



STREET BEGGING IS A BEHAVIOUR PATTERN OF DEPRIVED CHILDREN A CASE OF NIGERIAN CHILDREN

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Abstract

This paper explores the nature and effects of deprivation phenomenon occurs to children as lack of sensory stimulation in terms of psychological disadvantage. Thus, benefit skill acquisition training is the final resolution on problematizes the tradition of professional begging by the children of Nigerian society. Using motivational strategies to portray the basis of successful child upbringing through education, and also assesses the self-reliant process and identifies some career trades and skills for redundant children which could make them ever self-reliant individuals of the public and transform them from behaviour pattern of beggars to givers and employers, the paper also, recommends a general attitudinal shift on the part of all educational, and economic stakeholders to plight of the children and youth of the nation.

Keywords: *Deprivation, Behaviour, Begging, Career-Trade, Skills-Acquisition*

Introduction

The peak period of achievements in history were accompanied by a clear view and programme for the preparation of children for their expected challenges of adulthood. No great society can happen, and no civilization can emerge if children are ignored. In-fact an efficient way to commit societal murder or suicide would be to deprive its children of their spiritual, emotional, intellectual and physiological nourishment.

Even colonization and other forms of oppressive mechanisms of past and present history aimed to capture the minds and bodies of the young. Philosophers, wise-men, and nation builders emphasized the value of the younger generation in their visions of the future.

Plato in the past 2000 years ago, and Francis Galton (heredity genius, of 1869) in their well-intentioned desire to improve humanity propounded eugenics. Luckily their ideas never got widely put into practice though many ugly practices were nationalized by such thought.

The experimental and behaviourist psychologist like, Lashley, Watson, Skinner, Hebb et al represent another extreme position according to which the child has no predisposition of any kind, either divine or genetic, and his personality is formable through control factors like stimuli, incentives, images, pain pleasure, rewards and punishments. J. B. Watson, the apostle of behaviourism, claims with Archimedean confidence, "Give a dozen healthy infants and my own world to bring them up in, and I will guarantee you to turn each of them into any kind of man you please: artist, scientist, honourable, manager of industry, soldier, beggar, thief."

Mr Kant's has a famous essay on education and shows the importance of one philosopher of his calibre attaches to the child becoming a man through learning and discipline. He covers the whole spectrum of physical, cultural, mental, moral and practical education. (Albani, 2013)

Albanni (2013) State that, So many great scholars in their own special ways expressed the significance of wilful commitment to education and development of children as future tools for all sort of trends. Great scholars from different section of the world has expressed their views differently and produce literatures in many languages of the world that was aimed at the values clarification and character building of children.

If we go through the history of societies that have risen from an undesirable human condition to a more beneficial one, we are certain to find forces, environmental, institutional, educational and literary, that were aimed at preparation of the younger generation towards its vitalities challenges of adulthood.

As Saleh (2012) assert that, most issues of social nature, positive civilization position is characterized by balance and harmony. Must children we find numerous are having explicit as well as implicit references. By simultaneous and comparative consideration of various sources of knowledge we can make

the following observation: (1) Children are GOD'S nature: (2) Children are very precious: (3) Children are the generation of special value.

The Parents as Role Model

The parents and domestic environment, it is universally accepted that parents, elders, and the overall atmosphere of the home has serious effect on the evolving patterns of a child's personality. It has been demonstrated that the effects of the early years are lasting for life. Happy families produce creative and energetic human beings. Broken homes shatter the fragile child. Hypocrisy and inconsistent behaviour by parents leads to mistrust and cynicism about authority. Where parents value and knowledge, the young grow up to seek it. Where elders are persevering in pursuit of a course, the young dedicate themselves to one of their own. When elders are genuinely pious the children develop the taste for moral behaviour (Saleh, 2012).

When parents abandon the care and trusteeship of their young, they are left to, parenting by accidental factors. Home is where the first images are formed, where first language are learnt, where pattern of behaviour are initiated. No one can deny that the moral behavioural as well as the physical environment of the home can make the critical differences between a healthy and a diseased development. The making of formative social patterns. Children are taught manners and their behaviour is groomed so that they are accepted as normal, parents work very hard to protect their young from any labelling that implies abnormality.

If any behavioural abnormality is present they will attempt to get a physiological explanation for it so that it is understood as something that they did not cause. All the pattern of social interaction, be they benign acts like family visits or highly structured ceremonies like, marriage, ultimately get imprinted on the young mind. Many parents go through great pains to rehearse with their children the expected behaviour and it is common to see children subjected to criticism and discipline after they have misbehaved. In this manner the society, through its commitment to normalcy, perpetuates its distinctiveness.

Saleh (2012) narrate that, It is easy to see that this aspect of the child's environment will be very powerful and one almost needs to develop an underground subcultures or to drop-out in order to present children with something different from what is prevalent and considered normal in the

society. It is precisely in this sense that a genuinely Islamic society becomes a challenge. The idea that the educational environment consists of pedagogical and curricular realms.

The teacher, his personal character, his knowledge, his method all have subtle and lasting effect on the young students. Whether we agree with her methods or not, Saylvia Ashton-Warner in her most popular account (*The Teacher* 1963) establish the potency of linkage between the teacher and the taught. One can almost be certain of countless such cases in the more traditional societies where the teacher and the content of the education were inseparable.

It is only those most blinded by our technologically possessed times, who want to underrate the pedagogue and replace him with a console and a keyboard.

The Concept of Deprivation

A person may be deprived in one or several ways. Some deprivation may be mild, and some may be very serious and could ruin the individual for life as well as a whole family with the possibility of transmission of disadvantage to the next generation. Thus, the worst type of deprivation is the vicious cyclic type that is transmitted from one generation to another.

Ajeagbu (2000) described it as transmission of cyclic of deprivation as an aspect of mother's environment were concerned with the consequence of lack of mothers love and sensory stimulations in-terms of psychological disadvantage. Umar (2013) Explain source of deprivation and may originate from; Conception, the child himself, Home environment, Parental-care, School environment, Teachers and Community. Generally speaking, on the above listed factors, parental disorder at conception can give rise to deprivation.

Maladaptive behavioural pattern in children could also result to deprivation, this is true when over half of the population are in abject poverty and want (Saleh 2012). Concerning home environment poor intra-family or faulty communication has been known to effect some degree of deprivation in children. In school also poor and bad companions are accountable to poor school performance in children and teachers experiences as well as personality could also account for this condition in their pupils.

According to the view of Haggai (2000) society and community has a major role to play in self-actualization needs thus, emphasizing the role of deprivation when a person fails to actualise.

Theoretical Framework.

This paper is based on the provisions of Abraham Maslow's Hierarchy of needs theory. The theory suggest that human needs are hierarchical. Maslow argued that "all humans share similar sets of psychological needs, which he groups in a hierarchy" (Onifade 2018).

There are five levels of needs and he divided them into two broad categories which he called *lower order* and *higher order* needs. The *lower needs* includes physiological needs, safety needs and social needs (*i-e need for love and belonging*). The *higher order needs* on the other hand are esteem and self-actualization needs. Maslow felt that, these individuals have certain needs that must be met in a specific hierarchical fashion.

This mean that all *lower needs* must be satisfied before a person can fulfil a *higher needs*. For example, all basic needs must be satisfied before safety needs or achievement needs can be satisfied. People move from lowest level of needs up to the highest as they go through life and gain wisdom and knowledge about how to handle different situation. Humans are motivated by unsatisfied needs and this guides human behaviour. This because each individual's motivation are different, the individual must be the unit of analysis, and the result cannot be generalized to others or to a larger population (Little-John & Foss, 2009). In relation to this work, most children in Nigeria are pre-occupied with the gratification of their higher order needs. Their pre-occupation with the need for the basic things of life (*i-e food and shelter*) is borne out of the limited economic resources and empowerment opportunities available to them. The dearth of educational opportunities both formal and informal available to them lead them begging and street hawking for survival.

Begging Problems and its Causes as a profession among Nigerian Children;

The issues of economy of children has been of utmost concern of parents, and society at large, this is because of the important role the material possession play as an instrument for economic development and emancipation of every citizen irrespective of tribe, religion, gender and ability or disability.

In Nigeria today children become professional baggers however, their vulnerability is not an insurmountable limitation to their contribution to the national economic development, if better education will be granted to them. Economic realities could limit access to formal education to so many children in Nigeria, and this is an excuse for them to end up begging on streets and living at the mercy of others. In a country where there is a lack of economic opportunities for able-bodied people in the formal sector, the plight of the children of such a country can only be imagined (Saleh 2012)

Weak and old-age people are regarded as the genuine causes for begging. But today there are millions of baggers especially children scattered on the streets of cities, towns, and villages across Nigeria. Most of these baggers are children suffering from parental deprivation, however, it is important to note that as long as this challenge of deprivation is not overcome, the problem of children begging will not stop.

The consequence of child deprivation.

When we consider the environmental background of our children, we would observe that less than 20% come from what a psychologist could describe as an educationally stimulating environment. Thus, more than 80% come from poor homes, with the type of background that does not offer a child a better chance for effective scholastic performance. In addition, Haggai (2000) agrees that the styles of our family systems, child-rearing methods, socialization techniques and both family and community leadership styles may hinder children's lives. It could be implied from the point of view of Haggai that family life styles can affect the child either negatively or positively.

Ajaegbu (2000) has confirmed that organismic deprivation is one in which persons are disadvantaged relative to others through physical or mental deformities. She also added that in ethical deprivation there is conflict in ideas, rules or standards between ideas and realities which confuses young children and leads them to a vulnerable condition of life.

In psychic deprivation conflict also arises when a person finds themselves without a meaningful system of values of which to interpret their lives, such a condition is primarily the result of severe and unresolved social deprivation which causes an individual to lose all their existing values. Following the same pattern is social deprivation, this is to value some attribute of individuals or a group more highly than others, good and meaningful communication resource

sharing and rewards are the practice that improve child confidence in the family and his personality development. (Haggai 2000)

The last but not the least is economic deprivation this may be judged on objective or subjective criteria, a person who appears economically privileged on objective criteria might never the less perceive himself as economically deprived the last option to him is begging.

Education for empowerment to children.

It is true that the National Policy on Education (2004) make it clear that education is compulsory for children from primary to secondary school level, the major concern here remains on whether the children and adults can access the said opportunity as it is presently seem to be non-existent in Nigeria. According to Albani (2014) children and adults should have a right to life, liberty and security, dignity of personhood, private and family life, freedom of assembly, movement, and freedom from discrimination, they have a right to be protected from any physical abuse and neglect, they should be prepare to face the current challenges through participation in economic development of their community and their dignity maintained as a result of being able to provide for their necessary daily needs.

There is no issue that should be addressed as a matter of urgent national importance than that of education for the skills acquisition by the children and youth considering the failure of our basic education to yield the expected positive result with its attendant consequences such as armed-robbery, drug-addict, kidnapping and host of others. Skills acquisition is essential in national development for the reduction of crime through effective engagement of youth and children.

There are many skills which children beggars could acquire in their quest to become functional members of their society. As outlined by (Onifade 2018)

Farming skills: This is one of the oldest skills in human history. It is a primary contributor the global economy. It can be used to boost the economic development of our beggars in Nigeria. Farming refers to the process of cultivating land, raising lives stocks and rearing animal for man's consumption. A holistic embrace of farming would help the children and youth to economically independent and self-reliant to over-come their calamity of begging. Consequently, they would reduce their dependence on other of their communities, and take them off road for begging.

Pottery skills: This is another skill which children can learn to facilitate their economic development. Pottery offers limitless opportunities to our community because Nigeria is a centre of tourism many foreigners are attracted by our products. Thus, they could purchase pottery products for functional and aesthetic purposes in their various community. Nigerian pottery has achieved international reckoning through various presentation at different international trade-fair.

Trading skills: Trading is also one of the skill that can be used to boost the economy of our society. It is a way of self-economic improvement to our redundant youth and children. Trade is an ancient skill which involves the exchange of goods for other goods or a standard unit of exchange (money). Trading skill can help children to be economically buoyant, independent and self-reliant. More so, trading can be an ideal skill for economic development because it requires little demonstration for application. They can be trained as either wholesalers or a retailers. Trading requires relatively easy training and it offers a window of opportunity for youth and children in the business sector of the wider community.

Masonry/Building skills: This is another vocational skill which can be used to develop the economy of our community. Building involves laying of blocks one on top of the other, to construct a house, classes, and other important places. This type of skill requires logic and experience. It is easy for children to participate in this field at the same time because it doesn't constitute any danger to their abilities as children, the experience gain can benefit them by improving their cognitive development to become talented in building construction.

Plumbing skill: This is another skill acquisition career which can be used to develop the children who problematizes tradition of professional begging in this community, plumbing is a specialist skill which involves the process of using pipes in constructing passage for water and also toilet passage. Plumbing is a career skill which could help in the development of redundant children, it would help in greatly reducing any social-behaviour problem of children by engaging them vocationally and prevent them from becoming street baggers.

Carpentry skill: This craft requires a little devotion, it is an act of concentration and action at the-same time, it is the art of covering raw and rough wood into a household furniture, and it is a specialist craft which thrives

on the imagination of the carpenter. It also requires a physical movement were our youth are equal to the task, thus, our children and youth have functional hands, legs, and brains which could be coordinated to produce beautiful furniture for households and offices.

Blacksmithing skill: This is another important career trade, and is the forging of metals for human use. Essential items like axes, cutlass, hoes, arrows, traditional transport carrier, cultivator, etc, are produced for domestic, agricultural and hunting purposes by blacksmiths. It is an intellectually and physically demanding job. Children could learn this craft for their economic benefits.

Welding skill: This is another trade with potential economic benefit for the children and youth. It is a creative career with high income generating trade. Welding varies from joining little metals together for domestic use to sealing oil pipeline offshore. Again, there is no great deal in this career of welding. The principles can be learnt verbally, while the practice can be mastered over-time with conscious effort.

Tannery skill: This is the process of converting the skin of animals into leather to serve as raw materials for consumer goods like belt, shoes, wallets, children school bags, among others. It is an ancient trade which has remained over the centuries despite the evolutions it has experience tannery needs concentration and requires more intellectual creativity. It offers potential economic breakthrough and sustainability for youth and children considering present economic recession of the country.

Conclusion.

The current issues of children and youth begging on many Street of our community as a result serious effects of deprivation both parental and societal. Nigeria has a lot of room for improvement, there is an apathy towards the general education of our children. Generally speaking poor parenting styles have severe negative effects on children process of development and consequence on self-concepts and their-overall personality development. Children with negative self-concept as a result of poor nurturing that originates from poor parenting styles and experience, this would end children to the feeling of inadequacy in their behaviour, perceive self as helpless and inferior, feel isolated and alone, and lastly feel depressed. Thus, government have given little attention and funding to technical and vocational education

for all Nigerian children irrespective of any differences among the children. The poor funding reduces the economic opportunities available to our community and ultimately reduces the self-reliant opportunities and economic contribution to the communities.

Recommendations

Government should establish more technical schools and vocational centres where skills in art and crafts can be learned and honed.

Government should increase funding for existing vocational and technical schools in order to increase their efficiency and quality of output.

Government should discourage begging by channelling the latent force of child-labour and child begging act into the economy at all levels.

For instance, beggars could be offered the chance to make decent living by working on different organizations, farms, private sector for wages.

Those who have mastered crafts like plumbing, bricklaying and welding should be given the opportunity to earn fair wages at public building and construction project sites.

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