and activities that did not cater for the masses'. Other comments are that the 'problem is caused as a result of indiscipline among the primary school children that spend their day during school hour in film and game houses, children learn all sort of behaviours in the film and cinema house'; 'it is personal choice of some street children even the parent does not know that they involve in such acts'; 'some of these children follow their friends to do street work'

Research Question 4a: What are the problems involved in children involvement in street activities in Oyo Town?

The participants involved in the Focused Group Discussion session reported a number of problems they do encounter in their day to day activities on the street.

Highlights of the problems include the following:

- Harassment – sexual harassment was common among the female ones as well as rape and physical abuse of their sensitive body parts. Such instances are documented as follow: ‘Occasionally my customer harass me, they want to sleep with me before they buy my market’; ‘I do face a lot of problem like some road transporters touching my body any how’; ‘I face a lot of problems like people say to me omo yi wa, ki lonta, se etire di ni?. Associated with this is victimization from older people, the more reason why a boy commented that ‘there are a lot of bad guys in the street with corruption’. ‘Sometime my friends on the street abuse me in yoruba language which I don’t understand’. Cheating by grown up ones and some adults in the street was another form of harassment on street children. ‘Some bad guys here will not allow someone to rest, you must do work for them’.
- Embarrassment from different people. For instance, a boy said that ‘language is my problem, my other people on the road say Yoruba and I don’t know it, they laugh about me a lot’; ‘my friend mock me that my job is funny’.
- Armed robbery attack or being victim of their operations especially when they fire shots into the air while raiding.
- Stealing of their money and products by customers especially while running after customers and also at night especially among those without safe accommodation.
- Insult from customers, colleagues and older people in their locations.
- The use of abusive language. Customers do treat them with disrespect and as minors in the society.
- Psychological and physiological related problems such as hunger, thirst, frustration, fatigue, stress, dizziness, etc. Also included here was too much exposure to sunlight since they have to move up and down to have enough sales.
- Language barrier as the street children do not speak good English, Hausa etc which the customers communicate in.

- Lack of cooperation and in-fighting among co-street workers. A boy expressed that he faced a lot of problems especially with his colleagues because he does not hear easily so, when a passenger call for yoghurt, they will not call him even if they had finished selling their own products. Other aspect involve strives resulting from competitions among street workers leading to rivalry and bitterness.
- Seasonal variations and its attendant problems on sales as well as availability of products e.g. plantain for preparing plantain cheeps, fruits, etc. Other variant of this was associated with low sales resulting from the nature of product being sold e.g. bitter cola.
- Disturbance by 'wrong packing' of vehicles and motorcycles especially in the market areas.
- Problem relating to mix-up and mis-calculations. They suffered a lot especially with customers. Sometimes, they mix up items and often ran at a loss.

Research Question 4b: What are the risks involved in the children's involvement in street activities in Oyo Town?

A number of risks involved in the course of street networking as reported by the participants vary. Among the notable ones were:

- Accidents occurring to some while crossing in search of prospective customers (buyers) as well as those occurring to those running after moving vehicles. Such accidents a times may be minor while some may be major ones resulting in death or permanent disabilities. Though, such cases according to the participants were rare within the study locations however, occasions of injury for instance, with those involved in running after moving vehicles were reported as common phenomenon.
- Health-related risks resulting from weather e.g. too much exposure to sunlight and attendant sickness like fever, headache, catarrh, cold and cough.
- Sexual harassment and molestation from peers, customers and other people around. Associated with this is the incidence of rape especially among the female street children as a result of mixing together with different categories of people on

the street. Reacting to this, a female participant commented that ‘there are a lot of bad guys in the street with corruption’.

- Attacks by robbers whenever they carried out operations in such locations.
- Anxiety and attendant effects such as lack of cooperation which might lead to accidents, loss of goods, money, etc.
- Risk of arrest by law enforcement agents during occasional raids in such locations.
- Risk of being abducted by kidnappers for rituals. Indeed, during the familiarization with the study location, specifically at *Sabo*, the research team was confronted by some adults in the market while chatting with some street children. When we explained our mission and showed the written permission, their explanations were that of fear of kidnappers that was rampant.
- Loss of goods and money. At times, it is unavoidable for some of them to run at loss due to the nature of their activities. Customers would buy on credit promising they would pay, especially they would give like #1000 for a #50 worth of snacks. Since there would be no change, they might not bring the money later.
- Poor performance in school and eventual drop out. This risk was in respect of those that are combining schooling with street urchins. Due to stress and health hazards they were being exposed to on the street, a number of street children found it difficult to cope with academic activities culminating in poor performance, with some having to abandon schooling. Some even confessed of being absent in the school sometimes because of their street activities. A girl reported that she used to be absent in school on most Fridays when her mother would ask her to stay back to hawk around especially when such fall on market days. For such category of children, there were nothing like extra lessons, coaching, etc which goes a long way in affecting their performances in school.

Research Question 5: What is the society’s attitude to children’s involvement in street activities?

Comments from participants as well as observations in the study locations show that there were mixed reactions to street children generally. Such reaction came from

street children themselves, the prospective customers, people within their areas of operations, the society, law enforcement agents, etc. While some saw the activities as a means of survival and assistance to the family, some saw the children as miscreants in the society. Some of the participants' comments on this issue include the following

- People a times stole their money while sleeping during the night. This was a common phenomenon among the children of the street.
- Some people do look down on the street children as irresponsible children because of the nature of their work.
- Some saw them as constituting embarrassment especially, those whose parents were well-known in the town.
- Some did absent themselves from school sometimes especially on market days, occasioned by their parents or guardians in order to engage in street activities fully on such days.
- People treating them as minors in the society.
- Mockery of street children by some people.
- Lack of cooperation among the street children themselves.
- Occasional harassment of street children especially, the grown-up female ones by some customers wanting to sleep with them before purchasing their goods is distasteful to some people.

Other frequent comments of participants on the aspect of attitude towards them include harassment, insult, embarrassment, the use of abusive language, making jest of, cheating, etc.

Confirming mixed reactions towards street children, a market leader at Eleekara, (one of the study locations) affirmed that they had put in place taskforce in the area to drive away some street children and miscreants that used to hang around in the night but allowed those operating in the daylight to do so since that was the source of living for some of them and their family. A DPO within the study locations also confirmed that children with doubtful characters were usually rounded-off by the Police officers. However, a member of National Union of Road Transport Workers' Association (NURTW) in *Ajgunle* frowned at the rate at which street children keep increasing and its effects on their education.

Research Question 6: What are the suggested solutions to the problem associated with street children activities in the study location?

In response to some problems confronting them in their daily street networking, participants came up with a number of ways out of the problems and risks involved. Highlight of their comments include the following:

- Government should 'give them money to sustain their hunger so that they too can enjoy themselves as other Nigerians, and government should therefore be considerate on those of them struggling every day'.
- Government should increase the salary of their parents in order for them to be able to sustain the family without any stress.
- Government should sponsor them to at least higher education.
- Government should give considerations to all children regardless of their ethnic affinity in terms of provision of jobs since they too would like to be relevant in the society in the nearest future.
- Government should also ensure fair distribution of the nation's wealth.
- While working in the street, they should concentrate and not being playful.
- Their leaders are to ensure cooperation among the street children.
- Street children should be able to confront the crowd while in the street.
- Government should also help the less privilege since they too may not like hawking in the street if they have the opportunity.
- People should stop intimidating street children since most of them are responsible children helping their parents.

Other comments centered on the following:

- Poverty eradication
- Employment generation
- Provision of education
- Financial assistance for schooling
- Infrastructural provisions like good roads
- Provision of security
- Provision of shops at affordable prices
- Increase in the salary of parents

- Government's supports and provision of street education
- Concentration
- Empowerment
- Government supports and encouragement of people towards 'good behaviour on the street'.

4.2 Test of Hypotheses

4.2.1 H₀₁: There is no significant main effect of treatment on social competence of street children

Table 4.2: Summary of Analysis of Variance of Social Competence by Treatment, Gender and Family size

Source of Variance			Hierarchical Method					Partial Eta Squared
			Sum of Square	Df	Mean		Sig.	
					Square	F		
SOCCOMP	Main Effects	(Combined)	2149.84	5	429.97	1.62	.17	
		TREATMENT	1772.33	2	886.17	3.34	.04*	
		GENDER	279.38	1	279.38	1.05	.31	
		FAMILY SIZE	98.13	2	49.07	.19	.83	
	2-Way Interactions	(Combined)	942.86	8	117.86	.44	.89	
		TREATMENT x GENDER	163.53	2	81.77	.31	.74	
		TREATMENT x FAMILY SIZE	553.47	4	138.37	.52	.72	
		GENDER x FAMILY SIZE	108.81	2	54.41	.21	.82	
	3-Way Interactions	TREATMENT x GENDER x FAMILY SIZE	1139.69	3	379.90	1.43	.24	
	Model		4232.39	16	264.53	.99	.47	
	Residual		14583.61	55	265.16			
	Total		18816.00	71	265.01			

*Significant at $P < .05$

Table 4.2 shows that there is significant main effect of treatment on social competence of street children ($F_{(2, 55)} = 3.34$; $p < .05$; $\eta^2 = .03$). This means that the social competence of street children in the two experimental groups and control differ

significantly after exposure to the treatment modes. Hence, hypothesis 1 is rejected. The partial eta squared (PES) which indicates the effect size of the treatment on social competence of the street children is less than 5 percent. This effect size is small as it is only 3 percent.

Table 4.3 presents the respective posttest mean score for the various groups.

Table 4.3: Multiple Classification Analysis of Social Competence by Treatment, Gender and Family size

Variable+ Category		N	Predicted Mean		Deviation		Eta	Beta
			Unadjusted	Adjusted for Factors	Unadjusted	Adjusted for Factors		
GROUP	STT	24	70.83	71.18	7.00	7.35	.31	.32
	SCA	24	60.75	60.47	-3.08	-3.36		
	Control	24	59.92	59.85	-3.92	-3.99		
GENDER	Male	34	65.82	65.79	1.99	1.95	.12	.11
	Female	38	62.05	62.09	-1.78	-1.75		
FAMILY SIZE	Small	25	63.12	62.21	-.71	-1.62	.04	.07
	Moderate	36	64.36	64.59	.53	.76		
	Large	11	63.73	65.04	-.11	1.21		
R = .34								
R Squared = .11								

Table 4.3 shows that the children in the STT group had a higher adjusted posttest mean score in social competence ($\bar{X} = 71.18$; Dev. = 7.35) than those in the SCA group ($\bar{X} = 60.47$; Dev. -3.36) and the control group ($\bar{X} = 59.85$; Dev. = -3.99). This means that the STT was more effective than the SCA and the control group. Effect sizes for STT group ($\eta^2 = .06$) and SCA group ($\eta^2 = .02$) were six per cent and two per cent respectively.

To find out the actual source of the significant effect of treatment on social competence of street children; the Duncan post hoc test was carried out.

Table 4.4: Duncan Post hoc Test of Social Competence by Treatment

TREATMENT	N	\bar{X}	TREATMENT		
			1.SCA	2. STT	3.Control
1.SCA	24	60.47		*	
2. STT	24	71.18	*		*
3. Control	24	59.85		*	

*Pairs of groups significantly different at $p < .05$

Table 4.4 shows that the STT group ($\bar{X}=71.18$) differs significantly from the SCA group ($\bar{X}=60.47$) as well as the control group ($\bar{X}=59.85$). Hence, the difference between the STT group and the two others accounted for the observed significant effect of treatment on social competence.

4.2.2 H₀₂: There is no significant main effect of gender on social competence of street children.

From Table 4.2, gender has no significant main effect on children's social competence ($F_{(1,55)}=1.054$; $p > .05$; $\eta^2 = .01$).

On this basis, hypothesis 2 is not rejected. Table 4.3 further shows that the male street children had higher adjusted posttest mean score ($\bar{X}=65.79$; Dev. =1. 95) than their female peers ($\bar{X}=62.09$; Dev. = -1. 75). However, this difference is not significant.

4.2.3 H₀₃: There is no significant main effect of family size on social competence of street children.

From table 4.2, Family size has no significant main effect on street children social competence ($F_{(2,55)} = .185$; $p > .05$; $\eta^2 = .00$).

Hence, hypothesis 3 is not rejected. Table 4.3 also revealed that street children from large families had slightly higher social competence score ($\bar{X}= 65.04$; Dev. = 1.21) than the moderate ($\bar{X}=64.59$; Dev. = . 76) and small family size counterparts ($\bar{X}=62.21$; Dev. = -1.62).

4.2.4 H₀₄: There is no significant main effect of treatment and gender on social competence of street children.

Table 4.2 shows that the 2-way interaction effect of treatment and gender on street children's social competence is not significant ($F_{(2, 55)} = .308$; $p > .05$; $\eta^2 = .05$).

Therefore, hypothesis 4 is not rejected.

4.2.5 H₀₅: There is no significant interaction effect of treatment and family size on social competence of street children.

Table 4.2 reveals that the interaction effect of treatment and family size on street children's social competence is not significant ($F_{(4, 55)} = .522$; $p > .05$; $\eta^2 = .00$).

Hypothesis 5 is therefore, not rejected.

4.2.6 H₀₆: There is no significant interaction effect of gender and family size on social competence of street children.

From the Table 4.2, the 2-way interaction effect of gender and family size on street children's social competence is not significant ($F_{(2, 55)} = .205$; $p > .05$; $\eta^2 = .01$).

Hence, hypothesis 6 is not rejected.

4.2.7 H₀₇: There is no significant interaction effect of treatment, gender and family size on social competence of street children.

Table 4.2 shows that the 3-way interaction effect of treatment, gender and family size on street children's social competence is not significant ($F_{(3, 55)} = 1.433$; $p > .05$; $\eta^2 = .00$). Hence, hypothesis 7 is not rejected.

4.3 Discussion of Findings

This study determined the effects of community-based socio-cultural animation and shade-tree theatre on social competence of street children in Oyo Town, Nigeria. It further determined the moderating effect of gender and family size on social competence of street children. Findings from the study are presented as follows:

4.3.1 Nature of Activities engaged in by Street Children

Results obtained in this study revealed that street children in Oyo, Oyo State of Nigeria engaged in a number of street activities that ranged from hawking, food

vending, truck pushing to services. Among products being hawked in the study locations were edible products like bread, cheese, bean cake, egg burns, snacks, plantain chips and biscuits. Other products are sachet water, soft drinks, fruits, sugarcane, orange, groundnuts, bittercola, colanuts, etc. Food vending which were common among female street children include, selling of food items such as cooked rice and beans, yam, amala, eba, and others to customers in various locations and passers-by. Truck pushing was common among male street children except for few female ones who cart around their wares in trucks for easy mobility. The male ones utilized their trucks for load-carrying, to fetch water in jerry cans, selling of sugarcane, groundnuts and other commodities. Services such as shoe shining, mobile cleaning, car washing and general trading, manicure and pedicure as well as manual barbing were common in *Sabo* and *Eleekara* locations. However, it was noted that street activities like ‘car watching’, scavenging, ‘call girls’, drug peddling were not common in the study locations.

Reasons for the prevalence of the street activities identified cannot be unconnected with characteristics associated with junction cities such as Oyo. It is always a beehive of activities resulting from passers-by who stop over before embarking on their journey. In such a situation, street children found it rewarding parading such areas as it boosts their in-takes from various engagements. This findings attested to the submissions of Ajiboye and Oladiti (2008), Ebigbo (1993), Efajeme (2000), Okediran and Danesy (2003), Nte (2005), Philip-Ogor (2002) and Udom (2002) that listed hawking, food vending, truck pushing, car-washing, wing shield cleaning as part of the activities of street children.

Other studies however have indicated some negative activities being engaged in by street children. Such activities ranged from selling of cigarettes, lottery tickets, scavenging, stealing, selling of drugs and other substances to loitering and sniffing of solvents, smoking and gambling (Cummings, 2006; Falooore, 2009; Marrengula, 2010; Obayelu and Okoruwa, 2007; Okpukara and Odurukwe, 2003).

4.3.2 Extent of Involvement in Street Activities by Street Children

From the findings of this study, most of the children involved in street activities were children on the street who engaged in street activities during the day but returned to

their respective homes at night. Again, some of them engaged in the activities on part-time and full-time bases. The number of children that could be categorized as children of the street in terms of those that live permanently on the street was low. Hence, two basic categories are: children on the street and children of the street which constitute the street children in the study.

The higher number of children on the street recorded could be attributed to the fact that most of the street children that participated in the study were attending schools or seeking admission or school leavers. This is evident in a number of them that were engaging in street activities on part-time basis that is, after school hours and weekends. Those engaging on full time basis were also small and in some cases, they do so pending the time they would secure admission. This finding lend credence to previous works on street children such as Civil Society for Anglophone West Africa for the Promotion and Protecting the Rights of Street Children (2003), Ebigbo (2003), Faloore (2009), Kopoka (2000), Nte, Eke and Igbaniibo (2010) and Obong (2009) that reported categories of street children as children of the street, children on the street and children in street situations. However, Other categories of street children tangential to the foregoing have been identified as children at risk, abandoned street children, street family children or children of street families, dump children, bush children, slum children, homeless children, and to mention few. Prominent among such studies are Benitez (2007); Huang, Barreda, Mendoza, Guzman and Gilbert (2004); Marrengula (2010); Mbakogu (2004); Nte, Eke and Igbaniibo (2010); UMP (2000).

4.3.3 Reasons Adduced for Engaging in Street Activities

Excerpts from the Focused Group Discussion session with the participants in the study revealed convergent and divergent views on the reasons for engaging in street activities by street children. While the convergent views ranged from poverty, family related issues, financial problems, unemployment, lack of support to non-economic reasons, the divergent views were those of willingness, peer influence, pleasure, freedom and avarice. Thus, reasons for the children's involvement in street activities have economic and non-economic undertone. The more reason why most of the participants in

the study were doing so on both full-time and part-time basis is to augment their family income.

The findings in this study buttressed some previous studies such as Agusiobo (2002); Ameh (2007); Awake (2004); AVERT (2009); EFA Global Monitoring Report (2010); Falore (2009); Micheal (2001); Togunde and Carter (2008); Adamu (2000); CSC (2009); Dave-Odigie (2008) that identified economic and non-economic reasons as responsible for the state of involvement in street activities by street children. Contrary to the foregoing, however, some previous studies (Ali and Ali et al, 2004; Abdulahi and Yowe, 2000; Fehrler and Michaelowa, 2009; Conticini and Hulmes, 2006; Kopoka, 2000; Wikipedia, 2007) have decried continuous emphasis on economic issues as major reasons for street migrations among children. Economic conditions and shocks are therefore regarded as only a limited part of the explanations for street migration. Thus, children do engage in street activities for several reasons which may go beyond economic reasons.

4.3.4 Problems Confronting Children in Street Activities

This study has provided evidence to show that problems confronting street children in their street activities are multi-faceted. Such problems ranged from insult, embarrassment, harassment, psychological and physiological, language, lack of cooperation and in-fighting to strife. The nature of activities engaged in by the said children in terms of competition, hustling and struggle for customers might be responsible for some of the problems identified. Environmental hazard and nature constitute another dimension to the problems. This findings is in line with the views of Arifayan (2004); Ebigbo (2003); Esogbu (2008); Kopoka (2006); Nigeria Country Report (2008); Nte and Irikana (2008). Findings of Ekpenyong and Oarhe (2007); Okumadewa, (2010) however negate the foregoing in that the problem of street children is of grave consequences on the society, individual and the nation at large.

4.3.5 Risks Involved in Children Street Activities

A number of risks have been identified in this study as confronting children that engage in street activities. Such risks have been classified under the broad headings of accidents, health risks, sexual harassment and molestations, anxiety, attacks, arrest by law

enforcement agents, abductions by kidnappers, poor performance in school, to mention few. The reasons for the said risks arose from the nitty-gritty of what street activities entailed. As such, children engaging in street activities are prone to the listed risks among others. Findings here are in line with that of Awake (2004); FME (2004); Gunarson et al (2006); UNESCO (2010); Omosehin and Alagbe (2010); Salami and Beers (2003); Nte, Eke and Igbaniho (2010); Silva (2004) to mention but few. The aforementioned risks however goes beyond the street children alone since its multiplier effects are borne by the society (Okumadewa, 2010). This is the more reasons why social competence of street children need be developed to avoid a number of risks involved in street activities.

4.3.6 Attitudes towards Street Children

This study has revealed that there are mixed reactions in terms of attitude towards street children generally. While some perceived the activities of the children as a means of survival and a sort of assistance to such children's family, others viewed them as miscreants in the society. This thus materialized into the general attitude of people to street children. Prominent in peoples' reactions to street children are: seeing them as minors, mockery and molestation, harassment especially, sexual harassment of the female ones, the use of abusive language, cheating and other misconceptions. Reasons for the said reactions may not be unconnected with the attitudes of some street children themselves who engage in some forms of nefarious activities like pilfering, pick pocketing, thuggery and other vulnerability. Similar attitudes to street children as obtained in this study have been observed in some previous works such as Francis (2000); Falooore (2009); Ezugu (2009); Cummings (2006); Kopoka (2000); Salami and Beers (2003); CSC (2009); Mbakogu (2004); Nte, Eke and Igbaniho (2010); Huang, et al (2004) who identified labeling, maltreatment, repression, negative attitude and lack of policies for street children as the general attitude towards street children.

However, a diversion from the foregoing is the change in the situation of children reported by some studies since child participation in economic activities have been condemned by such studies, hence, a change of attitude towards the children (Ashimolowo, Aromolaran and Inegbedion, 2010; ILO-IPEC, 2002; UNICEF, 2004). It should be noted however that while efforts of international community and national

government have led to reduction of child labour in some countries such as Latin America and Caribbean region, the reverse has been the case in sub-Saharan Africa while the situation has been on high side in Nigeria (Bass, 2004, Togunde and Carter, 2008, The World Bank, 2006).

4.3.7 Suggested Solutions to the Problem of Street Children Activities

Solutions suggested for overcoming risks and problems associated with street activities cut across individual, society and government. Prominent among such suggestions was financial assistance, being sponsor for schooling, job provision, being careful while engaging in street activities and cooperation among co-workers. Boldness in confronting the crowd, understanding and effective use of cues such as verbal and non-verbal ones were also suggested. The need to be observant and alert was suggested to reduce accidents and risks of kidnapping. Good behaviour in terms of acceptable behaviour among street children were also canvassed for by street children. This suggestions were in line with similar ones presented in Salami and Beers (2003), Conticini and Hulmes (2006); Cummings (2006).

4.3.8 Effect of Treatment on Social Competence of Street Children

It was hypothesized in this study that there will be no significant main effect of SCA and STT on social competence of street children. Results obtained in this study revealed that SCA and STT were of significant effect on social competence of street children. The results presented in Table 4.2 revealed that the social competence of street children in the two experimental groups (SCA and STT) and the control group differed significantly as a result of their exposures to the treatment modes. As shown in Table 4.3, street children in the STT group had higher adjusted posttest mean score in social competence than their counterparts in the SCA group and the control group. Table 4.4 further revealed that, out of the three treatment modes, children in the STT groups differed significantly from the SCA and control groups which thus accounted for the observed significant effect of treatment on street children's social competence.

By implication, the two experimental groups that were community-based participatory approaches were more effective than the control group in the attainment of

social competence of street children. The two participatory activities in the experimental groups allowed the participants to take active roles in the issues relating to problems affecting their street activities vis-avis their social competence. As a diversion from some previous works on street children that were characterized by passiveness on the part of street children communities in issues relating to street activities, this study allowed for active participation of street children themselves in sharing their views, drawing conclusions and suggesting ways out of their problems and menace of street activities generally.

Thus, exposure of street children in SCA and STT groups which allowed for the full participation of the participants might be responsible for their better performance over and above the control group that was exposed to placebo treatment. The result obtained in this study has therefore confirmed that exposing the participants to the participatory activities in both SCA and STT aided the better performance than those in the control group, corollary of which is the significant effect of treatment on social competence of street children.

The result obtained in this study is in support of findings of Cummings (2006), Kehinde (2011), Marrengula (2010) who observed significant effect of treatment on social competence of participants in experimental and control groups exposed to interaction and conversational skills. Exposure to interaction and conversational skills tend to enhance social competence of adolescents (Kehinde, 2011). Results from this study further confirmed previous works that emphasized effectiveness of participatory activities in the intervention on street children phenomenon (Baker, 2001; CSC, 2009; Ebigbo, 2003; Kopoka, 2000; Salami and Beers, 2003; UNICEF, 2005; Winjobi, 2000). However, finding from this study is a negation of that of Rimikiene in Kehinde (2011) who found no significant difference in the social skills between the experimental groups and the control group. This result notwithstanding, Rezen and Mustapha (2009) affirmed that social competence and accomplishment do not happen accidentally, they are the result of clearly defined goals acted upon accomplishments.

It is to be noted that the higher posttest mean score accorded STT group over the SCA might not be unconnected with the nature of activities engaged in by participants from both groups. For instance, the STT treatment mode made recourse to the popular

education approach of Paulo Frère and August Boal's concept of theatre. This involved the use of participatory methods such as role play, games, songs, and dances with theater which allowed for sustained participation in the project by the street children. Thus, the use of theatrical elements in the mode assisted in securing full participation and attention of street children who were involved, bearing in mind the nature of their activities that is usually characterized by uneasiness, always on the move and impatience. This further confirmed the finding of Salami and Beers (2003); Van Beers (2002); Hope and Timmel (1999) who reported that contrary to most projects for street children that are usually coached in terms of what adults believes should be done for or adopt street children, STT does not result in taking children out of the street, rather, it aimed at helping them to manage their time on the streets.

Moreover, the result obtained by the SCA treatment mode that is slightly higher than those in the control treatment mode was lower than that of the STT. Reasons for this dichotomies may not be far-fetched. The attitude of some of the participants in the SCA group who did not fully opened up and take the discussion sessions seriously affected their social competence as expressed in the posttest mean score obtained. Since the main tenets of SCA is to inspire and foster participation in people to become self aware and self-fulfilled, the attitude of the people in question to the project goes a long way in determining their social competence. This findings further buttressed views on SCA as a combination of processes for the purpose of helping people to grow into active agents (Kurki, 2000; Marrengula, 2010).

However, the least performance recorded by the control group treatment mode might be due to the fact that participants in this group were treated as it obtained in previous studies with no emphasis on street children's participation. As such, no effort was made to develop their social competence other than the administration of the posttest. The result obtained further strengthens the inability of some previous studies in addressing street children phenomenon adequately due to lack of active involvement of street children themselves in such intervention (Ashimolowo, Aromolaran and Inegbedion, 2010; CSC, 2009; Marrengula, 2010). This finding also confirmed findings of some studies that contended that most interventions on street children's activities are

usually done with or without questioning the motives for which the children were on the street or their interest to stay in rehabilitation centres (Salo, 2009; Salokangas, 2010).

4.3.9 Effect of Gender on Social Competence of Street Children

Findings from this study as presented in Table 4.2 revealed that there is no significant effect of gender on social competence of street children. Thus, the treatment was of almost equal effect on both male and female street children's social competence. The slight difference observed in the male and female social competence as presented in Table 4.3 notwithstanding, the difference was not significant. The implication of this therefore is that the treatment had equal effect on both male and female participants in the treatment modes. This is an indication that the treatments provided equal opportunities for both male and female participants. This result lends credence to the findings of La Greca and Lopez (1998), Aptekar (1988), Baker (2000), Chawla (2002) who reported that children in street situations irrespective of their gender were found to exhibit certain traits of social competence and that gender was of no significant effect on social competence of street children. In like manner, Abiona (2008), Gbadamosi (2012), Kehinde-Awoyele (2012), Nkire (2011), Salami and Beers (2003), Wang and Cheng (2010) had in separate studies reported no significant effect of gender on learning outcomes.

Succinctly therefore, participants from the two experimental groups, that is STT and SCA tend to gain equally from the treatment modes irrespective of their gender. Thus, the study has confirmed that the moderating effect of gender on the street children's social competence with respect to STT and SCA was not significant. The findings here was despite disparity in male and female involvement in street activities across the globe where male street children were reported to outnumber their female counterparts (Alli, et al, 2004; Ajiboye and Oladiti,2008; Cummings 2006; Aderinto, 2000; Marrengula, 2010; Mambwe, 1997; Veale and Donald, 2003; Wikipedia, 2007).

However, Salami and Beers (2003) presented a dissenting view with female street children out-numbering their male counterparts in a study conducted in Jos, Plateau state of Nigeria. This was arrogated to male-child preference in the area. Again, findings from this study contradicted the findings of Kehinde (2011) that reported significant effect of gender on social competence of participants. Amosun (2002) also reported gender as a

determining factor in doing well in a particular task. Also, Adekunle (2005), Macdonald and Hara (2010) reported significant effect of gender on environmental knowledge and attitude of male and female children.

Similarly, Akaeze (2013) and UNESCO (2012) both reported significant difference in the performance of male and female in academic feat with female outpacing their male counterparts in terms of academic performance in the last three years-2010, 2011, 2012. The said significant effect of gender might be due to gender stereotyping involving assignment of different roles to boys and girls which tend to influenced performances of such children. Obayelu and Okoruwa (2007) further confirmed this assertion that gender roles that a society assigns to its children will have determining effect on their future.

4.3.10 Effect of Family Size on Social Competence of Street Children

The result obtained in this study showed that family size was of no significant effect on social competence or street children. This implies that the nature of family from where street children come from whether small, medium or large does not necessarily influence their social competence. However, it was observed that street children from large families had higher score in social competence as presented in Table 4.3 than those from both medium and small family size. This is contrary to the assumption that children from small and medium family size could have upper hands than those from large family size. Reasons for the slight higher social competence of street children from large family size could probably be attributed to the fact that, due to the number in the family and resource constraint, individual in such family usually developed alternative coping strategies which may be physical, psychological as well as emotional. A number of street children from large families claimed to have been involved in street activities for the purpose of survival and to make ends meet especially when such is not adequately provided by their parents or guardians.

Despite the observed differences in the social competence of street children from large family size vis-avis those from small and medium family size, the effect was not significant. Reasons that could be adduced for this might be because participants in the experimental groups were exposed to similar treatment regardless of their family size that

enabled the participants to obtain similar social competence. This finding confirmed that of Conticini and Hulmes (2006) that the family background of street children may not be responsible for their participating in the act since there are some of such children from elite parents, parents from different professions such as doctors, professor, and others. More so, Pushpalata and Chandra (2009) reported non-significant association of social competence with family size when there was no significant effect of family size on Vineland Social Maturity Scale in rural and urban areas. Social Attribute checklist also had no significant association with family size.

On the other way round, findings from this study is a departure from some previous works that identified family size and other socio-economic status such as parent education, qualifications and so on as determinants of children's participation and performance in street activities generally (Aderinto, 2000; UMP, 2000; Panter-Brick et al, 2000; Dustman, 2003; Nte, 2005; UNESCO, 2005; Okpukpara and Odurukwe 2006; Obayelu and Okoruwa 2007; Chen and Ravallion, 2008; CSC, 2009; OECD 2009; Shinco, 2009; Ashimolowo, et al, 2010). It was also the contention of Keith and Campbell (2000) that family was the most important influencing factor for the social and emotional development of a child.

4.3.11 Two-way interaction Effects of Treatment and Gender on Social Competence of Street Children

Results obtained in Table 4.2 confirmed the null hypothesis that there is no significant main effect of treatment and gender on social competence of street children. The implication of this finding is that gender of the participants in the treatment modes were of little or no effect on their social competence. Hence, the determinant of the participant's level of social competence was the treatment mode exposed to. Thus, gender difference notwithstanding, was irrelevant in street children's social competence since both can attain similar social competence level if exposed to similar experiment. As such, regardless of participant's gender in both the experimental and control groups, STT was the most effective approach to street children's social competence followed by SCA and Control group respectively. This result is in agreement with the findings of Kehinde (2011) and Ogundayo (2007) who find no significant interaction effects of treatments and

gender on the social competence of participants. Studies such as Alegbeleye (2005), Babajide (2010) and Gbadamosi (2012) also reported no significant interaction effects of treatments and gender on participant's performances in the experimental groups over the control group.

The foregoing results however contradicted the findings of Onasode (2004); Conger, Conger and Elder (1997) who obtained disparities in the performance of male and female as a result of interactional effect of treatment and gender. Adekunle (2005) also reported significant interaction effect of treatment and gender wherein male benefited more in the two strategies adopted in a study than their female counterparts.

4.3.12 Two-way interaction Effects of Treatment and Family Size on Social Competence of Street Children

The outcome of the result presented in Table 4.2 indicated that there was no significant interaction effect of treatment and family size on children's social competence. This is against the fact that children from large families had higher score in social competence than their counterparts from small and medium size families as presented in Table 4.3. This findings further strengthened findings of Conticini and Hulmes (2006); Pushpalata, et al (2009) that reported no significant association of family size with social competence. Thus, a combination of treatment and family size will produce no significant effect on social competence of street children. This finding is in contrast to some studies that found family size to be significant in relation to social competence and treatment (Keith and Campbell, 2000; Kehinde, 2011; CSC 2009).

4.3.13 Two-way interaction Effects of Gender and Family Size on Social Competence of Street Children

Results obtained in Table 4.2 produced evidence that the interaction effect of gender and family size was not significant on social competence of street children. The implication of this is the fact that gender and family size are not the sole determinants of social competence of street children. Thus the moderating effects of gender and family size on children's social competence was not significant. The findings further complemented the findings of Ogundayo (2007) who found no relevance of gender to

social competence of adolescents. This finding is in line with the findings of Kehinde (2011) who reported no statistical significant interaction effect of gender and emotional intelligence on the social competence of participants. Gbadamosi (2012) also reported no significant interaction effect of gender and school location on the participant's environmental knowledge, attitude and practice. This study however ran contrary to some findings that reported significant interaction effect of gender and family size on participant's social competence (Ashimolowo, et al 2010; CSC, 2009; Chen and Ravallion, 2008). The plausible reason for the non-significant interaction effect of gender and family size on social competence of street children might not be unconnected with the fact that the two were not significant on social competence when presented separately and this might be responsible for the result obtained when combined.

4.3.14 Three-way interaction Effect of Treatment, Gender and Family Size on Social Competence of Street Children

Result obtained in Table 4.2 revealed that the three-way interaction effect of treatment, gender and family size on social competence of street children was not significant; however, participants from large family size had higher social competence compared to those from small and medium family size. This notwithstanding, interaction effect of treatment, gender and family size was not significant. With this finding, it implies that, given the same treatment, participants regardless of whether male or female, from small, medium or large family size will not influence their social competence. This finding is in consonance with the findings of Kehinde (2011) who reported no significant interaction effect of treatment, gender and emotional intelligence on the social competence of the participants. The result obtained here might not be unconnected with the fact that the treatment modes in their two experimental groups were effective and significant on the social competence of the participants barring gender and family size. This implies that the experimental groups gained tremendously from their exposures to the treatment modes.

Notwithstanding the results, the STT treatment mode was more effective on social competence of participants than that of SCA treatment mode and Control group. The explanation that could be given for this is the use of theatrical elements in the STT that

made the participants to be actively involved in the activities and the consequent higher social competence recorded. This further confirmed the findings of Pushpalata and Chandra (2009) who reported that social competence of children were influenced by a number of variables. The result is also in consonance with the findings of Gbadamosi (2012) who observed no significant interaction effect of treatment, gender and school location on participants environmental knowledge, attitude and practices. However, the result obtained in this study is a departure from the findings of Olatundun (2008) who found significant interaction effect of treatment, gender and school location on participants' environmental knowledge and attitude.

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CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 This chapter focuses on conclusion and recommendations. Furthermore, implications of the findings, contribution to knowledge, limitations of the study and suggestions for further studies are also presented.

5.1 Summary of Findings

Findings from the study are summarized as listed in this section.

1. The nature of activities engaged in by street children in Oyo, Oyo state of Nigeria are: hawking, food vending, truck pushing and services. However, services such as 'car watching', car washing, scavenging, call girls and drug peddling common among street children in urban and metropolis were rare in the study location, though, begging and beggars' guides that were not included in the study exist in some of the locations involved in the study.
2. Two categories of street children involved in the study were children of the street and children on the street. Majority of the children engaged in street activities on part-time basis with few ones as full time street children.
3. Reasons for children's engagement in street activities ranged from economic to non-economic reasons. There were both convergent and divergent views on the reason for engaging in street activities among the participants. The convergent views range from poverty, family related issues, financial problem, unemployment, lack of support to other non-economic reasons. Divergent views were those of willingness, peer-influence, pleasure, freedom and avarice.
4. Problems involved in street activities by children were: problems of mix-up and miscalculations of items, insult from different quarters, the use of abusive language, embarrassment, stealing of money and products, harassment, psychological and physiological problems, language problem, lack of cooperation and in-fighting, armed-robbery attack, strife and disturbances.
5. Prominent among the risks involved in street activities were; accidents, health risk, sexual harassment and molestation from different quarters, attacks by

robbers, anxiety, risk of arrest by law enforcement agents, risk of abduction by kidnapers, poor performance in school and eventual drop out.

6. There were mixed reactions on societal attitudes toward children involvement in street activities with some viewing such children's activities as a means of survival and assistance to their family while some other people viewed such children as miscreants in the society.
7. Suggestions for solving problems of street children ranged from government, society, leaders to individual street children themselves. For instance, some of the participants suggested that government should give them money 'to sustain their hunger' so that they too can enjoy themselves as other Nigerians; government should be 'considerate on those of them struggling every day'; government should increase the salary of their parents in order for them to be able to sustain the family without any stress'.
8. There is significant effect of treatment on social competence of street children. The children in the STT group had higher adjusted posttest mean score in social competence than those in the SCA group and the control group.
9. Gender has no significant effect on children's social competence.
10. Family size has no significant effect on street children social competence.
11. The 2-way interaction effect of treatment and gender on children's social competence is not significant.
12. The interaction effect of treatment and family size on children's social competence is not significant.
13. The 2-way interaction effects of gender and family size on street children's social competence are not significant.
14. The 3-way interaction effects of treatment, gender and family size on street children's social competence are not significant.

5.2 Implications of the Findings

A panoramic view of results obtained in this study has shown that socio-cultural animation and shade-tree theatre as community-based approaches have greatly influenced social competence of participants in the study. The study also established superiority of

the two treatment modes over that of the control group in enhancing social competence of participants. The implication of this result is a pointer to the review of approach to the issue of street children phenomenon which may be tackled through participatory approach. With this, participants will be active as against passiveness characteristic of some previous studies on street children phenomenon. The implication of the foregoing therefore is that the hitherto quick-fixing solutions to the menace of street children, which was less effective, resulted from the nature of strategies adopted in such studies. Thus, street children need be adequately involved in the course of finding solutions to their problems generally.

In like manner, the higher social competence recorded by the participants in the shade tree theatre group over other groups is implicit on the kind of approach to be adopted on street children phenomenon. The implication of this finding is the need to incorporate fun, games, role- playing and theatrical elements that are capable of captivating children and sustain their continuous interest and active participation in such activities. This would go a long way in the attainment of the purpose of such action.

Furthermore, findings from this study have also revealed that the moderating effect of gender and family size was not significant on the social competence of participants. The implication of this finding is the fact that, barring participants' gender- male or female as well as family size – small, medium or large, their social competence could be enhanced if they are exposed to the treatment. Thus, it is implicit that in treating issues relating to social competence of street children, the emphasis should be on the treatment and not gender or family size. Thus, participants should be treated equally without recourse to their gender or family size.

Moreover, implicit in the non-significance of moderator variables of gender and family size is the fact that parents and the general attitude of the society towards child preference in terms of male to female child preference should be jettisoned since both gender can perform favourably if exposed to similar tasks. Taking decisions in favour of a particular sex therefore is inimical and capable of depriving such children opportunities to develop their potentials. Similarly, children from different family background and size should be treated equally since findings have shown that even children from large family size could perform creditably with their counterparts from small and medium family size.

5.3 Contributions to the body of Knowledge

This study has provided evidence that social competence of street children could be enhanced by participatory strategies such as shade-tree theater and socio-cultural animation. Thus, the study has contributed to the body of knowledge among others, the following:

1. The treatment brought about enhanced social competence and probable solutions to problems of street children activities.
2. Theory and practice were brought to bear upon through the study hence, most information on street children from literature that were abstract in nature were translated into real situation to present authentic information.
3. The study buttressed significance of fun, games, role-play and theatre in sustaining participants' interest and active participation in the project despite the characteristics of street children that are always 'on the move'.
4. The bottom-top approach of the treatment modes engendered solution to problems of street children emanated from the children themselves who are directly involved in the act.
5. The study served as means of creating more awareness on the part of the public on the phenomenon and attitude towards street children.
6. The need to de-emphasize gender in children's accomplishment in different tasks has been re-affirmed, ditto for family size.
7. Through enhancement of social competence of participants, the study has assisted in developing human resource potentials necessary for national development imbued in the children.
8. The study has also contributed to the body of literature especially on participating approach to social competence of children.
9. The direct and meaningful interactions with the participants assisted in addressing issues relating to paucity of genuie data on street children phenomenon.

5.4 Conclusion

The main aim of the study was the effect of the community-based socio-cultural animation and shade-tree theatre on social competence of street children in Oyo Town,

Nigeria. It also explored the moderating effects of gender and family size on social competence of street children. The treatment proved to be significant on social competence of street children as significance difference existed in the two experimental groups and control group after exposure to the treatment modes. Also, disparities existed among the treatment groups led by STT group followed by SCA and Control group respectively. However, the effect of the two moderator variables of gender and family size was not significant on social competence of street children.

Findings from this study provided evidence that participatory intervention involving active involvement of children to a large extent contribute to their social competence. Hence, it suffices that interventions on the street children and social competence should involve strategies that can promote active participation of such children themselves. With this, both shade tree theatre and social-cultural animation approaches are capable of promoting social competence of street children, irrespective of sex and size of family of the children.

5.5 Recommendations

The following recommendations are hereby put up in consonance with the findings from this study:

1. To address street children phenomenon squarely, active involvement of the children themselves must be enlisted in such activities.
2. Participatory interventions such as shade tree theatre and socio-cultural animation should be adopted in issues relating to social competence of street children irrespective of gender and home size. However, efforts need be made for effective monitoring and sustenance of participants.
3. The use of play way, role playing, games; fun and theatrical elements should be employed in dealing with street children considering the nature of their activities.
4. Street children communities and those that are directly related to them such as market leaders, park executives and security outfits should be adequately carried along in any intervention on street children phenomenon. This is to forestall mis-interpretation and misconception of such for kidnapping, religious activities and rituals.

5. Efforts should be made by researchers and other stakeholders on street children to follow rigidly the norms and ethics of social research. This is to protect the interest of participants involved in such exercise. As such, written and verbal consents of participants must be secured before taking any action on them.
6. Works on street children should involve more of qualitative studies than quantitative ones so as to be able to get first-hand and reliable information.
7. Efforts must be made to enhance social competence of street children by all stakeholders.
8. Negative attitudes by the society towards street children should be jettisoned since such children too are capable of contributing significantly to national development if given necessary encouragement.
9. Law enforcement agents should exercise caution when on raids to avoid punishing innocent children who are engaging in lawful activities.
10. Government should be poised to drastic and lasting solutions to the menace of street children. To this effect, financial assistance could be given to street children that show proven ability in their respective endeavours.
11. Government should adopt measures such as introduction of street education, enlightenment campaigns capable of enhancing social competence and effectiveness of street children rather than chasing them away from the street.
12. Government should take drastic efforts towards improvement of public schools to curtail negative acts such as truancy, drop-out syndrome, sneaking out of school to casino joints, film houses, etc.

5.6 Limitations to the Study

This study was limited by a number of teething problems at the onset. First were non-availability, unwillingness and non-readiness of participants at the commencement of the experiment. The reason was that the street children were always on the move and their focus is always on the sales to be made. This was followed by securing adequate attention of the participants. Ethical issues and misconception such as fear of being kidnapped, publishing photographs of participants in national dailies also affected timely selection of participants.

Participants' unwillingness to divulge information also affected the study. Associated with this were the limited previous studies on social competence involving participatory approaches. In addition, only gender and family size were considered as moderator variables in the study and this might have affected the findings from the study at large.

The foregoing limitations notwithstanding, findings from this study is a plus on participatory action research on social competence of street children and the study would also serve as basis of generalization on the issue in Oyo state and Nigeria altogether.

5.7 Suggestions for Further Studies

The fact that no study could be adjudged as all-conclusive makes it imperative that further research could still be conducted on social competence of street children. Consequently, further studies could be carried out to cover more activities of street children, diversities of street children category, to probe further on impact of economic and non-economic factors as well as other implicit factors of street activities, risks and problems involved as well as societal attitudes to street children.

The influence of factors such as parent educational background, school types among others on street children activities could be further examined. Further studies could also be carried out on the extent of street children categories such as children of the street and children on the street on social competence of street children.

Further research could also be carried out that would involve participatory activities apart from socio- cultural animation and shade tree theatre to underscore effects of such on social competence of street children. Also, other studies could investigate further, effect of active participation of street children on the phenomena of street activities for more generalizations.

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APPENDIX I

**DEPARTMENT OF TEACHER EDUCATION,
FACULTY OF EDUCATION,
UNIVERSITY OF IBADAN, IBADAN.**

STREET CHILDREN SOCIAL COMPETENCE SCALE (SCSCS)

Dear Respondents,

This is a study on Effects of Socio-Cultural Animation and Shade Tree Theatre Community- Based Approaches on Social Competence of Street Children in Oyo, Oyo State of Nigeria. The exercise is for academic purpose, you are therefore implored to respond as honest as possible. Your responses shall be kept confidentially.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

GENDER: Male () Female ()

AGE: 6-10Years () 11-13 Years () 14-17 Years ()

ETHNIC ORIGIN: Hausa () Yoruba () Igbo () Others, Specify ()

LEVEL OF EDUCATION: Primary () In Secondary () In Primary () Primary School Leaver () Secondary School Leaver () No formal Education ()

FAMILY SIZE: 0 - 4 () 5 - 8 () 9 - 12 () 12+ ()

PARENTS EDUCATION: Elite () Non-Elite ()

PARENTS OCCUPATION: Public Servant () Artisans () Farming () Trading () Others (Specify).....

RESIDENCE TYPE: Living with both Parents/Guardians () Living with one of the Parent () Living Alone () Living with Friend/Acquaintance () Living Around the street ()

NATURE OF ACTIVITY (IES) INVOLVE: (Specify)
.....

REASONS FOR ENGAGING IN STREET ACTIVITIES: (specify)
.....

RELATIVE INCOME PER DAY:

(Specify).....

SECTION B

Instruction: Please rate each of the listed behaviours according to how well it describes you:

0 = Not at All, 1 = Little, 2 = Moderately Well, 3= Well, 4 = Very Well

STREET CHILDREN SOCIAL COMPETENCE SCALE (SCSCS)

(A) PSYCHOLOGICAL ATTRIBUTES		RESPONSE				
S/N	STATEMENT	0	1	2	3	4
1	It is my character to think deeply before taking decisions with regards to my work.					
2	I am always careful not to be carried away by emotion while on the street.					
3	When necessary, I can wait patiently for my turn in the course of working on the street.					
4	I don't think it is necessary to understand my co-street workers.					
5	In time of disagreement, I used to control my temper.					
(B) COMMUNICATION ATTRIBUTES						
1	I do express my needs and feelings appropriately while on the street.					
2	For me, struggling with colleagues and customers on the street is part of strategies to make sales.					
3	I am always careful while moving around the street to avoid accident.					
4	I found it easy to cope with verbal directives while on the street.					
5	I am always cheerful towards my customers.					
(C) INTERPERSONAL ATTRIBUTES						
1	I am always guided in the street activities by societal rules and regulations					
2	I found it easy to associate with other street workers.					
3	I don't usually obey rules and regulations while engaging in street activities.					
4	To assist my colleagues in street activities, I used to share my					

	materials with them.							
5	To achieve my goals in street activities, I always work together with my colleagues.							
	(D) PROBLEM - SOLVING ATTRIBUTES							
1.	I am used to resolving problems with other street children on my own.							
2.	With or without adult support, I can carry out my duties on the street.							
3.	I am always disappointed when I cannot find solution to my problem.							
4.	Even if I am being distracted, I can still carry on with my work.							
5.	To some extent, I can say that I am good at understanding other co-street workers' feelings.							
	(E) OTHERS							
1.	I cannot be disturbed if i fail to reach my target.							
2.	I am always concerned about how I relate with my colleagues in street activities.							
3.	I always assist my co-street workers when they are in problem situation.							
4.	While engaging in street activities, I love listening to other people's advice.							
5.	I love making friends with other people on the street.							

What are the problems you face while on the street?

.....

How can such problems be solved?

.....

APPENDIX 1B:

YORUBA TRANSLATION

**DEPARTMENT OF TEACHER EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF IBADAN, IBADAN.**

IGBELEWON AWON OMO ESE E TITI (OPOPONA)

Osunsun mi,

Ise iwadii yii wa fun mimo ipa ti asa ati ere e tiata abe igi n ko ninu ihuwasi awon omo ti o n taja ni ese e titi ni ilu Oyo alaafin, labe ipinle Oyo ni ile Naijiria.

Ise iwadii yii ni afojusun nipa eko. A n ro yin pe ki e dahun awon ibeere pelu otito inu ati ododo. Idahun yin yo wa ni ipamo kuro lowo gbogbo eniyan.

E se pupo

IPIN AKOKO: Alaye nipa osunsun

Ako/Abo (Ako n Babo): Okunrin , Obirin

OJO ORI NI IPELE: Odun mefa si mewaa Odun moka si metala

Odun merinla si metadinlogun

ELEYA MEYA: Eya Yoruba Eya Hausa Eya Igbo

Tabi ki o daruko eya miran ti o ba je.....

IPELE EKO: Ile iwe alakobere Ile iwe giramma (sekondiri)

Mo wa ni ile iwe alakobere Mo ti jade ile iwe alakobere

Mo ti jade ile iwe giramma(sekondiri) Mi o lo si Ile iwe rara BI A

TI TO NINU EBI: Eyo kan si meri Marun-un si mejo

Mesan-an si mejila Mejila ati ju beelo

BI AWON OBI TI KAWE TO: Won lo si ile eko Won ko lo si ile eko

ISE TI AWON OBI N SE: Osise ijoba Onise owo Onise agbe

Oni sowo Tabi ki o so ise miiran ti o baje.....

IRU ILEGBEE: mo n gbe pelu awon obi/alagbato mi mejeeji

Mo ngbe pelu okan ninu awon obi mi

Mo n dagbe funra ara mi ni

Mo n gbe pelu ore/ojugba mi

Mo n gbe lese e titi kaakiri

AWON OHUN TI O MAA N SE (SALAYE WON).....

IDI TI O FI N SE AWON OHUN TI O MAA N SE LESEE TITI (SALAYE WON).....

AWON OWO TABI AJEMONU TI O MAA N RI LOJUMO.....

IPIN KEJI

Afiyesi: jowo gbe awon idahun lle iwon gege bi alakale re ninu osunwon isale yii

0= Rara tabi ko si rara (bee ko rara)

1= Die (kekere tabi bintin)

2= Dara die (gbiyanju tabi o fere e ri bee)

3= Daradara (beeni)

4= Daradara ganan (beeni jojo)

IGBELEWON IWUWA AWON OMO ESE TITI

IBEERE

IDAHUN

		0	1	2	3	4
1	(A) ISE NIPA ERO Mo maa n saa ba ronun jinle ki n to gbe igbese nipa ise ti mo n se					
2	Mo maa n saaba sora (kiyesara) ki ironu (ero) ma gba mi lo ti moba wa lese e titi					
3	Nigba to ba pe fun-un, mo le fara bale di asiko temi ni ibi ise mi lese titi					
4	Mi o ro pe, o pan dandan fun mi lati fara bale fun awon ti a jo n sise po lese titi					
5	Ti ede aiyede kerekere ba wa laarin awon eniyan ati emi, mo maa n saaba ko ara mi ni ijanu (mo maa n ni suuru)					
1	(B) <u>ISE NIPA IBANISORO</u> Mo maa n je ki awon eniyan mo ami ati edun mi nigba ti mo ba wa loju titi bi o ti ye					
2	Ni temi, sise aapon pelu awon elegbe mi ati awon onibara je ona ati ta oja mi loju titi					
3	Mo maa n saaba sora fun ijamba nigba ti mo ba n rin loju u popo					
4	O maa n rorun fun mi lati gba ikilo tabi ase nipa oro siso nigbati mo ba wa loju popo					
5	Mo maa se oyaya (tujuka) si awon onibaara mi					
1	<u>ISE NIPA ADAMO</u> Mo maa n fokan si sise ati ofin ilu monigba ti mo ba n se kata kara mi loju u popo					

APPENDIX II

PLACEBO ACTIVITIES GUIDE (PAG) FOR CONTROL GROUP

This guide was designed for the facilitators for the Control group on the issue of streets activities among street children.

S/N	PROCEDURES	ACTIVITIES	DURATION
1.	Familiarization with street children in their location	Interactions with street children in the location by facilitators through participant observations on their activities. This is to be repeated for first four days consecutively. On the fifth day, the children that consented to be part of the programme were enlisted for the study.	Five days
2.	Facilitators activities	(i) Facilitators' meetings with the children in their clusters interacted with street children general issues that were not pertaining to street activities involved in the experimental groups. (ii) Facilitators relates with street children as participant observers. (iii) Facilitators jot down their observations.	Five weeks
3.	Participants activities	(i) Participants relates with facilitators who Were participant observers.	Five weeks
4.	Feed back	Administration of SCSS.	
5.	Assignment	(i) Participants were asked to go about their business.	

APPENDIX III

TRAINING FORMAT FOR FOCUS GROUP DISCUSSION MODERATORS

Introduction

Individual depth interviews and focus group discussion are two primary qualitative research techniques (Debus, 1997; Ige, 2013). The use of focus group discussion is vital in a qualitative research because the interaction of participants in the group will stimulate richer responses and allow new and valuable thoughts to emerge. Focus group discussions provide insight into issues which cannot be covered through a survey. Focus groups sessions are therefore means of getting people involved in decision making process.

The discussion guide contains list of topics and questions which will be asked during the discussion session. When developing the questions, it should be noted that all discussion groups will make use of the same discussion guide. This will enable the researcher to make comparison among the responses of the various groups.

Moderating a Focus Group Discussion Session

Effective moderation of a focus group discussion is vital for the success of a study. It therefore, requires an experienced moderator that has the ability to draw information out of the participants. Also, the moderator should be well grounded in the subject matter to be discussed. Debus (1997) pointed out that once a moderator is selected, he must be thoroughly briefed on the project and the discussion guide. Focus group discussion moderator should take note of the following:

- A moderator is not a teacher
- A moderator is not a judge, he must be neutral.
- A moderator does not look down on respondents.
- A moderator does not agree or disagree with what is said.
- A moderator does not put words in the respondent's mouths.
- The focus group discussion session is not a time to inform the participants.

- The focus group discussion session is not a time to convince or persuade the participants.

Stages in moderating a discussion session

Stage 1: Opening

The moderator will provide a brief opening before the discussion begins. Such introduction will make the respondents to be relaxed. It will also help to develop good rapport between the moderator and the participants. In this stage, the following activities are involved:

- The moderator introduces himself
- The general purpose of the group is explained
- The moderator's neutrality is established
- Participants are allowed to introduce themselves
- Group rules are given.

Stage 11: The body of the Focus Group Discussion

The content of this stage will involve a subtle transition from general topics to an increasingly specific discussion of issues to be covered. The purpose of this stage is to obtain an understanding of the issues related to the topic and to explore the respondents' knowledge, language and attitudes towards the topic.

The moderator, at this stage, needs high level of skill. Some of the actions of the moderator include:

A In-depth probing: this is to clarify responses given by a group member. Some examples of probes are:

- **Remaining silent** - allows the respondent to amplify what he said.
- **Using the mirror technique** - restating what the respondent has just said.
- **Using the third-person technique** - "Can you tell me more about that?", "What do you mean by that?" "Can you think of an example of that?" etc.

B Sensitivity: A good group moderator will be sensitive to receptivity level of the participants. Hence, he will know when to move the group from a general to specific discussion.

C Keep the conversations flowing: The moderator needs to keep control of the discussion. If participants get off track or get ahead of the issue being discussed, the moderator must pull the group back together.

D Handling special problems: The moderator should be able to handle any problem that occurs in the group i.e. conflicts among participants, a general lack of enthusiasm.

E Using a variety of moderating tactics and make it productive i.e. an effective moderator will:

- Stimulate group members to talk to each other, not necessarily to him.
- Know when to probe and when to keep quiet.
- Use in depth probing without leading the respondents.
- Encourage unresponsive group members to speak.
- Be permissive but keep the group on track.
- Be prepared to improvise if thing doesn't work or if useful information is being gathered.

STAGE 111: Closing the Focus Group Session

This stage is meant to summarize the group discussion. This will assist the moderator, the observer and respondents in understanding what has occurred during the group discussion. The appropriate moderator behaviour for the closure stage is basically to summarize or not to judgmentally identify differences of opinions among participants and to synthesize the findings from the group.

APPENDIX IV

IN DEPTH INTERVIEW GUIDE ON SOCIAL COMPETENCE AND STREET CHILDREN VULNERABILITY

1. Why is it necessary to talk to customers politely?

.....
.....

2. What is the essence of verbal and non-verbal cues in relating with people while on the street?

.....
.....
.....

3. Do you think it is necessary to be cheerful while engaging in street activities?

.....
.....

4. What is the danger in being too anxious while on the street?

.....
.....

5. Can you explain why you need to think deep before taking decisions while on the street?

.....
.....

6. Is there any need for understanding rules guiding street operations?

.....
.....

7. In what ways can your attitude and behaviour affect your colleagues on the street?

.....
.....

8. Why do you need to relate with your colleagues on the street?

.....
.....

9. Why should people listen to or give consideration for other people's suggestion?

.....
.....

10. Do you think it is necessary to be safety conscious while engaging in street activities?

.....
.....

11. When faced with problem situation in the street, what would you do?

.....
.....

12. What is your opinion about your future?

.....
.....

13. What do you think should be done when there is conflict between you and your colleagues?

.....
.....

14. How can you suggest as ways by which you can contribute to a place where you are working?

.....
.....


UNIVERSITY OF IBADAN LIBRARY

APPENDIX V

Letter of Introduction

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF TEACHER EDUCATION

Head of Department
Francis A. ADESOJI
Professor of Science Education/Curriculum & Instruction
B.Sc (Hons.) Chemistry Education (Lagos)
M.A. Ph.D (Curriculum Studies in Science Education (Ife)
TRN, FMSTAN



Gsm: +234(0) 8033727326
234(0) 7054025538
E-mail: francisadesoji@yahoo.com

2nd November, 2012.

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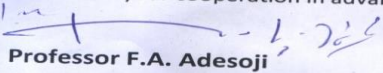
Dear Sir,

**LETTER OF INTRODUCTION – OLADITI, ABIODUN AKINOLA
(MATIC. NO. 110175)**

This is to introduce the above named **Ph.D** student of the Department of Teacher Education, University of Ibadan. He is embarking on educational research which necessitates collection of information from your school.

Kindly assist him with regards to his request, which will enable him complete his research programme.

Thanks for your cooperation in advance.


Professor F.A. Adesoji
HEAD OF DEPARTMENT
Department of Teacher Education
University of Ibadan
OTHER PROFESSOR
Oluremi A. Ayodele-Bamisaye
C. O. O. Kolawole

READER
A. Abimbade
M. K. Akinsola

Our Vision
To be a world-class institution for academic excellence geared towards meeting social needs

Our Mission:

- To expand the frontiers knowledge through provision of excellent conditions for learning and research.
- To produce graduates who are worthy in character and sound judgement.
- To contribute to the transformation of society through creativity and innovation.
- To serve as a dynamic custodian of society's salutary values and thus sustain its integrity.


UNIVERSITY

APPENDIX VI

Letter of Introduction (DPO, Oyo East Local Government, Kosobo, Oyo)

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF TEACHER EDUCATION

Head of Department
Francis A. ADESOJI
Professor of Science Education/Curriculum & Instruction
B.Sc (Hons.) Chemistry Education (Lagos)
M.A. Ph.D (Curriculum Studies in Science Education (Ife)
TRN, FMSTAN



Gsm: +234(0) 8033727326
234(0) 7054025538
E-mail: francisadesoji@yahoo.com

2nd November, 2012.

DIVISIONAL POLICE OFFICER
THE NIGERIAN POLICE
OYO EAST LOCAL GOVERNMENT,
KOSOBO, OYO, OYO STATE

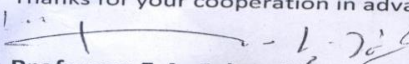
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Department of Teacher Education
University of Ibadan

OTHER PROFESSOR
Oluremi A. Ayodele-Bamisaye
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READER
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copy received by me
w/sgl Aishat
23/11/12

APPENDIX VII

Letter of Introduction (DPO, Oyo West Local Government, Ojongbodu, Oyo)

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF TEACHER EDUCATION

Head of Department
Francis A. ADESOJI
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E-mail: francisadesoji@yahoo.com

2nd November, 2012.

DIWISORAL POLICE OFFICER
.....
CITE NIGERIA POLICE
.....
OYO WEST LOCAL GOVERNMENT
.....
OJONGBODU, OYO, OYO STATE
.....

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1.11.12
Professor F.A. Adesoji
HEAD OF DEPARTMENT
Department of Teacher Education
University of Ibadan
OTHER PROFESSOR
Oluremi A. Ayodele-Bamisaye
C. O. O. Kolawole

*Original received
by me Elhoro AAJ
18/12/12*

READER
A. Abimbade
M. K. Akinsola

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