PERCEPTIONS OF STREET CHILDREN AND THE ROLE OF COMMUNITY IN SUPPORTING THEIR ACCESS TO EDUCATION: A CASE STUDY OF ILALA MUNICIPALITY, TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: **Perception of Street Children and the Role of Community in Supporting Their Access to Education. A case of Ilala Municipality, Tanzania,** in partial fulfillment of the requirements for award of degree Master of Education in Admnistration, Planning and Policy Studies (MED APPS) of The Open University of Tanzania.

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Dr. Elinami V. Swai

(**Supervisor**)

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Date

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DECLARATION

I, **Fredrick Mtaita** declare that this dissertation is my original work and that it has not been presented and will not be presented to any other university for similar or any other degree award.

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DEDICATION

This dissertation is dedicated to all Street Children in Tanzania

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ABSTRACT

This study focuses on the perceptions of street children and the role of community in supporting them to access education. It specifically explored the perceptions that primary school teachers have about street children; and how the street children identify themselves. It also examined the role of the community in supporting street children to access education. Questionnaires, interviews, focus group discussions and observation were used to solicit information from 10 street children, 32 primary school teachers, 35 pupils, 40 community members, and 2 district officials from the department of social welfare in Ilala Municipality. The key findings revealed that there are mixed feelings in identifying and talking about street children. There are those who identified street children as just like any other children and can be accepted to school again and there are those who considered them as polluted by the street life, and impossible to be normal. Street children on their side, identified themselves as normal kids, but there are those who identified themselves with the names that other people identify them with, such as *chokoraa, watoto wa mitaani, thugs, homeless,* and the like. Furthermore, the role of the community in supporting the street children to go to school were identified as offering these children shelter, home and other necessities, and none considered helping them to go to school as important. The study recommends that effective charter on child rights is needed to provide all the children their right to education. This will help these street children to be recognized, secured and protected by law. For further studies, it is recommended that research should be undertaken to explore whether Tanzanians beliefs about street children before liberalization of economy in the 1960s-1980s and after in the 1990s to date have changed or not.

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ABBREVIATIONS AND ACRONYMS

ALIVE	Association for Living Values Education International
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
COBET	Complementary Basic Education in Tanzania
CRC	United Nations Convention on the Rights of the Child
CSC	Consortium for Street Children
DRC	Democratic Republic of Congo
HIV/ AIDS	Human Immunodifiency Virus/ Acquired Immune Difficiency Sydrome
ICCB	International Catholic Children's Bureau
IRIN	Integrated Regional Information Networks
NEA	National Education Association
NGO	Non Government Organization
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
TV	Television
URT	United Republic of Tanzania
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Street children have been defined differently by different authors. Richter (1998), defines street children as those young people who have been abandoned by their families, schools, and immediate communities, before they are sixteen years of age, and have drifted into a nomadic street life. Ennew (1994), defines street children as those whom the street (in the widest sense of the word, such as unoccupied dwellings, wasteland, and etc) more than the family has become their real home, a situation in which there is no protection, supervision or direction from responsible adults. However, ICCB (1985) states that street children is any girl or boy for whom the street in widest sense of the word(including unoccupied dwellings, wasteland, etc)has become his/her habitual abode and/or source of livelihood, and who is inadequately protected, supervised, or directed by responsible adults.

Cosgrove (1990),   defines a street child that is any individual under the age of majority whose behaviour is predominantly at variance with community norms, and whose primary support for his/her development needs is not from the family. Again, Lugalla (1995), explains that street children are children under the age of eighteen who spend most of their lives on the streets. These children live and earn their living on the streets. Lugalla also include those children who earn their living on the street but usually return to some form of a family unity where there is some kind of supervision or control. Lemba (2002), defines street children are the children

between the age of about five and seventeen years of old and they are mainly deprived of family care and protection.

Lusk (1992), develops four categories of street children. Each of them has its own psychological characteristics. Firstly, there are poor working children returning to their families at night. They are likely to attend school and not be delinquent (part-time). Secondly, there are independent street workers. Their families are beginning to break down, their school attendance is decreasing, and their delinquency is increasing. Thirdly, there are children of street families who live and work with their families in the streets. Their conditions are related to poverty (At- risk children).Finally, there are children who have broken off contact with their families. They are residing in the streets full time and are the real street children (Full- time street children).

Children have lived and worked on the city streets since time immemorial. But in recent years, free market policies have led to a growing gap between rich and poor, unprecedented urbanization, and the fracturing of traditional social structures (McCreery, 2001). As result throughout the world, there is growing phenomenon of children living independently in the streets which has received much attention (Bourdillon, 1994). These children are among the most deprived, they usually have no access to health care or education and some of them have been victims of violence even before taking to the streets (Scanlon et al 1998). However, these children lead their lives characterized by fear, shame, and discrimination, of which they succeed in organizing and fighting back (McCreery, 2001).

The term street child have firstly appeared in 1851 in London when journalist Henry Mayhew used to explain about working poor during the 1840's (Buske, 2011). However, the street children terminology was pertinently coined to determine children who are busy and spend most of their time on the streets by doing different occupations. These children usually attempt to take out whatever they can bring home to their starving families. This may include necessities for living. But because of lack of educational attainments, their parents rendered them to survive in the urban areas (Cummings, 2006).

1.2 Historical Background of the Street Children Phenomenon in Tanzania

Tanzania, a country with deep cultural and linguistic roots in the Bantu tradition, is a symbol of post-colonial society that is now under the pressures of globalization, with policies of everybody will carry his or her own burden. Having undergone massive economic reform from the time of independence with a deep faith in the old traditions of "African Socialism," but now joining everybody in the competition of global economy, these changes leave vulnerable groups like street children helpless. Tanzania is one of the poorest countries in the world, with a population of 39,384,223 (URT, 2007). Having a national median age of 17.7 years, Tanzania has already seen the effects of a larger childhood than adult population. During this period, Tanzania had experienced a great financial constraint that led to greater social mobility. Cities like, Dar- Es- Salaam, Arusha, Morogoro, Moshi, Tanga, Mbeya, Mwanza, were reported to be overpopulated with people from rural areas. It is believed that during this period there was a tremendous increase in unsupervised children, who were working in these cities. According to Lugalla & Mbwambo

(1999), the specific reasons for the child migration to urban cities in Tanzania are of ecological and historical in nature. Their study suggested that the highest percentage of these children were migrating from Dodoma, where the culture of begging has been identified.

From 1886, Tanzania belonged to German East Africa and then shifted to British hands after the First World War. In 1967 the counry resorted to go socialism, with the philosophy of ujamaa. The word "ujamaa" comes from the Swahili word for "extended family" where every Tanzania was considered and consider another as a member of the family. The philosophy held that every individual was committed to communal service, and that co-operation and the collective good were to be every individual's priorities. Ultimately, it implied that advancement and service be distributed horizontally, not vertically as might be characterized by the capitalist perspective.

With the encroachment of globalization with his sister competition, "ujamaa" as a philosophy whise roots were socialism gave way as an economic policy, to everybody with his or her burden, whose roots are capitalism in the late 1980s. Todate, street children and other marginalized groups in modern Tanzania are, for the most part, been left to fend for themselves.

An increasing number of children are being forced to the streets as a result of poverty, abuse, torture, rape abandonment or orphaned by AIDS (Kopoka, 2000). Other factors which may lead to children living on the streets but are not limited, include urbanization, migration, economic crisis, conflict and war, the death of

parents or caregivers, abandonment by adults who previously cared for the child or family breakdown, disability, natural disasters, climate change, and a lack of access to housing or shelter (Kids Right, 2012). Regardless of their locations, street children face hardships and exploitation and generally they are deprived of their right to education and have little or no access to formal education system. The majority of them are illiterate and have either never been enrolled, or have dropped out of the formal education system (Right to Education Project, 2008).

Street children are normally homeless and living on the streets in every region of the world from developing countries to the most affluent countries (Kids Right, 2012). Latin America and India, for example, are known for their large populations of street children despite the significant efforts of some governments and non-governmental organizations. Failing economies and falling currencies in parts of Asia, force the poorest families onto the street, often leaving children abandoned and homeless. Unstable political transitions, such as, the end of communism in Eastern Europe, caused numbers of street children due to inadequate social security for the poor and those formerly state supported. The AIDS epidemic and civil wars in Africa have caused a surge in the number of street children as a result of abandonment of AIDS orphans or fatalities due to armed conflict (Kanth, 2004).

In America, New York, as industrial city over half a century, the street child was inescapable fixture of the nineteenth century. Lacking formal education, adult supervision, and sometimes even a home, such youth were derived as "rats", "gamins", "Arabs", "urchins", and "gutter-snipers" (Gilfoyle, 2004). However, in Philadelphia, the children are born and often abused and neglected into multi

problem families and they are growing up in institutional settings which are often dirty, imprisoned, and overcrowded that are a violation of children's human rights. It is no wonder that these children show serious signs of depression and anxiety, and that they are failing in school (Fox and Roth, 1989). In Brazil, lack of both education and job opportunities cause the growth of poverty within the society. The process of children going to the streets to work in legal or illegal businesses to supplement family income contributes later of being in part of phenomenon of street children (O'Haire, 2011).

Street children in Africa are a recent phenomenon although its root originated from colonialism in the early 20th century (Cummings, 2006). In Zimbabwe, politicians claim that street children are criminals or potential criminals. Their presence suggests that the country or city is not well run. People who are trying to maintain an image of being in charge of a progressive modern state or city do not like to have their image openly shown to be false. One solution to this problem is simply to remove them from sight, by rounding them up and imprisoning them (Bourdillon, 1994). Street child phenomenon in South Africa is merely the outcome of the political system of racial segregation that has been in place since in 1940s. Street children are simply described as victims of the former policy of apartheid (Ross, 1991 quoted in Le Roux, 1996).

Reports from ANPPCAN show that the number of street children in Uganda has increased from 4,000 in 1993to over 10,000 in 2013, signifying an increase of 70%. It also specifies that most of the children on the streets of Kampala are from Napak, Liriri, Ngoolereit, and Otome sub countries (Nabulya, 2013). In Kenya, it was

estimated that there were 250,000-300,000 children living and working on the streets, with more than 60,000 of them in Nairobi. Other areas which have large populations of street children are Kisumu, on Lake Victoria, and Mombasa, on the coast (IRIN-in-Depth, 2007).

Tanzania has been facing the challenge of vulnerable children and has become an alarmingly common sight in cities around the world. Therefore, in the late 1980s, Tanzania began to see the problem of vulnerable children in difficult circumstances (Kind Heart Africa, 2012).For instance, in Dar es Salaam , Tanzania, in 1991, there were approximately 200-300 street children recorded and in 1995 there were 3500 street children recorded (Cummings, 2006). Children living on the street are estimated to be around 120 million in the world whereas 30 million in Africa, 30 million in Asia, and 60 million in South America (Children's Rights Portal, 2011).Children who move to the street can be seen as rejecting such kinships relations and household structures, which in their narrative of home, they often experienced as oppressive (Evans, 2004). These street children in Tanzania they are known as "Watoto wa mitaani", in Kenya they are known as "Chokoraa" and in the DRC, they are called Moineaux or "sparrows". By whatever name they are called, the sad fact is that every where children living and working on the street are ignored, scorned, mistreated, and misunderstood by society and by the government (Kopoka, 2000). Their moral values and behaviours as seen as different from that of other children who are not street children. This is so as they are seen to lack parental guidance and protection.

Every street child has a reason for being on the streets (Adeyemi and Oluwaseun, 2012). Life on the streets is not so much a problem but is a solution to a variety of problems (Bourdillon, 1994). Self perceptions of street children lives on the street are bad in terms of their physical and emotional wellbeing (Evans, 2006). Most of the youngsters loitering on the streets have come to seek their daily bread in urban setting, hopping for a better life compared to conditions where they come from (Mugarula, 2011). Marjorie Mbilinyi says that nowadays most families do not have enough income to provide for their daily needs. However, there is a tension between parents and children that everyone is out there hustling to make a living, without having enough time to relax, enjoying life and especially to make time for each other. As a result, children miss the loving support of their parents and likewise the parents miss the loving attention and support of their children (ibid).

In Tanzania, Dar es Salaam has become the last destination for most street children in Tanzania. However, things become worse after they arrive as life becomes even more unbearable. They are employed as child labourers, and others are self employed as hawkers selling products in the streets (ibid). Other street children polish shoes, wipe wind screens, beg and others are pick pockets (Mbashiru, 2012). These children commonly sleep in hazardous environments such in abandoned broken-down vehicles, at bus stops and in bars (Amury and Komba, 2010). They are also linked to the deviant behaviour, such as drug abuse, stealing, commercial sex work, violence and sexual abuse (Evans, 2006). Street children experience great difficulties in their daily life including hunger, lack of shelter, sickness and drugs, get involved in criminal activities and engaged themselves in prostitution. Survival sex with adults

provides the children with food and shelter. Unprotected sex leads them to HIV/AIDS and certain deaths (Kind Heart Africa, 2012). These bad behaviours of which street children adopt on the streets illustrate notions of a moral or deviant career in which collective, external identification of deviance become incorporated into an individual's self image or internal identification (Jenkins, 2004).

Many people are unaware of the street children and they perceive them as nuisance who somehow want to be on the streets. The children themselves are viewed as the problem rather that the communities and societies that have failed them (Kisembo, 2012).The majority of neglected children would be forced to engage in crime because they find it difficult to get money with which to buy food, clothes and even essential health facilities (Philemon, 2010). However, the major cause of the problem of street children is not parental care neglect of children as many observers say and especially not neglect by working mothers, who are working hard to feed their children and provide a safe and loving home for them, but most lack access to the resources needed to do this (Mugarula, 2011). If the street children's capacities to cope with the difficulties occurring in their everyday life were more widely recognised they would achieve more social acceptance (Wiencke, 2008). Living on the streets, with no supervision, protection or guidance often makes street children vulnerable to a wide range of problems or hazards. They could only gain access in certain places if they are associated or have links with peers of similar circumstances because they understand each other and speak the same language (Christle et al, 2002). Street children may be marginalised but many are also ambitious, tough and resilient. They manage to survive in the toughest of environments and they dream of

getting out of the situation they find themselves in (Street Child Africa, 2013). They actively determine their own position within societal space, for example, by creating networks and mutually supporting each other (Wiencke, 2008).

Education is a fundamental human right that allows all children to develop towards their potentials. A lack of education has dire consequences for the child and negative consequences for the society as a whole. These children have many needs and offer special challenges. Some of these can be addressed through education with a value based educational approach (ALIVE, 2013). The lack of education and educational opportunities makes street children vulnerable to HIV/AIDS and other STIs, while education prevention programmes are conducted in a formal school setting (CSC, 2009). With no education or marketable skills, the only source of income is to run and use the streets as a way of improving the condition and getting away from abusement. And most of these children use the earnings to pay for their own needs, including school fees, or support their families (Buske, 2011). Street children, once they attend to school, they may be developmentally delayed or school phobic and express fear of parental abandonment. Their organizational skills are poor as is their ability to conceptualize and finish tasks. However, they also feel ashamed of where they reside, they are often teased by peers (Epstein, 1996).

 Some of the street children had attended primary school to some extent before they left home to the streets (Niboye, 2013). However, those who had never attended primary schools find it difficult to commence schooling as they consider themselves grown ups. Lack of education even at basic level, is very detrimental to these children as they will lack elementary knowledge and fundamental skills with which

to manage their lives (ibid). But children who living on the streets are not likely to be failures in the society. Usually will have opportunity to reform and become good citizens within the society (Christle et al, 2002). Street children like any other children are gifted and talented in different areas (Niboye, 2013). Some of these street children will have great history and life story to tell. They are less violent from the violence from which they arise. However, people in the world have experienced many instances in which street children have end up to become very powerful people in the society (Christle et al, 2002).Through education they rebuild their lives again on how to be asset to the society and to be the prime contributor to the economic growth of the country. Onta-Bhatta (1996), says that school is viewed as the proper place for the development of good citizens. Those who not in school become potentially dangerous for their own future and for the society. Meda (2010), therefore, identifying street children strongly influences the self-representation children have about themselves, affecting them at the identity level, marking it hard for them to perceive themselves as something. Moreover, preventing them from engaging in successful rehabilitation processes. In line with various research studies in the past, this study investigates perceptions of street children and the role of community in supporting their access to education.

1.3   Statement of the Problem

While the literature is full of images of street children, such as runners from families (Lugalla, 1995), possessing abnormal behaviours (Cosgrove, 1990), and deprived of family care and protection (Lemba, 2002). Not much has been discussed about the positive aspects of these children, especially how they perceive themselves. Further,

although there is a literature showing the role of community in supporting street children, not much has been written on how community can support street children to access education. This study aims to fill this gap in the literature.

1.4   Purpose of the Study

The purpose of this study is to assess the perception of primary school teacher about street children and the role of the community including primary school in ensuring that all the children including street children access education. Perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment (Robbins & Judge, 2009). The reason for exploring teachers' perception is from the assumption that the way people perceive a certain shape their behavior towards it (Marton, 1981), and that perception can further lead to accepting or refusing something (Peters, 1992). In this case, the perceptions that the primary school teachers have on street children can shape the way they behave towards them, and how they will treat them. This study therefore, is relevant because teachers' perception will lead into accepting or refusing street children in their schools and classrooms. The teachers' inputs in this study add knowledge on why street children still persist despite a lot of fang about education for all.

Likewise, the reason for exploring children's perception on their identity as street children is from the assumption that the way people perceive themselves shape the way they behave towards other people (Marton, 1981), and that how one perceives him or herself can further lead to high or low self esteem (Peters, 1992). In this case, the ways the street children perceive themselves can shape the way they behave

towards school and teachers, and whether they would want to access education or not. This study therefore, is relevant because children's perception of themselves as street children will lead into accepting or refusing to be street children and thus want to access education. The opposite, will lead to having a different strategy, including ways to eliminate these negative perceptions before we think of enrolling them in school.

1.5   Objectives of the Study

The specific objectives of this study are:

1.   To explore the perceptions of primary school teachers about street children.

2.   To explore the perceptions of street children about their identity.

3.   To examine the role of the community in supporting street children to access education.

1.6   Research Questions

1.   What are the perceptions of primary school teachers about street children?

2.   What are the perceptions of street children about their identity?

3.   What is the role of the community in supporting street children to access education?

1.7   Significance of the Study

Many of limited research and literature regarding street children tends to concentrate on factors that push them on the streets and ways in which they live (economic activities of which these children engage in). One important aspect on which very

little research exists of street children is perceptions that have about themselves and the role of community in supporting them access to education.

All types of street children must be recognized by practitioners and policy makers who design and implement programs for them. Working children and children on the street will find certain types of programs useful (Blackman, 2001).

The result of this study hope will enable different organizations, local and central government to device concrete ways by which the less fortune group of children such as street children can be given access to a measure security and protection that their more fortune counterparts enjoy (Cummings, 2006).

1.8   Limitations of the Study

Limitations also hoped to exist, which were out of the control of the researcher:

➢ Some children requested financial compensation inorder to provide data for the questionnaire.

➢ Some children did not cooperate with the field researcher, especially working children, because the interview would disrupt their work.

➢ The inability of some of the children to understand the questions properly because some of the questions needed interpretation.

➢ Unwillingness of some of the children who were interviewed for data collection.

1.9 Summary of the Chapter and way Forward

Most of the studies implicate street children in various acts of deviance. Street children's involvement in begging, prostitution, drug abuse and various types of theft is widely documented (Chetty, 1997).The decision to move the streets, whether from a rural or urban household, is generally is not a random process, but it often does not examine the extent to which the social groups may play in drawing at risk children onto the streets (Stephens, 2004). However, there are factors that make life on the streets seem to be more attractive to children. These pull factors include friendship ties, freedom, excitement, identity, and innovative survival strategies (ibid). Therefore, the longer they remain on the streets, the greater the possibility that they will be drawn into the web of illegal activities. When legitimate means of supporting themselves become unavailable, illegitimate activities provide a means of support (Chetty, 1997).

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1   Introduction

The use of theory serves as a lens for finding answers to the research questions as well as providing broad explanations (Creswell, 2009). Thus, the theories serving as the explanatory framework for the present study are social learning theory and human motivation theory (Maslow's hierarchy of needs).

2.1.1   Social Learning Theory

In social learning theory Albert Bandura (1977) states behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways. This is illustrated during the famous bobo doll experiment (Bandura et al 1961). Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. Theses models provide examples of behavior to observe and imitate, e.g. masculine and feminine, pro and anti-social etc.

Children pay attention to some of these people (models) and encode their behavior. At a later time they may imitate (such as, coping) the behavior they have observed. They may do this regardless of whether the behavior is 'gender appropriate' or not but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its sex.

Bandura (1977), the component processes underlying observational learning are: First, attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement).

Second, retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal).

Third, motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback.

 Fourth, motivation, including external, vicarious and self reinforcement. Punishment never works as well as reinforcement.

While social learning theory is the behavior theory most relevant to criminology, it has many applications in understanding the root cause of street children. Albert Bandura's main theory involved learned aggression from observing modeling. He also researched non-violent behavior that was learned through modeling as well. The three reinforcements that Bandura stated that many individuals believed that aggression would produce could also be achieved through other means. Street children must have witnessed and bought into inappropriate and undesired behavior and/or desired reinforcements. Street children seek the reduction of tension, the gain of financial rewards, or the gain of the praise of others, or build self-esteem. Albert Bandura believed behaviors reinforced by family members were the most prominent source of behavior modeling. Many scholars have linked harsh treatment of children

at home with the feeling of unwanted and unloved and the rootcause of children running away from home.

Understanding that street children are born to be in the street, but they are there because of a learnt behavior or a push from home, community members will be in a sympathetic situation and like to help them attend school just like other children.Teachers on the other side, should not only have to be appropriate models, but also equip students to self-regulate, self-monitor, self-correct, and properly self-monitor.

2.1.2   Human Motivation Theory (Maslow's Hierarchy of Needs)

Maslow wanted to understand what motivates people. He believed that individuals possess a set of motivation systems unrelated to rewards or unconscious desires. Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fullfil the next one, and so on.

The earliest and most widespread version of Maslow's (1943, 1954) hierarchy of needs includes five motivational needs, often depicted as hierarchical levels within a pyramid.

This five stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization).

The first lower level is being associated with physiological and biological needs which include need for food, water etc. These are regarded as the strongest needs because if a person were to be deprived of all needs, physiological needs would come

first in a person's search for satisfaction. Higher up above physiological needs are safety needs. When physiological needs are met, they no longer control a person's thoughts or behaviour. Security needs become more important and active. Once biological and safety needs are met, people want toovercome feelings of loneliness and isolation. The need to be respected, to feel more confidentand valuable is next in the hierarchy. When these are not met the person feels helpless, worthless and inferior. The top levels are termed growth needs and are associated with psychological needs. When all the needs are satisfied, the needs for self-actualisation are activated. The higher needs in this hierarchy only come into focus when the lower needs in the pyramid are met.

The deficiency, or basic needs are said to motivate people when they are unmet. Also, the need to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of he hierarchy.

However, Maslow (1943), clarifies some of the characteristics of each stage of basic needs: *The physiological needs*. The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. Two customary notions about these needs are: first, the development of the concept of homeostasis (refers to

the body's automatic efforts to maintain a constant, normal state of the blood stream), and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body.

The safety needs. If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of behavior, recruiting all the capacities of the organism in their service, and we may then fairly describe the whole organism as a safety-seeking mechanism. Practically everything looks less important than safety, (even sometimes the physiological needs which being satisfied, are now underestimated). A man, in this state, if it is extreme enough and chronic enough, may be characterized as living almost for safety alone.

The love needs. If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love.

One thing that must be stressed at this point is that love is not synonymous with sex. Ordinarily sexual behavior is multi-determined, that is to say, determined not only by

sexual but also by other needs, chief among which are the love and affection needs. Also not to be overlooked is the fact that the love needs involve both giving *and* receiving love.

The esteem needs. All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation.

The need for self-actualization. Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint, a poet must write if he is to be ultimately happy. What a man can be, he must be. This need is called self-actualization.

It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.

Maslow's (1968) hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, Maslow (1970) adopts a holistic approach to education and learning. Maslow looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Applications of Maslow's hierarchy theory to an understanding of the situation of street children and the urge to help them access education is obvious. Before a street child's cognitive needs can be met they must first fulfil their basic physiological needs. For example a tired and hungry street child will find it difficult to think of education and learning. A street child needs also to feel emotionally and physically safe and accepted within the community to feel a need to be educated and reach their full potential. Kopoka (2000), it must also be said that street children cannot be motivated to educate themselves while they remain hungry or feel unloved and unwanted.

Maslow suggests students must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment.Therefore, street children who are schooling with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened.

2.2   Empirical Literature

2.2.1   Perceptions about Street Children

Mtonga (2011), in his research *on and off the streets* of which interviewed 20 street children, among them 10 were boys and the rest 10 were girls. Mtonga found that

street children perceived life on the street as rough and dangerous and they felt hopeless and vulnerable about their situation but they had no other alternatives and choices but to live on the streets. Mtonga suggested that it is important to mention and recognize that street children have devised ways on how to deal with most of the challenges they face.

The image of street children in their communities is often negative and based on stereotypes. For example, a sweeping and negative commentary that treats all street children in Egypt as though they are the same noted that "these children represent a severely complex problem. They bring the Egyptian society health, psychological, and social disasters. This problem is more dangerous than the problem of child labour because working children are practicing a positive role, even though it is a small role, while a homeless child has no job, and no familial supervision, so a street child is nothing other than a prospective criminal." [27] (UNICEF, 2005).

The only matter that social care workers agree on is that it is imperative that society change its view towards street children as being nothing more than "criminal elements" who should be locked up in police stations, even if there is acknowledgement that the detention should be away from adults and without the children being exposed to rape or violence.

Mushira Hattab in UNICEF (2005), adds that "society's view towards street children must be changed, where street children are dealt with as criminals causing a threat to the society." Hattab also states that "the strategy to combat the street children problem should be based on a governmental approach and governments should deal

with street children as individuals with rights; this is the responsibility of the entire society, which should have a firm stand to give street children their rights to education, health, protection from violation, and a decent life." [28].

Street children are seen as a problem, and a threat to society instead of viewed as children with problems who need help from society (Corsaro, 2011). Koller & Hutz (2001), came up with findings that street children are seen as victims, because they do not have shelter, clothes, food, or adult protection; they have to work on the streets instead of going to school, are sexually exploited, and so on. They are also perceived as transgressors because they often end up using drugs, commit robbery, make noise, and are grouped in threatening gangs. The adult environment is usually very hostile to street children because the street is traditionally not a place for children. Blackford et al (2008), on their research revealed that children who live on the street are generally deprived of the nurturing and love inherent in family life. As a result, it is difficult for them to form lasting, meaningful relationships as adults, and their ability to trust is compromised. In addition, the transient, unstructured and undisciplined lifestyle of a child living on the street creates a pattern of behavior which makes it difficult to respect authority, deadlines and other responsibilities that come with adulthood. Also Boakye-Boaten (2006), on his study observed that these negative perceptions and attitudes consequently lead to poorly designed and inefficient intervention programmes aimed at grappling with the street children phenomenon.

Mtonga (2011), revealed that girls are sexually vulnerable and sexual exploitation by their peers and adults. This again clearly shows that unlike boys, the situation of girls

in the streets is even more precarious. Apart from the general hardships of surviving on the streets, many of the girls have to endure sexual attacks and also trading and bartering sex. Therefore, Mtonga suggests that social capital and social networks are not only important as a means of meeting individual and collective resources but they are important assets street children use to resilient against the challenges and stresses of street life. They can easily solve a problem than as individuals.

However, Patel et al (2011), conducted a study on *occupational profile and perceptions of street children in Surat City* of which interviewed 326 street children, observed that 79.8% were beggars, 9.8% were occupation with shoe shining. Commercial sex work by girls is considered as inevitable by street girls. Some street children become pick pockets under the guidance of an older pick pocket. This work is very risky, however the earnings are good and it is viewed by them to be a short cut to earn money easily.Also, Some children work as a rag pickers and sell collected waste materials to scrap whole sellers. This occupation is looked down by other street children as a survival strategy. Therefore, Thakar et al suggest that these occupational aspirations are shaped as per their perceptions of good or bad and are ever dynamic in nature.

The study by Quarshie (2011), on *public's perceptions of the phenomenon of street children* of which interviewed 12 students. Street children are positioned as vulnerable largely because their sleeping place, nature of work and powerlessness make them susceptible to health problems and exploitation in society. Similarly, street children appear to be uninformed, ignorant of society's standards, lack parental and/or adult supervision and control, and lack decent employment. These lapses in

their lives, make them deviants as they engage in behaviours that contravene the requirements of the norms and values of society.

2.2.2   Perceptions of Street Children about their identity

Tanzania was among 155 countries adopted The World Declaration on Education For All in 1990, which states that no group should suffer discrimination in access to learning opportunities (UNESCO, 1990). Education helps to develop the child's character; therefore, Article 29.1of the CRC sets forth that "States Parties agree that the education of the child shall be directed to: (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential…."And although primary education has been declared free and compulsory in Tanzania, many children are still out of school. Instead, they are involved in doing odds jobs to supplement the income of their family or are on the streets because they are homeless.

Most of the street children are illiterates and have either never been to school or have dropped out of school. The lack of education makes street children particularly vulnerable to abuses such as child labour and trafficking, sexual and/ or physical abuse, drug abuse, exposure to STDs, HIV/AIDS, and so on. Ironically, these children young, agile, fresh with impressionistic minds, the likes of which should be guided, trained and molded for development are found on the streets left to the machinations and manipulations of devious minded people who can use them for all kinds of nefarious acts (Roux & Smith, 1998). Again Blackford et al (2008), street children are often disadvantaged in this regard, when they attempt to reintegrate into school or enter the labor market, they are often not as competitive as other children

their age. As the labor market is relatively tight to begin with, youth are disadvantaged at the onset and are unable to fully acquire the skills necessary to find a niche in the market.

Bose (1992), revealed street children are engaged in daily survival scenarios and develop resourcefulness, self-reliance, independence, and other survival skills for life in a hostile environment. Alienated from the mainstream of life, street children hardly have a social status in the larger society, where their existence is tolerated but not trusted as their background is not known. Consequently, street children have been forced to cope with the realities of adulthood and poverty at a young age, which results not only in their being deprived of a childhood, but also in their having very limited prospects for a better future. Salo (2009), suggested that street children only need a place where they could do their homework and where they could stay to attend school. A house for every street child might be a too big of a goal to reach. The living conditions at home were unbearable for many of the children because of abuse and poverty.

Also, the children needed a place to deposit their personal things and a place to wash their clothes. The personal belongings easily get stolen on the street or at least it is impossible to keep them in a good condition. So they need a locker.

However, the children also need to keep their school clothes clean and safe so they could deposit them to the same locker for the time that they are not in school. The place to wash their clothes should be close to the place where they deposit their clothes so that they would not need to risk it for them to be stolen (ibid).

The research conducted by Government of Kenya in collaboration with UNICEF (1995), observed that street children have adopted unique values which make it hard for them to enrol and remain in school: they value the jobs they do to earn a living more than they value getting an education. Attending lessons in a normal primary school is difficult because they have to create time for work. They also value their independence and would rather be free to walk and work in the streets than be confined to a school. Salo (2009), suggested that if the street children were given money or food, they would not have to work and they would have time for school.

However, they do not want to go to their old schools and it is impossible for them to do that now because they are living far away from them. Their old schools were at the outskirts of the town and now they are living on the streets in the city center.

The World Bank (1996), reported that when education is made available to all children in slums and in poor neighbourhoods (i.e. the poor), an important milestone in human resource development will have been reached. Outlays on education are considered an investment in human capital as they help build the human resources that are so vital for generating and sustaining economic growth and development and for reducing poverty. However, Fatimayin (2012), acknowledged that education should no longer be seen as an ordinary consumer commodity needed for cultivating good habits but as an important kind of investment in a nation's future and as an instrument of national development.

Aina (1997), suggested that it is important to mention that the street children phenomenon is not solely a result of inefficiencies in the formal school system, but

of a variety of factors including the failure of the state in most countries to deliver political stability, economic development and sustainable livelihoods which reduce poverty and extreme deprivation and in general provide an environment of general well-being and access to the benefits of modern human civilization for the majority of the citizens. Salo (2009), in order to make the school attendance easier for the street children, they should be able to influence to the time they need to be at school. Then they would be able to work, beg money or steal using the time that is the most suitable for them. This could solve their problem to get food and little bit money for living.

Also, Fatimayin (2012), suggested that everyone should be involved in working towards putting in place effective supportive services to educate and empower these children. This is because education still remains a veritable tool for socio economic development of individuals and nations. Acountry with a significant percentage of her citizens (particularly the young and virile future hopes) uneducated cannot achieve significant development. This is more worrisome when young malleable minds are left to the manipulations of anybody who can decide to push them in the wrong direction. Salo (2009), the street children can be easily teased in school. They look different, they might talk different and they have different life experiences than other children. They might be looked down on even in school and the potential in them will stay hidden. The teaser might be a teacher as well as other pupils or their peers on the street. The other street children might pressure him/her to drop out of school because it is not valued in the culture of street children.

The stories of street children are usually very similar, but never identical. But in Africa statistics show that 70% of street children are school dropouts and 30% have never even been to school. However, most of the street children are illiterate with no basic skills to help them get proper job (Uwaje, 2012). Research on Brazil indicates that 57% of street children in Brazil drop out of school before they resort to staying in the streets, 25% drop out of school while being out in the streets and 12% do so after finding final refuge in the street.These findings emphasize the strong correlation between dropping out of school and becoming street children (UNICEF, 2005). Education may help break the vicious circle of marginalization and help potential street children towards better life, but it needs to be solidified with top-notch vocational training. One day they will all grow up; they will stop being cute; they will not be able to make a living from begging and then they will look for alternative means of making money or simply taking it (Uwaje, 2012).

2.2.3 The Role of Community in Supporting Street Children to Access Education

The community members are important stakeholders in re- solving the problem of the street children because the street children phenomenon is a product of the society ills and the community members are the closest among all the stakeholders to these children. They interact with the children on daily basis and may be assumed to have a lot of information about these children. For instance, the common assistance men- tioned by the community members includes food, money, un-used clothes and other unused materials. Concrete and other life impacting assistance such as

accommodation, education and health care services are rarely or even not given at all (Aransiola, 2013).

Luggala & Kibassa (2003), found that in the past, local communities readily shared responsibility in caring for needy children among extended families and the wider community, however this mechanism is gradually deteriorating as a results of the socio economic crisis that Tanzania has undergone. A reseach conducted by Mkombozi in 2009, observed: 9 of 106 respondents indicated that failure of extended family members to care their kin's children is a reason for children to end up in the streets; 21 of 106 respondents indicated that failure to receive basic education as the reason children leave their homes. Many children go to live in the streets because of the inability to get an education due to their parents poverty. But the report suggested that poverty is not the only reason of which a child is deprived of an education; 9 of 106 respondents suggested that children themselves had chosen or decided to leave home because of a difficult situation in the home, the family is in a desolate condition; and 5 of 106 respondents suggested that lack of family planning such as unplanned pregnancies or having too many children are the reason that children are not cared for and consequently end up in the streets.

However, Riggio (2012), clarified that it is not poverty alone to be blamed, because even in poverty a child may be cared for. It is rather a concurrence of factors relating to poverty that contributes to alienating children from their families, such as conflicts within the household, marginalisation within their home environment and lack of basic services, especially school. Also, there may even be a failure by extended family members to take care of their kin's offspring. In children's own words, they

are the result of lack of parental care , or lack of good parental care , or recipients of bad parental care. Msonsa (2013), revealed the children are denied a decent life since they are deprived of basic needs such as food, shelter and clothing as well as essential services, especially healthcare and education.They totally loath the lifestyle but have no other means of survival and a better way to support their impoverished family. If wishes were horses, they would like to be going to school instead of begging in the streets.

According to Kopoka's findings (2000), revealed that the community stands accused of failing to address the problem of street children. As individuals and as a society have failed to live up to our responsibilities as parents and as custodians of the young. The community tends to hide its head in the sand hoping that the problem will go away. Unfortunately the problem is not going away, but increasing to alarming proportions.

Traditionally in an African society, a child was normally a member of a community and could not be separated from it. This meant that even the entitlement that a child deserves was a community matter. However,they were loved and cared for by society. Today's children are the responsibility of individual parents and are ignored by the rest of the community (ibid).Therefore, Kopoka suggested that there should be provided relevant education that will be able to help street children and other children as well meet their most basic needs. Also, there is an urgent need for the Government to review the existing law and enact a specific Child Act to ensure the protection of child rights especially in Tanzania and the African governments at large.

A study which was done by Mkombozi Centre in Kilimanjaro, observed that many parents or guardians are too poor to provide school's requirements, such as books and uniforms for their children. As results, many children drop out of schools and find their way to the streets (Mkombozi Centre, 2005 in Amury & Komba, 2010). Also, Lemba (2002), observed that increasing poverty is the inability of parents to keep their children in school, because they cannot afford to pay school fees or meet other school requirements. These children frequently end up in the streets. Nearly three quarters of the 1,232 children (72.7%) were found to be out of school. However, Lemba suggested that communities and families need to be sensitized to understand their roles and responsibilities with regard to taking care of children in society, especially vulnerable children. Shrestha and Jury (2009), parents' attitudes are not always supportive of children attending school. Teachers' attitudes to the position of street children in school are often far from positive. The research suggests that where COBET is provided within mainstream primary schools it is of poor quality, underfunded and understaffed.

Street children are often seen by police as anti-social and criminal elements of society. Many people think they area burden on society. As a result of this mentality, street children are vulnerable to routine arrests for petty crimes,vagrancy,and loitering (Youth Advocate Programme International, 1996). Aransiola (2013), revealed that most of the remand homes where the children were kept were very scanty with few children while the observation of the facilities revealed that the homes were not in good conditions to properly support the children. For instance, the environments of some of the homes were unhygienic and dirty while the homes were

not well protected with mosquito nets. Quarshie (2011), found that street children have no opportunity and are deemed incapable to participate in decision making, for example, they have no say in child related issues in the society; they cannot bargain for good pay for the services they render in the informal economy and so on. They have no access to meaningful livelihood and social services largely because they have limited educational attainment; some are disabled, and the fact that they are children whose place of living is the streets.

In order to achieve successful collaboration with the community it is necessary to harness the interest of all its members and identity each of their respective levels of responsibility, that is government level, non governmental organisations, media , private business, religious groups and individual citizens (Brink, 2001). Street children are voluntary runaways escaping from problems within the family. These problems at the family level can be attributed to more complex and fundamental problems at community and even socities levels. However, Msonsa (2013), family is the most important thing that street children wish to have, but they need friendly families that do not humiliate them and that can provide for their necessities.

NEA (2008), found that parents see lots of roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school

bureaucracies or policies they find impossible to understand or change. Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance.

The society has a duty to protect children against violence; however, some members have moved to humiliating them and practising child labour. The consequences of these practices are serious, because the more they go through all those hardships, the more they become heartless and ready for anything either for themselves or persons around them (Msonsa, 2013). Education is a means of investing in society. It can have major influences upon the cultural, social and economic characteristics of people and communities, ultimately contributing to productivity and economic growth at local, national and global levels (Brink, 2001).

CHAPTER THREE

RESEARCH DESIGN AND METHODS OF DATA COLLECTION

3.1   Introduction

A research design constitutes decisions regarding what, where, when, how much, by what means concerning an inquiry or research study. It also constitutes the blueprint for the collection, measurement and analysis of data. Therefore, research design must, at least, contain: a clear statement of the research problem; procedures and techniques to be used for gathering information; the population to be studied; and methods to be used in processing and analysing data (Kothari, 2004).

This study utilized the descriptive method of research. The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study.

3.2   Area of Study

The study was conducted in Ilala municipality in Dar es Salaam region. Ilala municipality has a lot of street children, seemed to be socially and economically stabled which attracts these children to run for, from their native places mostly in rural areas.

3.3   Population of Study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that

researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. However, all individuals or objects within a certain population usually have a common, binding characteristic or trait (Castilo, 2009).

3.4   Sample and Sampling Method

Sample is a group of people, objects or items that are taken from a large population for measurement (Education Cenrte, the Hillingdon Hospital, 2006). A simple random sample is one which each unit, for example persons, in the accessible population has an equal chance of being included in the sample, and the probability of a unit being selected is not affected by the selection of other units from the accessible population, such as, the selections are made independently (Teddlie &Yu, 2007). Simple random sample selection may be accomplished in several ways including drawing names or numbers out of a box or using a computer program to generate a sample using random numbers (ibid).

The sample population of which the researcher aimed to study involved street children, community, primary school teachers and pupils and were selected through random sampling except those who were involved due to their positions, such as District Social Welfare Officer.

As all members of the population have an equal chance of becoming a research participant, this is said to be the most efficient sampling procedure.

3.5   Data Collection Instruments

In this study several methods of data collection namely:- questionnaires, interviews, focus group discussions and observation were employed as explained in detail here under.

3.5.1   Questionnaires

A questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001). Open and closed questions was applied to the respondents and later put into statistical data thus made reliable information to be obtained.

3.5.2   Interviews

An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions (Easwaramoorthy & Zarinpoush, 2006).

The researcher applied both semi formal and formal interview with already prepared questions on a sheet paper.

3.5.3   Focus Group Discussions

Focus group discussions bring out human tendencies such as attitudes and perceptions relating to a phenomenon, concepts or products (Krueger, 1994). According to Fontana and Frey (1994), focus group discussion, as a method of data

collection provides an opportunity to the researcher to gain insight into other perspectives on the research questions that might not be available through interviews.

The reseacher deployed focus group discussions to assess how the perceptions of street children are constructed in the various groups, such as street children themselves, primary school teachers and community.

3.5.4 Observation

Observation in research involve looking and listening very carefully. The information obtained relates to what is currently happening (Langley,1988) . Observation allows the researcher to study people in their natural setting without their behavior being influenced by the presence of a researcher. Therefore, the researcher watched and listened different street children on the streets, in order to get more information about their lives.

Specifically, the researcher was part of the people moving on the streets, doing window shopping as he observed the behaviours and interactions between street children and other members of the public within the streets.

3.6   Data Analysis Procedure

Analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 2004). Data analysis is defined as the process of extracting, compling, and modeling raw data for purposes of obtaining constructive information that can be applied to formulating conclusions, predicting outcomes or supporting decisions in business, scientific and social science

settings (InvestorWords.com, 2015) . The data, after collection, were processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. Technically, after the data were collected, they were edited, coded, classified and tabulated so that they could eventually be analyzed for presentation (Kothari, 2004). Quantitative data were tabulated, graphed, and evaluated, while qualitative data were subjected to content analysis to determine the meanings from the narratives.

3.7 Validity and Reliabilityof Instruments

3.7.1 Validity Issues

Validity refers to degree to which a study accurately reflects or assesss the specific concept that the reseacher is attempting to measure (Colorado State University, 2015). Kirakowski (2000), adds that "the validity of a questionnaire is the degree to which the questionnaire is actually measuring or collecting data about what you think it should be measuring or collecting data about".Validity is very important in a research study to ensure that our results can be used effectively, and variables that may threaten validity should be controlled as much as possible (Colorado State University, 2015). The validity issue was considered by conducting pilot study and the researcher modified the content of the questionnaire based on the assessment and suggestions of the sample respondents. The researcher excluded irrelevant questions and changed vague or difficult terminologies into simpler ones made the survey more comprehensive for the selected respondents.

3.7.2   Reliability Issues

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials (Colorado State University, 2015). Kirakowski (2000), comments that "the reliability of a questionnaire is the ability of the questionnaire to give the same results when filled out by like-minded people in similar circumstances".Without the agreement of independent observers able to replicate research procedures, or the ability to use research tools and procedures that yields consistent measurements, researchers would be unable to satifactorily draw conclusions, formulate theories, or make claims about the generalizabilty of their research (Colorado State University, 2015). However, reliability is critical for many parts of our lives, including manufacturing, and sports. The researcher asked the respondents for any suggestions or any necessary corrections to improve the instrument further so that to have consistent results.

3.8   Ethical Issues

Ethics refers to norms for conduct that distinguish between acceptable and unacceptable behaviour (Resnik, 2011). Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behaviour of individual researchers is under unprecedented scrutiny (Best & Khan, 2006). It is importance that educational researcher respect the rights, privacy, dignity, and sensitivies of their research populations and also the integrity of the institutions within which the research occurs. However, educational researchers should be especially careful in working with children and other vulnerable populations (Strike,

2002). Therefore, responsibilities of researcher to participants were cleared, such as to obtain consent, data protection, and ensure privacy.

3.8.1 Gaining consent

The researcher relayed the aims of the research clearly among all selected participants. However, building rapport and gaining the trust of the participants has been considered essential throughout the research process. These helped in ensuring the cooperation and willingness of the participants to give dependable and sufficient data that were relevant to the study. Also, the researcher gave the assurance that they were allowed to withdraw from the study even without providing any reason. By giving this freedom, the participants did not feel forced to participate in the process.

The researcher practiced openness and honesty throughout the study to assure the research respondents that their security and safety were of utmost priority. Therefore, all of these factors gained the consent of the research participants.

3.8.2 Data protection

The researcher protected the data obtained from the research process. This prevented unauthorized people from accidentally accessing the confidential files of the study. The completion of gathering all data and generating analysis, also were protected to ensure the security of transferring data.

3.8.3 Ensure privacy

The privacy of the respondents of their responses was prioritized by the researcher.By doing so, the names of the participants were kept confidential. The

researcher, also ensured that all data gathered for the study were protected from unauthorized access.

3.9   Chapter Summary

Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techiniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money. Infact, research design has a great bearing on the reliability of the results arrived at and a such constitues the firm foundation of the entire research work (Kothari, 2004). The researcher employed the combined approach (qualitative and quantitative) to overcome the limitations of both approaches. In this stage, the instruments were subjected to approval and validation.

During the information collection, the researcher collated and summarised the data obtained from questionnaires, interviews, focused group discussions and observation. The researcher analysed information and then came up with findings that are presented in the next chapters.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1   Introduction

This chapter presents the data gathered on three research questions which focused on: perceptions of primary school teachers about street children; the perceptions of street children about their identity; the role of the community in supporting street children to access education.This chapter, thus presented the results of the the data gathered through questionnaire, interviews, focused group discussions and observation. Attained from the selected 32 primary school teachers, 35 pupils, 40 community members, 10 street children, and 2 district social welfare officers in Ilala Municipality, Dar es Salaam.

The first part presents the demographic characteristics of the research participants. This is followed by the data presentation arranged according to the three objectives developed in chapter one.

Table 1: Category of Respondents

Respondents	Frequency			Percentage		
	M	**F**	**Total**	**M**	**F**	**Total**
Teachers	15	17	32	47%	53%	100%
Pupils	20	15	35	57%	43%	100%
Community Members	22	18	40	55%	45%	100%
Street Children	6	4	10	60%	40%	100%
Total	**63**	**54**	**117**			

Source: *The study of the Perceptions of Street Children, 2015.*

The table 1, shows category of research participants with their sex characteristics.Teachers' category included 15(47%) males and 17(53%) females; Pupils were 20 (57%) males and 15(43%) female; Community Members (parents) were 22(55%) females and 18(45%); and Street Children were 6(60%) males and 4(40%) females.

Table 2: Age of Street Children.

Pseudo Name of Child	Sex	Age
Grace	F	9
Juma	M	12
Ally	M	10
Frank	M	12
Amina	F	11
Jane	F	12
Yohana	M	10
Zena	F	11
Kombo	M	8
John	M	10

Source: *The study of the Age of Street Children, 2015.*

It is important to look at the age of these children, because it helps to define the phenomenon of street children. Besides, the diversity of age of street children underscores their uniqueness and can be helpful, when we want to identify the effective social intervention, like taking them back to school. The table 2 above,

shows that the ten street children that the researcher encounter, six of them were males and other four were females. Their ages ranged between 8-12 years old. 12 years old were three (two males and one female), 11 years old were two (all females), 10 years old were three (all males), 9 years old was only one (a female), and 8 years old was also only one (a male).

4.2   The Perceptions of Primary School Teachers and Pupils about Street Children

The first objective was set to explore the perceptions of primary school teachers and their pupils about the street children. 32 primary school teachers and 35 pupils responded to the questionnaires presented to them. The questions was: How do you perceive street children? The following were the responses:

Table 3: Perceptions about Street Children

| Responses	Frequency
Pickpockets	20
Beggars	16
Washing cars mirrors	13
Thieves	10
Commercial sex workers for girls	8
Total	**67**

Source: *Field Work*, *2015*.

Figure 1. Distribution of Perceptions about Street Children
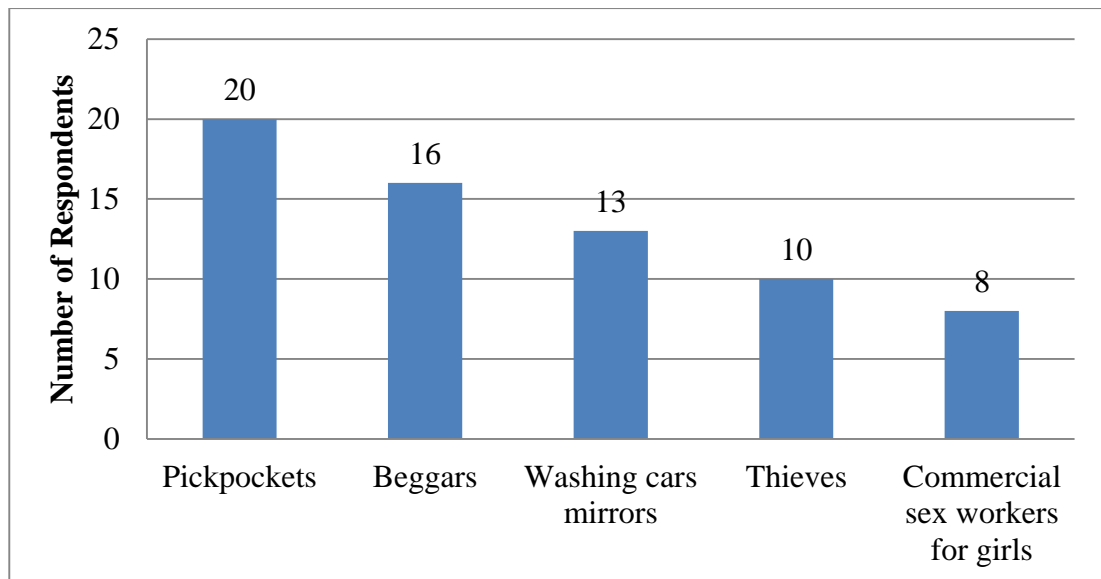
Source: *Field Work*, *2015*.

From table 3 and figure 1 above, show responses obtained through questionnaires of perceptions that primary schools teachers and pupils have about street children . The results of 67 respondents revealed that 20(30%) perceiced street children as pick pockets, 16(24%) perceived them as beggars, 13(19%) perceived them as cars mirrors washers, 10(15%) perceived them as thieves, and 8(12%) perceived them as commercial sex worker for girls.

The same question was posed to the same participants through interview as a way to triangulate the information and to qualify the quantitative data. The questions was: How do you perceive street children? Some of the responses were as follows:

Teacher 1:   All the children are the same regaldless of where they live because, if we start identifying this as of the street and that as of the home, we are deservicing them, and we will have double standard.

Teacher 2:   All children have the same human rights which guide them everywhere. These are: right to play; to educate; to protection; to recognize; participate in family and society matters, to mention a few.

Teacher 3:   All children are suppossed to be ensured that their basic needs are met and should heed to good advice and not follow peer pressure.

As can be deduced from the teachers' responses, street children are perceived as normal children, but happened to be in the strrets, and not deserving to be identified as different from other children. Also teachers think that street children have the same rights that other children have.

The same question was posed to the puplis through focused group discussion as a way to triangulate the information and to qualify the quantitative data.   The questions was: How do you perceive street children? Some of the responses were as follows:

Pupil 1:   Some of them are very good. Grace (pseudo name) was my friend, but she ran from home, now she lives in the street.

Pupil 2:   I know one of them, he usually did good in class. But now we meet him in the street and he no longer come to school.

Pupil 3:   They are just like us because most of them like schooling as Juma (pseudo name), whom we were together in standard six...

Like their teachers, these pupils had positive perceptions about street children, they are our friends, like us, we know them. These findings are in contradictory with what we see in the literature, where street children are seen as a problem, who need help from society (Corsaro, 2011).

However, there were some teachers and their pupils who had negative perception about the street children. Some of their views can be deduced from the following responses:

Teacher 4:   All the children are the same, but there are some differences. Street children in particular have learnt certain behavior, such as stealing for survival...

Teacher 5:   Mm, stret children are street children. They are unpredictable, one cannot trust them. Most them are sexually active. They are unsupervised at a time in their lives when they are undergoing physical and emotional changes of adolescence.

Pupil 4:   Street children are those loitering in the streets, they don't want to go to school .

Pupil 5:   Street children are bullies. They like to fight. They are not friendly

The above negative perception about street children are from primary schools teachers and pupils group. The findings revealed that although the children look the same, there are slight differences among them in terms of behaviors which adapt

from the streets. This may be the reason of the responses in the questionnaire of naming such as pick pockets, loitering, beggars, car mirrors washers, thieves, sex workers and the like. Implying that street children are a problem, and in need help from society (Corsaro, 2011). Thus, the perceptions for street children differ. There are those who positively consider them to be just children and 'just like us' and those who do not trust them with the reason that they are already contaminated by the street life, implying that street children can be accepted in schools, but can also be shunned because of their street experience.

4.3   The Perceptions of Street Children About Their Identity.

The second objective wanted to assess the perceptions of children on their identity as street children. Interview involved 10 street children. The question was: What do you think about yourself?

Child 1:   People call me Chokoraa. But I know I am Ali (pseudo name) and my father is Juma (pseudo name). I want to live in a home, but my father always beat me for nothing. I can't live there...

Child 2:   I am a street child because I loiter around and I do not go to school like other children. I used to be a school girl, but I ran away from school and from home. Now I am of the street.

Child 3:   I am homeless. I came here with my aunt, but she got married and she did not want to take me to her home. I don't have the money to go back home. I know I will one day, but now my home is with my friends in the street.

The above are the perceptions of street children are not the same as what other people percive and identify them with. The findings revealed that these children know they are called different names, *chokoraa, watoto wa mitaani*, *thugs*, *homeless* and they seem not to agree with those names. These are the same names that can be found in the literature, which the community identify the strret children with.

Thus, street children's identification of themselves comes from what other people identify them with, which may have implication for them not to want to go back to their homes or to school.

4.4   The Role of the Community in Supporting Street Children to Access Education

The third objective aimed to examine the role of the community in supporting street children to access education. Questionnaire and interviews were used to solicit this information from the teachers and community members. The question was: What is the role of the community in supporting street children to access education? The following were the responses.

Table 4. Community supports needed

Supports needed	Frequency
Books and other stationeries	31
Food	19
Shelter	14
Care and Love	8
Total	**72**

Source: *Field Work, 2015.*

Figure 2. Distribution of Roles of Community in Supporting Street Children to Access Education
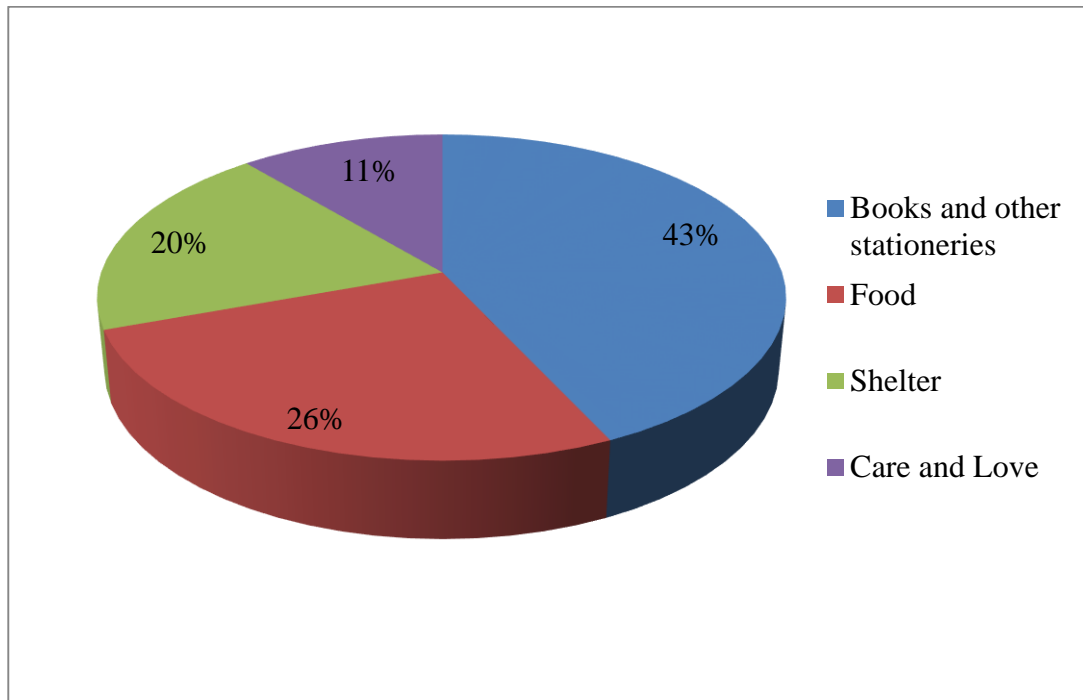
Source: *Field Work*, *2015*.

From table 4 and figure 2 , show responses obtained through questionnaires the roles of community in supporting street children to access education. The results of 72 respondents indicated that 31(43%) named books and other stationeries, 19(26%) named food, 14(20%) named shelter, and 8(11%) named care and love.

These data were triangulated through interview. The respondents were asked: What do you consider to be the role of the community in supporting street children to access education? The responses revolved around what was mentioned in the questionnaire as follows:

Teacher 1:   I think shelter, a home is the first step that the community should consider. Without a home, children will not go to school. These children need to know after school, I am going home.

Teacher 2:   Many of these children do not have the neccesary things such as school fees, books, exercise books, pens or pencil. The community would think of buying these things for them.

Teacher 3:   Many children go to live in the streets because of the inability to get an education due to their parents poverty.

It was interesting to find from the teacher that education was not mentioned as the role of the community to ensure these children are in school. Teachers considered shelter, home and other necessities as more important role a community should provide for street children.

Community member 1:   These children are not loved, they need love from the people they meet in the street. With love, they can accept to go to school.

Community member 2:   Street children are the result of lack of parental care , or lack of good parental care , or recipients of bad parental care.

Community member 3:   The children are denied a decent life since they are deprived of basic needs such as food, shelter and

clothing as well as essential services, such as healthcare

and education   .

Likewise, the community members did not consider their role to ensure that these children should be supported to go to school to be like other children. Their focus was more on love, care, food and the like. These are everyday life support and they do help one to grow and develop.

4.5   Chapter Summary

In a nutshell, the findings indicate that, there are contradiction in the identification of street children among the teachers. There are those who consider them as just like any other children, and those who perceive them as different because of their experience in the street. Moreover, street children themselves some know that the identity they are identified with chokoraa, homeless and hooligans do not resonate with what they think they are, although others agree with those identities. Lastly, both the teachers and community members did not consider themselves as having the role to ensure these children are going to school, instead they considered things like shelter, home and other necessities as important. All in all, this study resonate with what is written in the literature.

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1   Summary of the Study

The behaviour characteristics of the street children are those young people who spend amount of time out of their parent's or guardian's homes, unsupervised by responsible adults, and growing more estranged from their parents as well as peers, schools, and other social supports. A majority of street children have left homes because of poverty, violence, breaking marriages, and physically abused and resulted them to be illiterate and either have never been enrolled, or have dropped out of the formal education system.

The purpose of this study was to assess: the perceptions of primary school teachers about street children, children's perceptions on their identity as street children; and the role of the community in ensuring that all the children including street children access primary education. Therefore teachers' perception lead into accepting or refusing street children in their schools and classrooms, children's perception of themselves as street children lead into accepting or refusing to be street children and thus want to access education, and the role of community in supporting street children accessing to education lead to having a different strategy to eliminate negative perceptions before enrolling them in school.

In literature, the image of street children in their communities is often negative that are seen as victims, because they do not have shelter, clothes, food, or adult protection; they have to work on the streets instead of going to school, are sexually exploited, and so on. street children lack parental or adult supervision and control,

appear to be uninformed, ignorant of society's standards, and lack decent employment.Many of the girls have to endure sexual attacks and also trading and bartering sex. These children go to live in the street because of the inability to get an education due to their parents poverty, because of the inability of their parents or guardians economic conditions in raising money to pay fees and buy other school materials.

The study involved the following participants as sample population: street children, community, primary school teachers and pupils and were selected through random sampling except district social welfare officers involved due to their positions.

The study revealed that street children engaged themselves in while on the streets. A large number engaged in begging, stealing, pick pocketing, lotering, cars mirrors washing, and prostitution for girls. The perception of research's paticipants about street children was that there were those who considered them positively that are children like any other children and can be accepted to school again. Others considered them negatively that already adapted street life and can be shunned. Also, the findings further revealed that these street children are called different names, such as chokoraa, watoto wa mitaani, thugs, homeless, however they do not agree with those names. The findings on the role of community to support street children to have access to education, revealed that community did not consider that these children should be supported to go to school to be like other children.Instead, providing books and other stationeries, food, shelter, and care and love to street children were seen as importants to them.

5.2   Discussion

If Tanzania intends to achieve sustainable development and attain the 2025 development vision of developing high quality livelihood and look at abject poverty as a thing of the past, community as a whole need to be responsible to vulnerable groups like street children. Going back to "ujamaa" and socialism philosophies, community members have potential to help street children go back to school and develop themselves to become normal citizens. For all its social and cultural value, "ujamaa" philosophy still remains on the margin of society despite the fact that people still remember, and see vulnerable group loitering the street without food, clothing or shelter. Consequently, Tanzanians have developed attitude of perceiving those deprived groups such as street children as the 'other' and not deserving an education, as a result of which street children continue living in the streets growing up to become what they have been constructed as people of the street.

Given the current society of global economy, there is a need to change our minds from "everybody will carry his or her burden" to "your burden is mine, let's carry it together." Tanzanians need to be concerned with how see all the children as our own and in need of education. To that end, we need to understand how teachers, pupils, and community members perceive street children as well as how they consider the role of community in helping them to go to school. When we come to know more about teachers', students' and community members' perceptions, we will be in a better position to efficiently and effectively deal with the problems of street children. The present study attempted to address this need by investigating the perceptions of primary school teachers about street children, the perceptions of street children about

their identity, and the role of the community in supporting street children to access education. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As Corsaro, (2011) reported, street children are a problem, and in need help from society; teachers and pupils in this study had mixed feelings about street children. This interesting finding of the study seems to be inconsistent with previous research results. Since this study used a small sample, it may be the case that the participants' positive views of street children are just an exception to the perceptions of all Tanzanians.

Perhaps the sampling of the participants was the reason for their leaning toward positive perception about street children, or it is because the phenomenon of street children has become a social norm. Because of the notions that everybody should carry his or her own burden, in recent years, community members living alongside those in poverty might have changed their perception of them as normal. That is, today's perception of community members on street children might be different from, for example, those of 1960s, when Tanzania was following "ujamaa" and socialism, that everybody was equal, including access to education. What is more, people's perceptions of street children are dynamic rather than static. People, including teachers and pupils continuously change the ways they perceive street children on the basis of their experiences with them. For this reason, further studies should be undertaken in order to illuminate the question of whether Tanzanians beliefs about street children have changed or not.

Some street children in this study had difficulty accepting the names they were identified with by the community, but some identified themselves as the community identified them. One of the reasons for the children's failure to adequately fit into the identity they were identified with is the fact that much of how they are identified is constructed, and not what they are. These children are sons, daughters, brothers and sisters in some families rather than abstract people of the streets. To draw attention to this issue, Chamwi (2014), noted street children are individuals; one can not classify them as the one group. They are different, they have stories they share which are different. For example, children resort going to the street because of hardship in the family, in the school or through peer pressure, and they identify themselves according to what they believe they are. This implies that schools, families and communities should not call children by the home they are in, but try to understand their experiences and help them by being role model for them.

The role of the community therefore, is that of supporting individual child, but also support the school and the government in ensuring that all the children access education. In this way, Tanzania will achieve, not only the Education for All (EFA) goals, but also the National Vision of 2025 where every Tanzanian is ingrained with a developmental mindset and competitive spirit.

5.3   Recommendations for Action

Street children pose serious threat to national security, there is every need to tackle this social problem. Consequently, the following measures can be effectively combat the upsurge of street children:

Firstly, an effective charter on child rights is need urgently to be provided at both the international and national levels. This will help these street children to be recognized, secured and protected by others who usually see street children as nuisance.

Secondly, universalization of primary education is one of the most important remedies to deal with the problems of stree children, hence to bring them back into society and help them build a future for themselves. However, most of the street children are illiterate with no basic skills to help them getting proper job. Education may help break the vicious circle of marginalization and help these children towards better life. Therefore, adequate infrastructural facilities; trained, willing and committed teachers; improvement of the contents of subjects taught so as to make it interesting, and teaching methodologies that could be followed to make the education child-friendly are needed. Dropout rate is bound to be high and street children be removed from the streets.

Thirdly, creation many rehabilitation centres that will help to pick children that are neglected by their mothers so that they do not turn into future street children. Therefore, public awareness campaigns should be done to the society through the government agency so as to change people's attitudes and mind sets toward child sensitive issues.

Finally, in order to achieve successful collaboration within the community, it is necessary to harness the interest of all its members and identify each of their respective levels of responsibility, such as government, NGOs, media, private business, religious groups, and individual citizens.

5.4 Recommendation for Further Research

Further studies should be undertaken to explore whether Tanzanians beliefs about street children before liberalization of economy in the 1960s -1980s and after in the 1990s to date have changed or not.

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APPENDICES

APPENDIX A

Interview Schedule for Street Children.

1. How did you find yourself in streets?

2. How long have you been in the streets?

3. How do people call you?

4. What do you want the community to help you with?

5. What do you like most in school?

Thank you for your time

APPENDIX B

<u>Questionnaire for Teachers</u>.

You are asked to answer the following questions. All responses will be saved by researcher as confidential. Please put a tick (√) in the relevant section or under question asked. Please don't write your name.

1. For how long have you been in this professional?_____

2. How many years have you been in this school?_____

3. Is there any street child at your school? YES [   ] NO [   ]

4. If yes, do you know who take care of them? Mention

     a) _____

     b) _____

5. How different are the children from the street and those from home?

     _____

     _____

     What is the common name for street children?

     _____

6. In your view, how does this name make the children feel?

     _____

     _____

7. Is there any support from school for street children? Please explain

     _____

     _____

8. How is the community involved to support street children?_____

     _____

     _____

9. In your views, what should be done to improve street child situation?

     a) _____

     b) _____

     c) _____

Thank you for your time

APPENDIX C

Questionnaire for School Pupils.

You are asked to answer the following questions. All responses will be saved by researcher as confidential. Please put a tick (√) in the relevant section or under question asked. Please don't write your name.

1. Do you know street children? YES [   ] NO [   ]

2. If yes, do you schooling with them here at school? YES [   ]   NO [   ]

3. Do they like study? YES [   ] NO [   ]

4. Do you play with them? YES [   ]   NO [   ]

5. In what ways are street children different from you?

   _____

   _____

6. What name do you call street children? _____

   why?_____

   _____

7. How do they behave?

   a) _____

   b) _____

Thank you for your time

APPENDIX D

<u>Questionnaire for Citizens(Community)</u>**.**

You are asked to answer the following questions. All responses will be saved by researcher as confidential. Please put a tick (√) in the relevant section or under question asked. Please don't write your name.

1. What do you think about the situation of street children in Tanzania?

    _____

    _____

    _____

2. Do you think they are a problem? Why or why not?

    _____

    _____

    _____

    _____

3. Do you have ever helping street children? Explain

    a) _____

    b) _____

    c) _____

4. What should be done to improve the situation of street children?

    a) _____

    b) _____

    c) _____

Thank you for your time

APPENDIX E

<u>Questionnaire for District Social Welfare Officer-Interview schedule</u>.

1.   Who is the street child

2.   Which reasons do you know cause street child being in the street?

3.   What are the needs of street child?

4.   How do street child secure income?

5.   Who do you think must take care of street children?

6.   Who is supposed to be re socialized with street child?

7.   What problems do you get in dealing with the whole issue of street children and the provision of education?

8.   What are your advices to the government in dealing with the problem of street children by providing education to them?

Thank you for your time