



Street hawking as predictor of enrolment, attendance and retention of students in basic education in Gusau, Zamfara State - Nigeria

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Abstract

The study determined street hawking as predictor of enrolment, attendance and retention of students in basic education in Gusau, Zamfara state. Three specific objectives, three research questions and three null hypotheses guided the study. Survey design was adopted for the study. The researchers sampled 398 out of 40,715 Basic Education students for the study. Structured questionnaire titled Hawking and Enrolment (HSBE) was used for the data collection. The instrument was validated by experts and pilot tested. The data collected was analyzed using Cronbach Alpha. A reliability coefficient of $r = 0.87$ was obtained. Data were collected by the researchers assisted by four trained research assistants. The data collected were analyzed using mean scores to answer the research questions while logistic regression was employed in the test the null hypotheses at the significant level of $p \leq 0.05$. The study revealed that street hawking has significant influence on enrolment, attendance and retention of basic education students in Zamfara state. The study concluded that inability to address the situation, there will be tendency of increase in the rate of school drop out in the state which will eventually led to increase in the rate of atrocities in the state. Based on these, it was recommended among others that the state government should create support programme such as children feeding, school uniforms and children's incentives that will limit hawking among school children and encourage parents to enrol their children in schools.

Keywords: Hawking, enrolment, attendance, retention

1. Introduction

In Nigeria education is compulsory for all children that are below the age of 14 years. The Federal Republic of Nigeria (2014) clearly emphasized in Section 1 Sub-section 4c of the National Policy on Education “that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities”. In pursuance of

this, in September 1999, President Olusegun Obasanjo launched the new Universal Basic Education (UBE) on free and compulsory education for school-age children. The introduction of the UBE in the country is to comply with the global Declaration of Education for all by the Year 2000. According to Ojo (2013), the Universal Basic Education (UBE) scheme aims to develop in the entire citizenry a



strong consciousness for education and strong commitment to its promotion; provide free, compulsory universal basic education for every Nigerian child of school-going age; reduce drastically, drop-out rate from the formal school system through improved relevance and efficiency; cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education; and finally to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning.

Despite the initiative, the study of Lekwa and Anyaogu (2016) reported that there is decline in students' enrolment in Nigeria. The report further shows that dropouts' rates among secondary school students remained high as only 64 percent of the pupils in primary school completed class six, and only 43.5 percent continued on to junior secondary school. Information posted on the internet by African Press on 25 April 2008, quoted the Nigerian Minister of Education, lamentable that about eleven million children, out of which 4.7 million were of primary school age and 5.3 million of secondary school age, roamed the streets in the country" and were engaged in all forms of child labour to support their education and family household. A study conducted by UNESCO (2017) indicated that "no less than 10 million children of school age are out of school in Nigeria. The submission is in line with earlier report of Ashimolowo, Aromolaran and Inegbedion (2010) which indicated that dropout is a universal phenomenon in almost all countries but it is more pronounced in developing countries. Mathias and Dada (2013) also maintained that both in times of economic boom and recession in Nigeria, the rate of

school dropouts is attributed to parental poverty.

Specifically, the study conducted by Okene (2013) revealed that North-west geopolitical zone has the highest percentage of street hawking compare to other geopolitical zones. According to Okene (2013), the situation is more pronounced in Zamfara state where only 42% of the enrolments do complete their educational secondary school education. By implication, the achievement of the Childs Right Act in education is suffering serious setback, especially in Zamfara state. Evidence from some studies conducted by UNICEF (2019) also indicated that high level of poverty, interest, parental weakness, bullying and economic activities are some of the factors that affects enrolment and retention of school age children. This therefore means that, too much of economic activities affect enrolment and retention of school age children.

According to the International Labour Organization (2010), the numbers of 'working children' under the age of 14 years in Nigeria estimated at 15million school age children engaged in various forms of child labour across Nigeria. The report added that, these school age children were exposed to long hours of work in dangerous, unhealthy and competitive environment during school hours. Specifically, the report of UNICEF (2019) revealed that most Nigeria children engage in Hawking; hence, many of the school age children engaged in selling items along the street, from house to house or in the public space.

Hawking is a veritable means income generation in Northern Nigeria and it is widely practiced despite the attendant moral and physical dangers for children. Children hawking different items, ranging from domestic servitude, Shoe shiners, Car washers, Scavengers and foot washers to support their schooling, parents and

guardians during school hour. Yaba, Lagos–Nigeria. Ojo (2013) lamented that many developing countries, parents are not able to continue sustaining their children at school, as a result the wise option is withdrawing their children from school and sending them into the streets to hawk goods to make money to help feed the family. In consequence, many children of school age are seen roaming the streets hawking during school hours when they should be in school studying. Based on the above, the trend of hawking in Zamfara State prompted the researchers to investigate the influence of hawking on: (1) students' enrolment in basic education in Gusau, Zamfara State, (2) school attendance of basic education students in Gusau, Zamfara State; and (3) retention of basic education students in Gusau, Zamfara State.

Research Questions

The following research questions were raised and answered using descriptive statistics.

1. What is the influence of hawking on students' enrolment in basic education in Gusau, Zamfara State?
2. What is the influence of hawking on school attendance of basic education in Gusau, Zamfara State?
3. What is the influence of hawking on students' retention in basic education in Gusau, Zamfara State?

Research Hypotheses

The following hypotheses are raised and tested at the significant level of $P \leq 0.05$.

HO₁: *Hawking has no significant influence on enrolment of students in basic education in Zamfara State.*

HO₂: *Hawking has no significant influence on school attendance of*

basic education students in Zamfara State.

HO₃: *Hawking has no significant influence on school retention of basic education students in Zamfara State.*

2. Related Empirical Studies

Scholars have conducted series studies closely related to the current study. For example, Lekwa and Anyaogu (2016) investigated economic recession, hawking and students drop out of school in the Five Eastern States of Nigeria. The study disclosed that economic recession negatively affects school enrollment and has pulled many students out of school and pushed them into the streets to hawk. Similarly, Ubah and Averson (2014) investigated the effect of street hawking on academic performance of students of social studies in Nasarawa state. The study revealed that hawking has negative effects on the academic performance of students in social studies in the state. Ojo (2013) also carried out a study on the problem of street hawking among the Nigerian children. Agege Local Government Area of Lagos State, Nigeria. The study shows that parents' levels of education, parents' occupations and the sizes of the family were significantly related to the problem of child hawkers in the study area. Similar study titled effect of Street Hawking on the Academic Performance of Students in Practical Agriculture in Taraba State was carried out by Farauta (2013), the study shows that street hawking has negative effect on student academic performance on secondary school student's performance in practical agriculture in the state. Similarly, Udoh and Joseph (2012) carried out a study titled 'Behavioural Problems of Juvenile Street Hawkers in Uyo Metropolis. The study shows that juvenile street hawkers develop maladjusted patterns of behaviour, which



in turn impair their academic, moral, social, physical, and psychological growth and development thus affecting their future negatively. Arhedo and Arhedo (2010) also carried out a research work on the impact of child labour in participation in school activities of Junior Secondary School in Benin City. The study reported that child labour has negative effects on level of participation in academic activities of school age children. Ashimolowo et al. (2010) carried out a study on child trading activities which includes hawking and its effects on the educational attainment of its victims in Epe Local Government Area of Lagos. The result of the study shows that majority of the respondents were of the opinion that trading activities have adverse effect on their schooling.

The study reviewed literature indicated that street hawking which is mostly by children between the ages of 10 and 14 and remains one of the major problems on the academic pursue of school age children in the country. The empirical studies reviewed indicated that street hawking is a serious problem in educational sector in Nigeria as it affects the general enrolment of school age children. From the related empirical studies, to the best of the researchers, no empirical evidence so far on the influence of hawking on enrolment, attendance and retention of students in basic education in the study area which the current study covered.

3. Methodology

Research Design

This study adopted survey design. A survey approach according to Uzoagulu (2011) is a systematic and organized attempt to analyze, interpret and report the present status of social institution or group of area for the purpose of making inference and decision making. Similarly, Emaikwu (2015) reported that when study involve the use of questionnaire to elicit the opinions of respondents on the present

state of affairs with regard to some variables that change over time for a large group of subjects, descriptive design should be employed. The design was considering appropriate because it enabled the researchers to obtained data for the purpose of testing hypotheses and answering research questions related to the study.

Population and Sample for the Study

The population of the study comprised of 29,500 basic education students, 12,343 drop outs students (Source: Gusau Zonal Education Office) and 16,124 hawkers (Source: Department of Social Service), Gusau LGA. The researchers applied the Glenn (2009) recommendation to draw the sample size of 398 respondents across the 4 groups of the target population. Proportional sample technique of 0.00529 was used to draw the sample of each of the cluster. To meet four cardinal features of a good sample (accessibility, economy, practicability, and feasibility), the researchers used random sample technique to select six schools that were used for the study. To select school dropout students, and hawkers school age children, purposive sampling technique involving snowballing method was used.

Instrument for Data Collection

The instrument used for data collection was 30 items self-structured questionnaire titled "Hawking Enrolment, Attendance and Retention of Students (HEARS)". Adamu and Mukthar (2018) stated that questionnaire is preferred in most cases where the sample size is large or where factual information is required with relative degree of accuracy. The instrument was measured in 4-points rating scale questionnaire as follows: Strongly Agree (SA), 4 points; Agree (A) 3 points; Disagree (D), 2 points and Strongly Disagree (SD), 1 point. The choice of the scale was based on suggestion of Kabir and Adamu (2019) who opined that 4-point scale is easy to understand by



respondents and the benchmark mean score of ≥ 2.5 of decision rule is likely to produce reliable results.

To ensure the validity of the instrument, the researchers gave the instrument to the specialists in psychology and measurement and evaluation to screen and vet the face and content validity of the instrument accordingly. Their corrections were incorporated into the final copy of the instrument. The validated instrument was subjected to pilot test. Data collected from the pilot test was subjected to Cronbach Alpha reliability test. A reliability coefficient of 0.87 was obtained. The instrument was considered reliable based on the submission of Uzoagulu (2011) who opined that a minimum of $r = 0.65$ acceptable reliability coefficient of a survey instrument.

Method of Data Collection

In the data collection, the researchers recruited research assistants that were familiar with the area of the study and can speak Hausa language fluently. The duty of the research assistants is developing confidence, distribute the instrument, interpreting and retrieving the instrument from the respondents. . Direct contact was used for data collection using face to face delivery method. The approach was considered appropriate because it enabled the researcher to thoroughly explain the purpose, importance and confidentiality of all information to the respondents. In addition, it facilitates the data collection.

Table 1: Mean analysis used to answer determine the influence of hawking on basic education students’ enrolment.

S/N	Statement	Mean	Std. dev.	Remark
1	I did not enroll in school because I do hawk to support myself	2.53	0.31	Agree
2	I prefer making money from hawking than going to school	3.09	0.77	Agree
3	I engage in hawking because my parents cannot cope up with my education	2.82	0.71	Agree
4	My parents did not enroll me in school because of hawking	2.68	0.67	Agree
5	I prefer hawking to schooling	2.27	0.57	Disagree

Anas, Adamu and Bala (2020) opined that, direct approach has the advantage of retrieving higher percentage of completed copies of the questionnaire. Based on the outline advantages, the direct approach was considered appropriate for this study. The exercise lasted for 3 weeks.

Method of Data Analysis

Data collected were analyzed using Statistical Package of Social Science (SPSS) version 25. The package was used to run descriptive statistics of mean and standard deviation were employed in answering the research question using a benchmark score of at least 2.5 for agree. Simple Logistic Regression was used in the test of the research hypotheses at 5% level of significance

4. Analysis of Results

Research Question One

What is the influence of hawking on students’ enrolment in basic education in Zamfara state?

The result of the items used to answer research question one presented in Table 1 revealed the mean scores ranged 2.27 to 3.09 with standard deviations of 0.57 and 0.77 respectively. The items have two disagree and eight agree with grand mean of 2.68. The obtained grand mean further shows that the respondents agree with the items used to determine the influence of hawking on student’s enrolment in basic education in Zamfara state.



6	My parents financial condition hinders them from enrolling me in school	2.57	0.64	Agree
7	The socio-economic background of my parents determines my school enrolment	2.88	0.72	Agree
8	Exorbitant school fees charged by schools opt me to engage in hawking rather than schooling	2.94	0.74	Agree
9	Our community prefer their children to engage in economic activities rather than schooling	2.79	0.70	Agree
10	I prefer hawking to schooling because hawking can make me to be financially independent	2.44	0.61	Disagree
Grand mean		2.68	0.66	Agree

Source: Fieldwork, 2020

Research Question Two

What is the influence of hawking on school attendance of basic education students in Zamfara state?

The analysis of the items used to use to answer research question is as presented in Table 2 disclosed the minimum mean score was 2.13 (Disagree with the maximum score of 2.96 (agree). The mean basic education students in Zamfara state

scores of 3 items were found to be under the index score of disagree while 7 items had mean scores found to be under the benchmark of agree. The grand mean score of 2.70 obtained suggested that the respondents agreed with most of the items used to determine the influence of hawking on school attendance of

Table 2: Mean analysis used to answer determine the influence of hawking on basic education students' school attendance

S/N	Statement	Mean	Std. dev.	Remark
11	I do go to school late because of hawking	2.83	0.71	Agree
12	I sometimes absent myself from school because of hawking	2.89	0.72	Agree
13	I do snick out of school sometimes because of hawking	2.14	0.53	Disagree
14	The pressure of my parents on hawking affects my school attendance	2.87	0.72	Agree
15	Most students that engage in serious hawking are not regular in school	2.95	0.74	Agree
16	I am always late in school because of persistent morning hawking	2.98	0.74	Agree
17	My morning and afternoon hawking will lead me to drop schooling	2.17	0.54	Disagree
18	Hawking affects my schooling my schooling	2.80	0.70	Agree
19	I drop in school because my parents engage me in hawking	2.13	0.53	Disagree
20	Most of the children that engage in hawking in the morning hours do go to school late	2.96	0.74	Agree
Grand mean		2.70	0.68	Agree

Source: Fieldwork, 2020



Research Question Three

What is the influence of hawking on retention of basic education students in Zamfara state?

The results of the questionnaire items used to answer research question three in Table 3 revealed the weighted mean scores ranged 2.21 to 2.98 with the standard deviations of 0.55 and 0.74 respectively. students in Zamfara State.

The weighted mean scores of 3 items were found to be under the index score of disagree while 7 items had mean scores that were classified as agree. The grand mean score of 2.67 indicated that respondents agree with most items used to determine the influence of hawking on retention of basic education

Table 3: Mean analysis used to answer determine the influence of hawking on basic education students' school retention

S/N	Statement	Mean	Std. dev.	Remark
21	I decided to leave school because of hawking	2.76	0.69	Agree
22	I do feel tired and absent minded when lesson is going on as a result of hawking	2.86	0.71	Agree
23	I lose interest in schooling has a result of hawking	2.64	0.66	Agree
24	I may leave schooling because my parents prepare me to engage in hawking	2.21	0.55	Disagree
25	Hawking encourages me to drop out of school	2.64	0.66	Agree
26	I drop from schooling because of persistent hawking during school hours	2.95	0.74	Agree
27	My morning and afternoon hawking will lead me to drop schooling	2.98	0.74	Agree
28	Hawking affects my schooling my schooling	2.34	0.59	Disagree
29	I drop schooling because of hawking	2.22	0.56	Disagree
30	Most children that engage in hawking end up dropping schooling	2.88	0.72	Agree
Grand mean		2.67	0.67	Agree

Source: Fieldwork, 2020

Hypothesis One

Hawking has no significant influence on enrolment of students in basic education in Zamfara state.

The statistical evidence presented in Table 4 standardized coefficients beta value of -

.649, $p = .000$ was less than the alpha value of 0.05. The result indicates hawking has a significant negative influence on enrolment of students in basic education in Zamfara state. The hypothesis was therefore

Table 4: Regression Analysis on the influence of hawking on enrolment of students in basic education

Variable	Standardized Coefficients Beta	T value	P value	Decision
Hawking	-.649	-16.959	.000	Rejected

Source: Fieldwork, 2020



Hypothesis Two

Hawking has no significant influence on school attendance of basic education students in Zamfara State.

Evidence from the statistical outcome documented in Table 5 indicates that the influence of hawking on school attendance of basic education students in Zamfara

State was negative and significant. A standardized coefficients beta value of -.231 was obtained and $p = .000 < 0.05$ level of significance. The result therefore suggested that hawking has significant influence on school attendance of basic education students in Zamfara State. The hypothesis was therefore rejected

Table 5: Regression Analysis on influence of hawking on school attendance of basic education students

Variable	Standardized Coefficients Beta	T value	P value	Decision
Hawking	-.231	-4.731	.000	Rejected

Source: Fieldwork, 2020

Hypothesis Three

Hawking has no significant influence on school retention of basic education students in Zamfara State.

The result of regression analysis in Table 6 reveals a standardized coefficients beta value of -.525 and p -value was .000. The

obtained p -value was less than the level of significance (.000<0.05). The result indicated that hawking has significant influence on school retention of basic education students in Zamfara State. The research null hypothesis three was again rejected.

Table 6: Regression Analysis on influence of hawking on school retention of basic education students

Variable	Standardized Coefficients Beta	T value	P value	Decision
Hawking	-.525	-12.264	.000	Rejected

Source: Fieldwork, 2020

Discussion of the Findings

The result of research question one which was supported by test of corresponding null hypothesis one disclosed that hawking affects the enrolment of students in basic education in Zamfara state. The outcome of the study is not surprising considering the number of street hawking children in the state. The finding agreed with the report of Udoh and Joseph (2012) whose study revealed that, many countries in Sub Saharan Africa are facing the challenges of structural constraints including poverty, debt, corruption, war, ethnic conflict, diseases,

international competition and ineffective legislation. The authors stressed that, these factors affect the enrolment of school aged children. A similar study by Ugochukwu, Okeke, Onubogu and Edokwe (2012) also reported that subjecting children to economic activities in Nigeria has negative effect on their school enrolment. Likewise, the study conducted by Farauta (2013) in Aba also revealed that children engagement in hawking constitute a menace in the educational sector. The author stressed that families, most parents decline enrolling their children in schools while

some withdraw their children from school for hawking.

The result of research question two and the test of corresponding null hypothesis two shows that hawking has significant influence on school attendance of basic education students in Zamfara state. The finding agreed with the report of Udoh and Joseph (2012) indicated that because hawking is a major source of income to poor families and most parents withdraw their childing from schools for hawking. Similarly, Ashimolowo, et al (2010) reported that school age children engage on hawking and forwent schooling because of short time economic advantages. Likewise, studies conducted by Arhedo and Arhedo (2010), Anumaka (2012) also reported that, many school children in Nigeria forgone schooling to hawking. The Matthias and Dada (2013) also affirmed many parents subjected their children to street hawking during school authors. From the previous studies, it can be deduced that street hawking has affected the school attendance of many children in Nigeria. the implication of the study will be that the academic performance of the children will reduce. Consequently, this will eventually lead increase in the rate of school dropouts in the state.

The result of research question three shows that hawking influenced the school retention of basic education students in Zamfara State in research question three. The test of null hypothesis three further disclosed that the influence of hawking on retention of basic education students in the state was significant. The finding was in line with the study conducted by UNICEF (2019) which indicated that, poverty, economic activities and child labour deter enrolment and school attendance. Similarly, The Akomolafe (2014) reported that, hawking has left many children out of school as they drop out, withdrawn by

their parent or not enroll. UNESCO (2017) also reported that, school age children estimated to be 10.5 million are out of school in Nigeria. The report further shows that the school attendance of most school age is discouraging as a result of child labour. In this case, children are made to stay away from school by their parents in preference for hawking or domestic servitude.

5. Conclusion and Recommendations

Conclusion

The result of the study indicated street hawking among school age children in Zamfara state has significant negative influence on enrolment, attendance and retention of school age children in the state. This therefore shows that children that are exposed to hawking in the state will not benefit from the millennium development goal which emphasized on compulsory and free education for all. The resultant effect will be that there is tendency of high level of illiteracy state which will lead to increase in the rate of atrocities in future time if the situation remains the same.

Recommendations

The study recommended among others that:

1. The Zamfara State government should create support programme such as children feeding, school uniforms and children's incentives that will limit hawking among school children and encourage parents to enroll their children in schools.
2. The Zamfara State government should enforce the free and compulsory basic education in the state. By this the state government should stipulating penalties for parents who fail to guaranty regular school attendance to their children.



3. The community leader should support the state government for formulate a policy that will stop hawking among children during school hour.

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