



International Journal of Development and Sustainability

ISSN: 2186-8662 – www.isdsnet.com/ijds

Volume 6 Number 12 (2017): Pages 2193-2215

ISDS Article ID: IJDS17092901



Child labour among Nigerian children: Implication for development

Janet Monisola Oluwaleye *

Department of Political Science, Ekiti State University, Ado, Ekiti, Nigeria

Abstract

This study examines the challenge of child labour confronting children in Nigeria and the impacts on sustainable development. It seeks to investigate the causes and cases of child labour confronting children in Nigeria. Both primary and secondary sources of data were used in the study. The study empirically investigates the challenges of child labour, especially hawking, in Ekiti and Osun States in order to consider its implication for development. The study identifies the parents, government and society as culpable in the challenge. Other factor responsible for child labour are poverty, broken homes, unemployment, bad governance, and culture are noted as causes of child labour in Nigeria. The study further argues that the attendant educational and socio-economic effects of child labour in Nigeria include dropping out of school, truancy, cheating in examinations, half-baked school products, rape, abortion, broken homes, health hazards, population growth, increase unemployment and underdevelopment. The study recommends provision of job, strong security base and penalty for offenders to address the challenge of child labour in Nigeria.

Keywords: Children; Child Labour; Street Trading; Rape; Sustainable Development

Published by ISDS LLC, Japan | Copyright © 2017 by the Author(s) | This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.



Cite this article as: Oluwaleye, J.M. (2017), "Child labour among Nigerian children: Implication for development", *International Journal of Development and Sustainability*, Vol. 6 No. 12, pp. X-X.

* Corresponding author. *E-mail address:* jmoluwaleye@gmail.com

1. Introduction

Child labour is a major challenge confronting children of school age in Nigeria. UNICEF (<http://www.unicef.org/Nigeria-1935.html>) defined child labour as work that is mentally, physically, socially or morally dangerous and harmful to children and which deprives them of opportunities for schooling and development. The International Labour Organisation (<http://www.ilo.org/ipecc/facts/lang-en/index.htm>) defined child labour as “Work that deprives children of their childhood, their potential and dignity, and which is harmful to physical and mental development”. Such types of work are the ones that deprive the children of time, privileges and potential they would have appropriated to attain great heights in future. Child labour is against Article 32 of the Convention on the Rights of the Child which states that “States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development” (Healthy Documents, 2012). This study focuses on the involvement of children in street trading, which is a form of economic exploitation, likely to intervene in the child’s education and also harmful to the child’s health, moral and social development. Oxford City Council (2017) defined street trading as the selling or exposing for sale of any article in a street. Schedule 4 of the Local Government (Miscellaneous Provisions) defines as any road, footway, beach or other area to which the public have access without payment (Oxford City Council, 2017).

The report of UNICEF (2006) and World Bank (2001) (cited in Ojo-Ajibare (2013), on the prevalence of child work and street trading revealed that out of an estimated 80 million child workers in Africa, the estimate for Nigeria alone shows that about 12 million children between the ages of 10 and 14 are working to supplement family income. Street trading is closely associated with poverty, poor conditions of service. Several reasons have been given by scholars for children involvement in street trading. This include poverty, exploitation by parents/guardians, children’s own choice because of ignorance, love for money by the children concern at tender age, economic condition of parents, desire to help their parents/culture that belief children are to help their parents, high rate of unemployment, rapid population growth (Ubah and Averson, 2014:18; Ijere, 2015; Ojo, 2014; Faloore, 2009; Shailong and Beshi, 2011; Ojo, 2013:118). Udoh and Joseph (2012:137) corroborated the socio-economic status of most families in Nigeria and the high rate of poverty as motivating factor for pushing their wards into the streets at the mercy of environmental elements, selling pure water (sachet water), fruits, confectioneries, beverages and so on. Nduka and Duru (2014:133), in their empirical study of the menace of street hawking in Aba metropolis, South-East, Nigeria, also submitted that poverty and unemployment were among the reasons for street hawking.

However, children who engage in street trading/hawking are exposed to a lot of dangers which include kidnapping, accidents, unplanned pregnancy and early marriage, abortion, ritual killing, psychological trauma, sexually transmitted disease, social imbalance, half education. Kaletapwa (2013) submitted that teenage pregnancy is very common among street hawkers, especially among the girl-child. She further noted that teenage girls who hawk are gradually introduced to some anti-social vices. The risk of been corrupted in the process of street hawking is high, as such children may mix with bad children at the motor parks, in the streets and in uncompleted buildings. Interaction with bad children may lead to behavioural pattern inimical

to healthy citizens. Such children may miss school frequently and fail to benefit maximally from the educational system. They end up becoming half-baked school-leavers with serious consequences for the country (Ekpenyong and Sibiri, 2011:37). It is in this light that the study examines the causes and effects of child street trading (hawking) in Nigeria, using Ado-Ekiti in Ekiti State and Osogbo in Osun State as cases to consider its implication on development.

1.1. Research questions

The research questions include:

- i. What are the factors responsible for child labour, street trading in Ekiti and Osun States?
- ii. What is the nature of child labour in Ekiti and Osun States?
- iii. How has child labour in form of street trading impacted on socio-economic development in Ekiti and Osun States?
- iv. What are the measures that can be put in place to reduce the incidence of child labour in form of street trading in Ekiti and Osun States and Nigeria in general?

1.2. Objectives of the study

The main objective of the research work is to examine the challenge of child labour in Nigeria, with specific reference to hawking among students of school age. The specific objectives of the research are to:

- i. investigate the factors responsible for child labour in Ekiti and Osun States.
- ii. examine the nature of child labour in Ekiti and Osun State.
- iii. investigate the implications of child labour for socio-economic development in Ekiti and Osun States.
- iv. recommend the necessary measures to be put in place in order to reduce child labour in Ekiti and Osun States.

2. Theoretical framework

The study relies on the Culture of Poverty as its Theoretical Framework. The theory was propounded by an anthropologist, Oscar Lewis, in his book, entitled 'Five Families: Mexican Case in the Culture of Poverty' in 1959 (Gale, 2008). The culture of poverty theory states that; living in conditions of pervasive poverty will lead to the development of a culture or subculture adapted to those conditions. This culture is characterized by pervasive feelings of helplessness, dependency, marginality and powerlessness (Gale, 2008). The culture of child street trading/hawking in Nigeria is seen as a measure to overcome the challenge of poverty by those who found themselves in such a condition. Lewis argued that children, who grew up in very poor conditions, like a slum for example, will internalized the feeling of hopelessness or desperation that characterize these living conditions. As children grow up, they will not be able to take advantage of opportunities that might exist because they have internalized the cultural norms they grew with. Lewis saw this as a kind of psychological phenomenon that accompanies living in dire circumstances (Cummins, 2017). Furthermore,

Lewis described individuals living within a culture of poverty as having little or no sense of history and therefore lacking the knowledge to alleviate their own conditions through collective action, instead focusing solely on their own troubles (Gale, 2008). Individual attempt to alleviate the condition of poverty is a major factor for parents/guardians involving their children/wards in street hawking business in Nigeria.

Culture of poverty has been flawed both in theory and interpretation. Gale (2008) posited that the theory assumes that culture itself is relatively fixed and unchanging – that once a population exists within the culture of poverty, no amount of intervention in terms of the alleviation of poverty will change the cultural attitudes and behaviours held by members of that population. In that respect, it means assistance to the poor in the form of welfare or other direct assistance, cannot eliminate poverty since poverty is inherent in the culture of the poor. Consequently, the culture of poverty theory shifts the blame from social and economic conditions to the poor themselves (Gale, 2008).

Lewis' culture of poverty theory is controversial and opposed to "situation theory", which locates the genesis of poverty in economic and social structures of society rather than in the value orientations of individuals or groups (<http://sociologyindex.com/culture-of-poverty-theses.htm>). The fact cannot be ruled out that economic recession, poor condition of service and failure of governance has contributed the level of poverty in Nigeria, the result of which send many children to the street to trade.

Lewis has been criticized on his idea that the culture of poverty was self-perpetuating. While some argued that the poor are poor because of their inadequate values, others blamed "the system" (Lamont and Small, 2006). However, the relevance of the culture of poverty theory to child street trading/hawking in Nigeria cannot be ruled out. One of the major motivating factors for the involvement of children in street trading is poverty, either inherited or conditional inflicted. Efforts of parents/guardians to find solution to unemployment, unfavourable conditions of service, lack of basic welfare services and poor economic condition in most cases motivated the involvement of their children/wards in street trading.

3. Methodology

This study adopts survey research approach. It combines both qualitative and quantitative method to generate both primary and secondary data. In order to generate primary quantitative data, questionnaire was used. Interview, both structured and unstructured, was used to gather qualitative primary data. Secondary data were collected through content analysis from relevant scholarly materials such as textbooks, journals, official publications, seminar and conference papers, newspapers and the Internet.

The study population consists of residents of Ekiti and Osun States. For the purpose of this study, the capital cities; Ado-Ekiti in Ekiti State and Osogbo in Osun State were be purposively chosen. The choice of these cities is informed by the fact they constitute major commercial centres where the act of hawking is very rampant. Children between ages seven (7) to fifteen (15) constitute the list of children respondents, while adults 18 years and above constitute the list of respondents for parents/guardians and teachers. This is because 18 years is the constitutionally recognised adult age in Nigeria.

3.1. Sample size

A total of 300 copies of questionnaires were administered. 200 of them were administered on children who engaged in street trading in the two purposively selected States; 100 copies in each state. While 100 copies were administered on the teachers on the ratio of 50:50 for each State. In-depth interview, both structured and unstructured, was conducted on 20 parents/guardians of the children who engaged in street trading who were purposively identified. Purposive sampling was employed due to the nature of the research, that is, not all children of school age are confronted with the challenge of child labour.

3.2. Validity and reliability of research instrument

To ensure the content validity of the research instrument (questionnaire), the researcher compared the items raised in the questionnaire with the research questions. Through this, she ensured that the research instrument cover the variables to be investigated in the study. The research instrument was also subjected to professional scrutiny by experts for the purpose of boosting its content validity. Reliability was ensured through comparing the findings from the research with similar studies to ascertain the consistencies in the data with findings of previous similar studies. Therefore, there is an acceptable and satisfactory validity and reliability.

3.3. Data analysis

The analytical technique of the study was quantitative and qualitative descriptive methods, the former using statistical tools such as percentages, pie charts and chi-square and the latter using content analysis descriptively.

3.4. Gap- in- literature and contribution to knowledge

The contribution of the study to existing knowledge is that most works on the topic were too general and theoretical in approach. This study is empirical in that it adopted survey method using questionnaire, interview and personal observation to investigate the causes, nature and implication of child labour on development, using Ekiti and Osun State as case studies.

3.5. Study area

The field work was carried out in Ekiti and Osun States, both in South West of Nigeria. Ekiti and Osun States were purposively chosen for the study because they were the youngest states in South West, Nigeria, created in 1996 and 1991 respectfully.

3.6. Profile of the study areas

Ekiti State was created on October 1st, 1996 under the regime of General Sani Abacha (now late). It is located between longitudes 40° 51' and 50° 451' East of the Greenwich meridian and latitudes 70° 151 and 80° 51'

north of the Equator. It lies in the south of Kwara and Kogi States, East of Osun and bounded by Ondo State in the East and in the South; with a total of land Area of 5887.890sq km. Ekiti State has 16 Local Government Councils with 3 senatorial Districts. The 2006 population census by the National Population Commission put the population of Ekiti State at 2,382,212 people (<http://ekitistate.gov.ng/about-ekiti/overview/> retrieved 10/07/2016)

Osun State, Western Nigeria, was created in 1991 from the eastern part of Oyo State. It is bounded by the States of Kwara on the Northeast, Ekiti and Ondo on the East, Ogun on the south, and Oyo on the West and Northwest. The Yoruba hills run through the Northern part of Osun State. The State has a covering of tropical rain forest, and the Osun is the most important river. Osun State is inhabited mainly by the Yoruba people (<http://www.britainica.com/place/Osun> retrieved 17/11/2016).

3.7. Limitations to the study

A major limitation to the study was the unwillingness of some parents to disclose the depth of their children's engagement in street trading. This was due to the fear that the interviewers may be agents of government who might implicate them. Efforts were made to educate them on the importance of the exercise on the government policy. Also, some of the students engaging in street trading seems to be ignorant of the implication on their studies. The responses from the teachers and similar studies revealed the real effects of street trading on the performance of such students.

3.8. Direction for future research

Further research can be carried out on: Street Trading, Vicious Circle of Poverty and Underdevelopment; Street Trading and Criminality; and also on Parental Status and Child Street Trading in Nigeria.

4. Presentation of data

4.1. Demographic variables of students' respondents

Figure 1 shows that the percentages of respondents were equally chosen from Ado -Ekiti and Osogbo. One hundred (100) representing (50.0%) of the total population were from Ado-Ekiti, while 100 representing another (50.0%) were from Osogbo.

Figure 2 shows that fifty-five (55) representing 27.5% of the respondents were primaries 1-5 pupils, eighty (80) representing 40.0% of the respondents were in Junior Secondary School (JSS) 1-3 students, while 65 representing 32.5% of the respondents were in Senior Secondary Schools (SSS) 1-3 students.

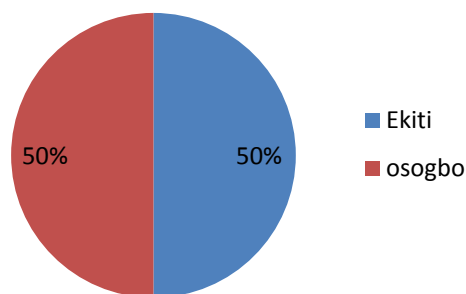


Figure 1. Town (Source: Field Work, 2017)

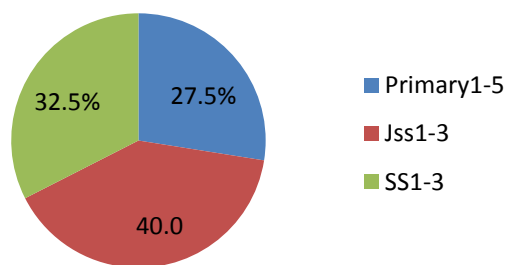


Figure 2. Class categories of Respondents (Source: Field Work, 2017)

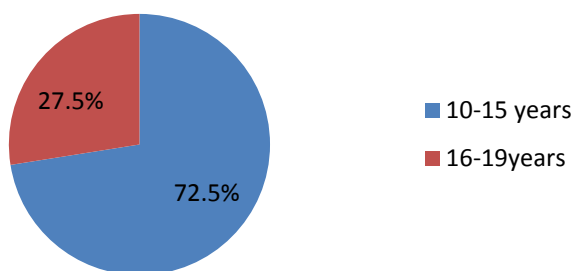


Figure 3. Age range (Source: Field Work, 2017)

The age distribution of sample pupils'/students respondents is shown in Figure 3. It shows that one hundred and forty-five (145) representing 72.5% were between the ages of 10-15years, while fifty-five (55) representing 27.5% were between the ages 16-19years.

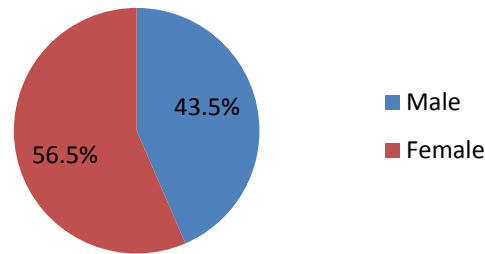


Figure 4. Sex (Source: Field Work, 2017)

Figure 4 shows that eighty-seven (87) representing 43.5% of the respondents were males; while one hundred (113) representing 56.5% were females. This shows that female children were more involved in street trading than male children.

4.2. Child labour enhancing factors

Table 1. Factors for Street Trading

S/N	Factors for Street Trading	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)	Frequency (I don't know)	Percentage (I don't know)
1.	Parents are poor	128	64	68	34	4	2
2.	Supplements to parents/guardians income.	182	91	17	8.5	1	.5
3.	Personal interest	90	45	108	54	2	1
4.	Inability to cope with academic	32	16	166	83	2	1
5.	Parents are separated	47	23.5	152	76	1	.5
6.	Parent(s) unemployed	109	54.5	86	43	5	2.5
7.	The practice in the area	87	43.5	111	55.5	2	1
8.	Bad economy	138	69	48	24	14	7
9.	It is better than schooling	29	14.5	167	83.5	4	2
10.	The cost of education is high	76	38	118	59	6	3

Source: Field Work, 2017

In response to question 1 on Table 1 on whether students engaged in street trading because their parents were poor, the result shows that one hundred and twenty-eight (128) representing 64.0% of the respondents revealed that poverty of their parents was the reasons of their involvement in street trading while sixty-eight (68) representing 34.0% of the respondents stated that poverty was not the reason for their own involvement in street trading, while four (4) representing 2.0% of the respondents did not indicate their opinion. The analysis reveals that majority engage in street trade because their parents are poor.

In response to whether students engage in street trading to supplement their parents income (Question 2), One hundred and eighty-two (182) representing 91.0% of the respondents noted that their involvement in street trading was to supplement their parents/guardians' income, only seventeen (17) representing 8.5% of the respondents indicated that their involvement was not to supplement their parents income, while one (1) representing .5% of the respondents did not indicate his/her opinion. The response to question 2 shows that higher percentage of students who engage in street trading do it to supplement parents/guardians income.

In response to question 3 on whether students who engage in street trading have interest in the act, many of the sampled children involved were not interested, ninety (90) representing 45% of the respondents indicated their interest while one hundred and eight (108) representing 54% of the respondents indicated their lack of interest in street trading. Two (2) representing 1% of the respondents did not indicate their opinion. These analysis reveal that majority of student were not interested in street trading.

On whether the engagement of school children in street trading is as a result of their ability to cope with their academics, (Question 4), thirty-two (32) representing 16% of the population agreed that their engagement in street trading is as a result of their inability to cope with their academics while majority, one hundred and sixty-six representing 83% of the respondents noted that their engagement in street trading was not as a result of their inability to cope with academics. Two (2) representing 1% of the respondents did not indicate their opinion. This analysis shows that school children who engage in street trading was not because they couldn't cope with their academics.

The response to question 5 on whether students engaged in street trading because their parents are separated, forty-seven (47) representing 23.5% had their parents separated while majority, one hundred and fifty-two representing 76% of the respondents had their parents living together. Only one (1) representing .5% of the respondents did not indicate either. This reveals that a major percentages of school children do not engage in street trading because their parents are separated.

Unemployment was pointed out as one of the reasons for street trading. Response to question 6 revealed that by majority opinion of one hundred and nine (109) representing 54.5% believed that unemployment was one of the reasons for street trading while eighty-six (86) representing 43% disagreed. Five (5) respondents representing 2.5% did not indicate their opinion. These reveal that higher percentage of the student engage in street trading because their parents are unemployed.

From the response to question 7 on Table 1, some students engaged in street trading because it was the practice in their area, eighty-seven (87) representing 43.5% were in that category. Reasonable number of respondents, one hundred and eleven (111) representing 55.5% opined that they engaged in street trading not because of the practice in the area but for some other reasons. Only two (2) representing 1% of the respondents did not indicate their opinion. This analysis shows that student do not engage in street trading because it is the practice in their area.

Majority of the respondents to question 8 on Table 1, one hundred and thirty-eight (138) representing 69% of the respondents, opined that bad economy in the country was the cause of their own engaging in street trading while forty-eight (48) representing 24% of the respondents were of contrary opinion.

Fourteen (14) of the respondents representing 7% did not indicate their opinion. This analysis revealed that bad economy in the country is the cause of involvement in street trading.

In response to question 9 on Table 1, on whether students engaged in street trading because they thought it was better than schooling, only few respondents, 29 representing 14.5% were affirmative while majority, one hundred and sixty-seven representing 83.5% revealed that their engagement in street trading was not based on the belief that street trading was better than schooling. The remaining four (4) respondents did not indicate their opinion. This analysis reveals that the respondent prefer schooling than street trading.

From response to question 10 on Table 1 on whether students involved in street trading because of high cost of education, seventy-six (76) representing 58% were affirmative while one hundred and eighteen (118) representing 59% did not agree that high cost of education was the reason for street trading. The remaining six (6) respondents did not indicate their view. This reveal that majority of student do not engage in street trading because the cost of education is high.

4.3. Nature of street trading indicators

Table 2. The Nature of Street Trading

S/N	The Nature of Street Trading	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)	Frequency (I don't know)	Percentage (I don't know)
1.	Engagement in trading every day after school hours	135	67.5	64	32	1	.5
2.	Engagement in street trading at times during school period	61	30.5	138	69	1	.5
3.	Engagement in street trading 2-3 times per week	119	59.5	78	39	3	1.5
4.	Specific customers who buy every time	155	77.5	44	22	1	.5
5.	Going from one street to the other with expectation to get customers	175	87.5	24	12	1	.5
6.	Returning late back home in attempt to sell	117	58.5	82	41	1	.5
7.	Entering the house of customers to sell	166	58	83	41.5	1	.5
8.	Sacrificing school activities most times to engage in street trading	82	41	116	58	2	1

Source: Field Work, 2017

In response to question 1 in Table 2 on whether students engage in street trading every day after school hours, most respondents, 135 representing 67.5% of the respondents affirmed their engagement in street trading every day after school hours while 64 representing 32% were of contrary opinion. Only one (1) representing .5% did not indicate his opinion. This analysis reveals that major percentage of student engage in street trading every day after school hours.

From response to question 2 Table 2 on engagement in street trading at times during school hours, 61 representing 30.5% of the respondents agreed while 138 representing 69% did not agree. One (1) respondent did not indicate his opinion. This analysis reveals that higher percentage of student do not engage in street trading during school period.

Question 3 on Table 2 shows that many students who engage in street trading, 119 representing 59.5% of the respondents, do so between 2-3 times per week, 78 representing 39% responded 'NO' while three (3) representing 1.5% of the respondents did not indicate their opinion. Higher percentage of the respondent indicated that they engage in street trading 2-3 times per week.

A large number of the respondents, 155 representing 77.5% of the respondents, in response to question 4 on Table 2 on whether they have specific customers who buy from them, noted that they have specific customers who buy their goods every time they trade while 44 representing 22% of the respondents were of contrary opinion. Only 1 representing .5% did not indicate his/her opinion. This analysis reveal that majority of the respondent have specific customers who buy their goods.

Likewise, in response to question 5 on Table 2 on whether they go from one street to another with expectation of getting customers, 175 representing 87.5% answered in the affirmative while 24 representing 12% of the respondents were of contrary opinion. One (1) of the respondents representing .5% did not indicate his/her opinion. The analysis here shows that majority of the student, though may have specific customers, yet they still go from one street to another with the expectation of getting more customers.

In response to the duration of the trading in question 6 on Table 2, 117 representing 58.5% of the respondents revealed that they used to return home late at times in attempt to sell their goods. 82 representing 41% of the respondents were of contrary opinion while one (1) representing .5% did not indicate his/her opinion. This analysis result shows that many of the students who engage in street trading do return late back to their various homes at times in attempt to sell their goods.

Also, a major percentage of the respondents, 166 representing 58% in response to question 7 on Table 2 affirmed that they use to enter the houses of their customers to sell to them. This is risky for the security of those concerned. Eighty-three (83) representing 41.5% noted that they did not use to enter the houses of customers while on (1) did not indicate his/her opinion. Those who enter the houses of customer to sell were at the risk of being kidnapped or raped.

In response to question 8 on Table 2, 82 representing 41% of the respondents revealed that they used to sacrifice their school activities most times in order to engage in street trading while 116 representing 58% of the respondents said they did not. Two (2) respondents representing 1% did not indicate their opinion. This analysis shows that reasonable number of the students who engage in street trading do miss school at times which is likely to affect their performance.

4.4. Indicators of effects of street trading

Table 3. Effects of Street Trading (Responses from the pupils/students involved in street trading)

S/N	Effects of Street Trading	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)	Frequency (I don't know)	Percentage (I don't know)
1.	Street trading as the cause of poor performance in school	42	21	151	75.5	7	3.5
2.	Raped in the course of street trading	28	14	169	84.5	3	1.5
3.	Unplanned/unwanted pregnancy n course of street trading	22	11	166	83	12	6
4.	Backwardness due to street trading	44	22	141	70.5	15	7.5

Source: Field Work, 2017

From question 1 on Table 3, 42 representing 21% of the respondents agreed that street trading was the cause of their poor performance while 151 representing 75.5% of the respondents believed that street trading did not affect their education. Seven (7) representing 3.5% of the respondents did not indicate their opinion. This analysis shows that majority of the respondent do not see street trading as the cause of their poor performance in school.

In response to question 2 in Table 3 on whether they have been raped in the course of street trading, 28 representing 14% of the respondents responded "Yes" while 169 representing 84.5% responded "No". Three (3) representing 1.5% of the respondents did not indicate their opinion. The analysis shows that some of the students who engaged in street trading have fallen victim of been raped in the cause of involvement.

Similarly, 22 representing 11% responded "Yes" to question 3 in Table 3 on whether their involvement in street trading had led to unplanned/unwanted pregnancy while 166 representing 83% responded "No". Twelve (12) representing 6% of the respondents did not indicate their opinion.

Also, in response to question 4 on Table 3 on whether involvement in street trading was the cause of backwardness, 44 representing 22% of the respondents agreed while 141 representing 70.5% did not agree and 15 representing 7.5% did not indicate their opinion.

4.5. Demographic analysis of teachers

Figure 5 shows that fifty (50) teachers each represented both Ado Ekiti and Osogbo in the analysis. There were equal representations from both states used as case studies.

Figure 6 shows that 25 representing 25% of the respondents were NCE/OND Certificates while 75 representing 75% of the respondents were HND/B.ed/B.Sc certificate holders. The implication on the study is that since most of the students responses fall within JSS-SSS, the teachers were rightly placed to give the proper comments.

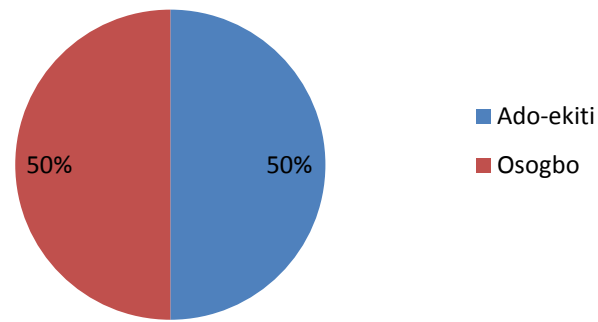


Figure 5. Town (Source: Field Work, 2017)

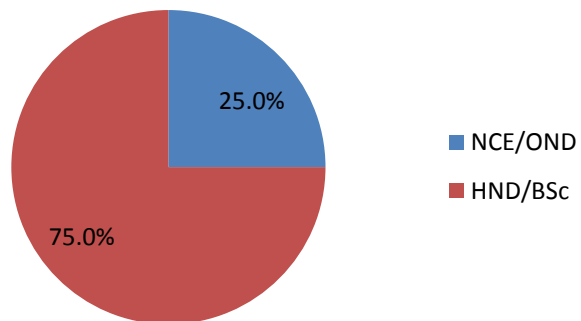


Figure 6. Academic qualification (Source: Field Work, 2017)

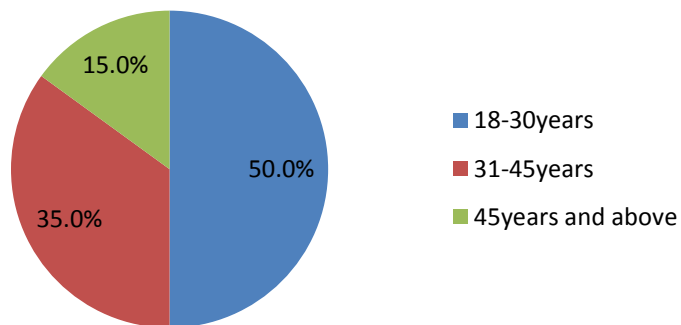


Figure 7. Age range (Source: Field Work, 2017)

Figure 7 shows the age range of respondents teachers. Fifty 50 representing 50.0% were between ages 18-30years while 35 representing 35.0% were between ages 31-45 years and 15 representing 15% were ages 45years and above respectively. The implication of this is that most teachers were mature enough to understand the implication of the subject of the study.

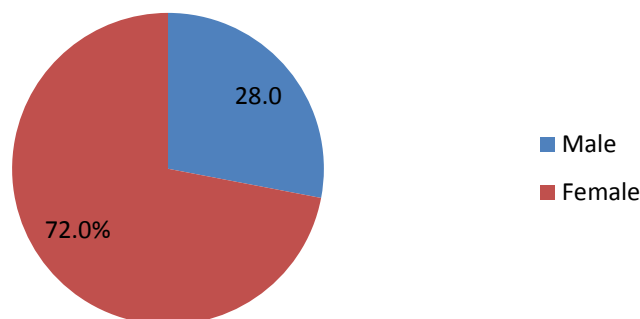


Figure 8. Sex (Source: Field Work, 2017)

As depicted in Figure 8, 28 representing 28% of the respondents were male teachers while 72 representing 72% were female teachers. The fact that most of the respondent teachers were female would enhance the objectivity of their view of the subject.

4.6. Indicators of effects of street trading

Table 4. Effects of Street Trading (Responses from the teachers)

S/N	Effects of Street Trading	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)	Frequency (I don't know)	Percentage (I don't know)
1.	Such students are not always regular in school	82	82	14	14	4	4
2.	They always fail to do their home work	88	88	8	8	4	4
3.	They usually perform poorly in their academics	74	74	20	20	6	6
4.	They usually cheat during examinations	57	57	22	22	21	21
5.	Street trading is the cause of half-baked school products	86	86	9	9	5	5
6.	Such students are often victims of rape	94	94	5	5	1	1
7.	They often resort to abortion of unwanted pregnancy	85	85	7	7	8	8
8.	They are prone to health challenges	79	79	16	16	5	5
9.	Those who become pregnant often end	92	92	2	2	6	6

	up becoming a single parent						
10.	If such are forced to marry, it often lead to broken homes	91	91	4	4	5	5
11.	Children born out of wedlock is one of the major cause of rapid population growth in Nigeria	79	79	15	15	6	6
12.	Underdevelopment is another attendant effects of child labour in Nigeria	80	80	15	15	5	5
13.	Street trading further compound the problem of unemployment in Nigeria	48	48	46	46	6	6
14.	Vicious cycle of poverty is further compounded by the challenge of street trading	76	76	17	17	7	7
15.	Street trading poses a threat to the economy rather than improving it	69	69	24	24	7	7

Source: Field Work, 2017

The response from question 1 on Table 4 revealed the support of 82 teachers, representing 82% of the respondents, that students who engage in street trading were not always regular in school. Fourteen (14) representing 14% of the respondents were of contrary opinion. Four (4) representing 4% of the respondents did not indicate their opinion. This reveals that students who involve in street trading are not usually regular in school.

Similarly, it was very glaring from the response of teachers, to question 2 on Table 4, that students who engage in street trading often fail to do their homework. Eighty-eight (88) representing 88% of the respondents supported the assertion while only 8 representing 8% did not supported and the remaining four (4) representing 4% did not indicate their opinion.

In the same vein, 74 representing 74% of the respondents agreed, in response to question 3 on Table 4, that students who involve in street trading usually perform poorly in their examinations. Twenty (20) representing 20% of the respondents were of contrary opinion while 6 representing 6% of the respondents did not indicate their opinion. This analysis shows that higher percentage of student who engage in street trading usually perform poor in their academics.

From response to question 4 on Table 4 on whether students who engage in street trading usually cheat during examination, 57 representing 57% of the respondents supported that students who engage in street trading often cheat during examination while 22 representing 22% of the respondents disagreed and 21 representing 21% of the respondents did not indicate their opinion. This shows that most students who engage in street trade are prone to cheating in examinations.

Question 5 on Table 4 shows the response on whether street trading is one of the causes of half-baked school products. Most respondents, 86 representing 86% of total respondents agreed that street trading is one of the factors responsible for half-baked school products while just 9 representing 9% of the respondents did not agree. Five (5) representing 5% of the respondents did not indicate their opinion. Majority of the respondents opined that involvement of students in street trading often results in half-baked school products.

On whether students who engage in street trading were often victims of rape, question 6 Table 4, 94 representing 94% of the respondents supported the assertion, 5 representing 5% of the respondents disagreed while just 1 representing 1% of the respondents did not indicate his/her opinion. Majority of respondents supported that children who engage in street trading are often victims of rape.

In the same vein, in response to question 7 on Table 4 on whether such children often resort to unwanted pregnancy, 85 representing 85% of the respondents agreed while 7 representing 7% disagreed. Eight (8) representing 8% of the respondents did not indicate their opinion. This shows that children who engage in street trading often resort to abortion in case of unwanted pregnancy.

Similarly, in response to question 8 on Table 4, 79 representing 79% of the respondents supported that children who engage in street trading are prone to health challenges. Sixteen (16) representing 16% of the respondents were of contrary opinion while 5 representing 5% of the respondents did not indicate their opinion. This reveals that children who engage in street trading are prone to health challenges.

In response to question 9 on Table 4, 92 representing 92% of the respondents agreed that most children who got pregnant in the course of street trading often end up become a single parent. Only 2 representing 2% of the respondents disagreed while 6 representing 6% of the respondents did not indicate their opinion. This reveals that most children who got pregnant in the course of street trading often end up become a single parent.

Likewise, in response to question 10 on Table 4, on whether forcing students who got pregnant to marry the person who impregnated often leads to broken homes, 91 representing 91% of the respondents supported the assertion. Four (4) representing 4% of the respondents did not support while 5 representing 5% of the respondents did not indicate their opinion. This shows that if children who got pregnant in the course of street trading are forced to marry the person who impregnated them, it often leads to broken homes.

Based on the response to question 11 on Table 4, 79 representing 79% of the respondents agreed that one of the major causes of rapid population growth in Nigeria is children born outside wedlock while 15 representing 15% of the respondents disagreed. Six (6) representing 6% did not indicate their opinion. Most respondents believed that children born out of wedlock contributed to rapid population growth in Nigeria.

In the same vein, 80 representing 80% of the respondents, in response to question 12 on Table 4 on whether underdevelopment is one of the attendant's effects of street trading in Nigeria, agreed. Fifteen (15) representing 15% did not agree while 5 representing 5% did not indicate their opinion. Most respondents revealed that underdevelopment was one of the attendant effects of street trading.

On whether street trading also compounded the problem of unemployment in Nigeria, question 13 on Table 4, 48 representing 48% agreed while 46 representing 46% did not agree. Six (6) representing 6% of the respondents did not indicate their opinion. The findings reveal that street trading further helps to compound the problem of unemployment in Nigeria.

Similarly, response to question 14 on Table 4 on whether vicious cycle of poverty is further compounded by the challenge of street trading, 76 representing 76% of the respondents agreed while 17 representing 17% of the respondents disagreed. Seven (7) representing 7% of the respondents did not indicate their opinion. This also shows that vicious circle of poverty is further compounded by the challenge of street trading.

Conclusively, in response to question 15 on Table 4 on whether street trading poses a threat to the economy of the country rather improving it, 69 representing 69% of the respondents supported while 24 representing 24 % of the respondents did not agree. Seven (7) representing 7% of the respondents did not indicate their opinion. Opinion of most respondents shows that street trading poses a threat to the economy of the country rather than improving it.

5. Discussion of findings

This study empirically investigated the challenges of child labour, especially hawking by children of school age, in Ekiti and Osun States in order to consider its implication for development. The study considered the causes, the nature and effects of street trading on students and its implication for development. The research questions were tested with the use of percentages.

The causes of street trading identified include factors such as poverty, unemployment, to supplement parents/guardians' income and bad economy. This is in line with the findings of other scholars that poverty was a major cause for street trading by children (Ashimolowo, Aromolaran and Inegbedion, 2010; Umar, 2009; Ugochukwu, Okeke, Onubogu and Edokwe, 2012). Also, most of the respondents revealed that their involvement in street trading was not motivated by personal interest or their inability to cope with their academics. Responses to interview from parents whose children engaged in street trading revealed that bad economy, efforts to supplement income, unemployment, poverty, etc motivated the engagement of their children in street trading. It was glaring from responses that students who engaged in street trading did not do so because they believed that it was better than education or because the cost of education was high. Other causes identified include bad leadership, government policies, illiteracy, single parent, large family size and rapid urbanization.

Some comments from such students who engaged in street trading include; “To help my parents to pay her debts”; “I’m doing it for my mummy to meet up for our daily needs”; “To assist my parent”; “I don’t like it all”; “My mummy will not buy book for me”; My mummy will beat me if I don’t go”; “My mummy will not give me food”; “I don’t like. I don’t have choice”. The above comments from some students who engaged in street trading revealed that not all those involved were interested in the engagement.

Furthermore, responses from the parents of children engaging in street trading shows that they engaged their children/wards in street trading in order to make ends meet. Many of the parents interviewed said it was because of the hard economy while some said it prevents children from engaging in useless things like roaming round the street. Others thought engaging the children make them wise in the act of trading. Still, some parents revealed that it was because they had no money to get a shop where customers can come to meet them so engaged their children to improve their trade and to others it was to supplement their income.

Some of the pupil/student respondents were engaged in the selling of items such as cosmetics, rubber sleepers, comb, vegetables, pepper. Okro, bread, pounded yam, fufu, oranges etc. Responses of students who engaged in street trading to questionnaire shows that some of them engaged in street trading every day, while some engage between two to three times in a week and some at times had to forfeit school activities for street trading. Many do return late back home in attempt to sell their goods. These cannot but have adverse effects on their academics. Precious time that would have been given to study was used to trade. As a result many of students would not do their assignment nor prepare well for their examinations. This has, in no doubt, contributed to poor academic performance on the part of the students’ concerned. This was corroborated by Aruya (2017) who opined “the number of child hawkers continue to increase on the road while a good number of children are still found on the street during school hours across the state. In addition, their number continues to increase at evening time, till late hours in the late hours in the night, which is most risky as most of these children are exposed to unimaginable perils”

The effects of street trading on the academic performance of the pupils/students involved could not be hidden. Though most students involved were not objective in their response, many of the student respondents opined that it was not affecting them academically. Most teachers who responded attested to failure of such students in doing their home-work as well as poor performance in examinations. The assertion was supported by 88% and 74% of teacher respondents respectively. Kaletapwa (2013) in his study on the effects of street trading on academic performance of students in practical agriculture: a case study of secondary schools in Taraba State, recorded a very low rating of students were involved in street trading. The society also has its own share of the attendant effects of street trading. It was revealed that some of such students are prone to cheating during examination with consequence of production of half-baked school products. Not only that, it was discovered that students who engaged in street trading were victims of rape which often lead some to resort to abortion resulting to health challenges. This was in line with the view of Umar (2009) who pointed to the danger of girl child open to sexual abuse in form of rape, harassment and molestation in the course of which she most probably loses her dignity to shameless men who take advantage of her. Worst still, she pointed to the danger of such girl become street wise by going after men with outrageous passion for commercial sex, thereby learning anti-social and criminal behaviour. Also, this finding was supported by the submission of Aruya (2017) thus:

Sadly irrespective of the inconsequential financial worth of items being hawked, the child-hawker is faced with the danger of getting kidnapped, knocked down by vehicles, robbed, sexually assaulted or even killed. He is also exposed to a lot of vices as he is influenced by undesirable elements he mingles with, in the garage and parks. His health is also affected as he engages in activities too strenuous for his young and fragile form.

Some who did not abort end up becoming single parents while many that were forced to marry those who impregnated them end up being having broken homes. The above assertion was supported by 92% and 91% of the teacher respondents respectively. Furthermore, it was revealed that children born out of wedlock, which is common to street trading, was one of the cause of rapid population growth in Nigeria. Other implication of students' engagement in street trading on the nation include underdevelopment, unemployment, vicious cycle of poverty and general threat to the economy. Other implication identified include such students dropping out of school to ending up becoming touts, joining bad gangs, becoming drug addicts, kidnapping, accidents and robbery. This was supported by the findings of Falore (2009) from interview of street children (those who ran away from home to live in the street). One of those interview confessed of running away from home to stay with two of the girls she had met previously in the course of her street trade. The study also agreed with the submission of Udoh and Joseph (2012) that children who engage in street trade are victims of truancy and other vices.

6. Implications of child labour on national development

The effects of child labour, in form of street trading, transcend individual, family and societal, it goes a long way to impact national development. The development of children in any nation is germane to the overall sustainable development of the country. Madjitey (2014:22) pointed out that majority of children of street vendors are deprived of the development stages as propounded by Piaget, because they are left alone on the street without any supervision and direction. According to him, children in concrete operational stage need guidance to be able to reason logically and organise their thoughts coherently, which is crucial for the development to the formal operational stage which involves abstract thinking. According to Nneka (2017), proper development which encapsulates relevant and global education is ineluctantly tied to sustainable development. The findings of this study revealed that most students who engaged in street trading usually perform poor in their academics. This is supported by Abubakar (2014) who discovered a very significance relationship between street hawking and academic performance of girl child in Yobe. It is, therefore, evident that children street traders are unlikely to contribute positively to national development because of poor educational performance. Similarly, Galli (2001) submitted that children sent to work, since they compete with school attendance and proficiency, do not accumulate (or under accumulate) human capital, missing the ability to enhance their productivity and future earnings capacity. Not only that it lowers the wage of their future families and the probability of their offspring being sent to work. Hence, poverty and child labour is passed on from generation to generation. Also, low education is associated with lack of awareness of rights and of democratization, negatively affecting growth.

Child labour can also affect national growth through health. Children engaging in street trading are exposed to sexual harassment or rape, with its attendant risks such as sexually transmitted diseases, including HIV/AIDS, unwanted pregnancy (which can also lead to vesico vaginal fistula (VVF) due to immature reproductive organ) and even death in attempt to abort unwanted pregnancy. Scholars noted the health challenges confronting children street hawkers to include accidents, fighting injuries, sexual assaults and its attendant consequences, emotional trauma, etc (Mfrekemfon and Ebirien, 2015; Ayodele and Olubayo-Fatiregun, 2014; Okeke, 2015; Clark and Suinaina, 2012). A study carried out by Johnson and Ihesie (2015:107) identified health challenges associated with children street trading to include general body pains, leg pains, neck pains, waist pains, headaches, sunburns, tiredness/weakness, fever, chest pains, cough, rashes, pregnancy, hand pains and stomach pains. According to Galli (2001:3), the health problems caused to child labourers in the long run translate into a less healthy and hence less productive adult labour force, thus impact negatively on national development.

7. Recommendations

Government should implement programmes to reduce poverty by means of empowering the poor and improving the conditions of service of workers. Government should provide loan for small scale business men and women to enhance their business. Technical schools should be made functional to encourage technical skill acquisition for youths and adults. Graduates of various skills should be empowered with needed equipments and relevant amount to set up their businesses. This would enable people to be engaged in profitable ventures to cater for themselves and their families.

Government should make effort to tackle the problem of unemployment in Nigeria. Government should set up industries in various states; large scale agriculture with relevant industries should be established by governments to reduce the challenge of employment drastically in the country.

Better welfare packages should be given to workers. Workers salary should be reviewed to enable them leave a meaningful life. The salary should be paid regularly as well as other entitlement such as leave bonus, car/housing loans and others. Promotion of workers should not be unduly delayed.

Parents should employ effective family planning method to have the limited number of children they effectively taken care of. Government should put mechanism in place to ensure public enlightenment on and implementation of family planning. Health workers should be saddled with the strategies for implementation.

Strategic programmes should be put in place to enlighten parents/guardians of the implication of pupils'/students' engagement in street trading and the importance of good child upbringing and monitoring. Government can do this through television or radio jingle. Traditional and religious rulers should be involved in the campaign against child labour.

Government should not only enact laws that prohibit street trading, there should strategies put in place to enforce such laws. For instance, law enforcement can be put at strategic places to arrest children found

selling during school hours. There should be penalties for parents/guardians whose children and wards are found engaging in street trading.

There should be good governance at all levels of government. Government at all levels should be responsive to the welfare of the citizenry. Economy should be improved upon to enhance the standard of living. Social welfare packages should be put in place to relieve the poor, the widows, the jobless and the less privilege people in the country.

Education should be made free and compulsory from primary to secondary school level. Government should do this by make primary and secondary education tuition free. Books, tables and chairs should be made available freely to the pupils/students. Besides, government should provide lunch for the pupils/students to encourage them and make them interested in schooling.

Acknowledgement

The research was carried out with the support from Andrew W. Mellon Foundation and American Political Science Association.

References

- Abubakar, A. (2014), "Impact of Street Hawking on Girl Child Academic Performance in Government Day Junior Secondary Schools in Yobe State, Nigeria", *Journal of Education and Practice*, Vol. 5 No. 24.
- Aruya, T. (2017), "Lagos Child-Hawkers as Endangered Species", <https://lagosstate.gov.ng/blog/2017/02/19/lagos-child-hawkers-as-endangered-species-2/> retrieved 17/5/2017.
- Ashimolowo, O.R., Aromolaran A.K. and Inegbedion, S.O. (2010); "Child Street-Trading Activities and its Effect on the Educational Attainment of its Victims in Epe Local Government Area of Lagos State", *Journal of Agricultural Science*, Vol. 2 No. 5, pp. 213.
- Ayodele, R.B. and Olubayo-Fatiregun, M.A. (2014), "Accidental Injuries among Juvenile Hawkers: Clog in the Wheel of Sustainable Socio-Economic Development of a Nation", *Asian Journal of Humanities and Social Sciences*, Vol. 2 No. 2.
- Clark, C.I.D. and Sumaina, Y. (2012), "Child Street Trading as an Aspect of Child Abuse and Neglect, Oredo Municipality of Edo State, Nigeria as Case Study", *European Scientific Journal*, Vol. 8 No. 5.
- Cummins, E. (2017), "Culture of Poverty: Definitions, Theory and Examples", <http://study.com/academy/lesson/culture-of-poverty-definition-theory-examples.html> retrieved 8/2/2017.
- Ekpenyong S.N. and Sibiri, A.E. (2011), "Street Trading and Child Labour in Yenagoa", *International Journal of Scientific Research in Education*, Vol. 4 No.1, pp. 36-46.
- Falooore, O.O. (2009), "Social Networks and Livelihood of Street Children in Ibadan, Nigeria", *International Journal of Sociology and Anthropology*, Vol. 1 No. 15, pp. 82-89.

- Gale, T. (2008), "Culture of Poverty", *International Encyclopedia of the Social Sciences*, <http://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/culture> retrieved 8/2/2017.
- Galli, R. (2001); *The Economic Impact of Child Labour*, Discussion Papers, The International Institute for Labour Studies (IILS), <https://pdfs.semanticscholar.org/4029/e6891e9cda2de117e689cdac7f58c942ccc8f.pdf> retrieved 14/6/2017.
- Healthy Documents (2012), "The United Nations Convention on the Rights of the Child", Adopted by No. 44/45 of the General Assembly of the United Nations, 20 November 1989.
- Ijere, R. (2015), "Economy is Responsible for Child Street Hawking-Street Hawker", *Daily Times*, May 10, <https://dailytimes.ng/headlines/economy-is-responsible-for-child-street-hawking-street-hawker/> retrieved 1/2/2017.
- Johnson, O.E. and Ihesie, C.A. (2015), "Health Problems of Child Hawkers in Uyo, South-South Nigeria", *Journal of Medicine and Medical Sciences*, Vol. 6 No. 5, pp 104-108.
- Kaletapwa, F. (2013), "The Risks of Street Hawking among Students of Practical Agriculture in Secondary Schools of Taraba State", *Journal of Education and Practice*, Vol. 4 No. 15.
- Lamont, M. and Small, M.L. (2006), "How Culture Matters for Poverty: Thickening the Understanding", *National Poverty Center Working Paper Series*, 6-19.
- Madjitey, P. (2015), *The Socio-Educational Development of Children Street Vendors in Ghana*, Long Essay Submitted in Fulfilment of Doctor of Philosophy in Adult and Community Education and Training, Faculty of Education, University of Pretoria, <http://repository.up.ac.za/bitstream/handle/2263/4628/Madjitey-Socio-2015.pdf?sequence=1> retrieved 15/6/2017.
- Mfremkemon, P.I. and Ebirien, U.R. (2015), "Child Labour: A Public Health Problem in Nigeria", *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, Vol. 4 No. 3, pp 28-33.
- Nduka, I. and Duru, C.O. (2014), "The Menace of Street Hawking in Aba Metropolis, South-East, Nigeria", *Journal of Medicine and Medical Sciences*, Vol 5 No.6, pp. 133-140.
- Nneka, P.O. (2017), "Impacts of Street Hawking on the Social and Physical Wellbeing of Children in Nigeria", <http://www.streetchildrenresources.org/wp-content/uploads/2017/04/Street-hawking-Nigeria.pdf> retrieved 12/6/2017.
- Ojo, M.O.D. (2013), "A Sociological Investigation of Determinant Factors and Effects of Child Street Hawking in Nigeria: Agege, Lagos State, Under Survey", *International Journal of Asian Social Science*, Vol. 3 No.1, pp. 114-137
- Ojo, M.O.D. (2014), "Child Street Hawking/ Vendor in Nigeria (Africa): Apapa, Ikeja, Agege, Surulere, Lagos State, Nigeria", *Martins Library*, <http://martinslibrary.blogspot.com.ng/2014/03/child-street-hawking-vendor-in-nigeria.html> retrieved 2/1/2017.
- Ojo-Ajibare, J.O. (2013), "Child Work and Street Trading in Nigeria: Implications for Vocational Adult Education", *Journal of Educational Review*, Vol. 6 No. 2.

- Okeke, N. (2015), "Poverty is the driving a Rise in the Number of Nigerian Child Hawkers", The Conversation, October 27 <http://theconversation.com/poverty-is-driving-a-rise-in-the-number-of-nigerian-child-hawkers-49153> retrieved 15/6/2017.
- Oxford City Council (2017), "Trading Street", <https://www.oxford.gov.uk/info/20146/streets/73/street-trading>
- Shailong, C.N. and Beshi, E.G. (2011), "Socio-Economic Factors Affecting Children Hawkers in Lafia Local Government Area, Nasarawa State, Nigeria", *PAT*, Vol. 7 No. 1, pp. 64 - 73
- Ubah M.C. and Averson, B. (2014), "Effects of Street Hawking On the Academic Performance of Students in Social Studies in Junior Secondary Schools in Nassarawa State, Nigeria", *IOSR Journal of Research and Method in Education*, Vol. 4, No. 4, pp. 18-22.
- Udoh, N.A. and Joseph, E.U. (2012), "Behavioural Problems of Juvenile Street Hawkers in Uyo Metropolis, Nigeria", *World Journal of Education*, Vol. 2 No. 1.
- Ugochukwu, E.F, Okeke, K.N., Onubogu, C.U. and Edokwe, E.S. (2012), "Socio-Demographic Characteristics of Child Vendors in Nnewi, Nigeria", *Niger J. Pead*, Vol. 39 No. 4, pp. 174-178.
- Umar, F M. (2009), "Street Hawking: Oppressing the Girl Child or Family Economic Supplement?" *Journal of Instructional Psychology*, Vol. 36 No. 2.

Web References

- <http://www.britannica.com/place/Osun> retrieved 17/11/2016
- <http://www.ilo.org/ipec/facts/lang-en/index.htm> retrieved 2017
- <http://www.unicef.org/Nigeria-1935.html> retrieved 2017
- <http://ekitistate.gov.ng/about-ekiti/overview/> retrieved 10/07/2016
- <http://sociologyindex.com/culture-of-poverty-theses.htm> retrieved 8/2/2017