

**STREET HAWKING AND STUDENTS ACADEMIC PERFORMANCE IN
ETHIOPE EAST LOCAL GOVERNMENT AREA:
EFFECTS AND REMEDIES**

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Abstract

The study was carried out to determine the effect of street hawking on the academic performance of secondary school students in Ethiope East Local Government Area. The researcher adopted the survey method. The population of the study consist of 1134 students in Junior Secondary School class two (JSS 2) from twenty six secondary schools in Ethiope East Local Government Area. The sample for the study is made up of 100 students selected from five secondary schools in Ethiope East Local Government Area of Delta State. The instrument for data collection was the questionnaire. The reliability was ascertained by test-retest method. Data collected were analyzed using percentages and mean while Chi-square and t-test were used to test the hypothesis. From the result obtained it was observed that there is a significant effect of street hawking on the academic performance of secondary school students in Ethiope east Local Government Area. Therefore, it was recommended that parents should work hard to provide for their children needs rather than shifting parental responsibilities to their children.

Keywords: *Street hawking, child labour and academic performance*

Introduction

Nigeria's population today is ranked seventh in the world at over 192 million and is projected to grow exponentially to over 233 million by 2025 (Mausbau, 2017). This should be of grave concern to everyone, especially in view of the absence of national economic plans that could provide jobs for additional job seekers especially when we are already confronted with a large numbers of idle hands. Basic knowledge of population growth teaches that population increase is only desirable when accompanied with increase in human capital development, economic activity and good governance. Economic development involves reduction in unemployment (Umunna, 2005). Frankly speaking, Nigeria's population is already creating a myriad of social issues (Mausbau, 2017).

Currently, one major social issue in Nigeria is Child labour. The history of child labour can be traced back to the days of hunting and gathering about two thousand years ago. It is the period where men with their wives and children went to the farm to carry out their daily activities in order to meet their various needs. At that time, children help their parents to carry harvested crops as well as firewood gathered by their parents to the home. The help of those days has now become a form of exploitation on the children. Though, it is not meant to be a form of punishment because if the parent has a choice, most of them would set up a decent life for their children. Notably in Nigeria, it has always been the custom for children to work and labour. However such work is mostly concentrated in rural areas and the informal sector of urban area, these are two areas which represent radically different faces of children work.

Although, there are different forms of child exploitation or child abuse existence such as starvation, sexual assault, prostitution, employment of children as house helps, denied them of both education and the child role in the society. No one considered and suggested that children under the age of eighteen should work at all; even the youngest can help around the home and as they grow older take the risk of child labour. However, it implies that children are doing work that is harmful to their health development. Such work may involve laboring for long hours, sacrificing time and energy that could be spent in school learning at home enjoying their childhood. To worsen the case, child labour involves exploitative work that is physically, emotionally and permanent damaged.

Street hawking is the commonest form of child labor in Nigeria. Involving children in hawking goods in the street is an emerging trend in Nigeria and an issue of concern. This trend is referred to as; child street trading (Ashimolowo, Aromolaran & Inegbedion, 2010), child street hawking (Mathias & Dada, 2013). Children are preferred to adult in hawking goods because; they are less criminal and a cheap labour to the employer (Arhedo, Aluede & Arhedo, 2011; Anumaka, 2012). This led to increase in the number of children who roam the street daily hawking goods while those of their age are in school. Studies identified the age bracket of these children to fall between 10 and 19 years (Ashimolowo, et al 2010; Ndem, Michiel, & Awa, 2012; Ugochukwu, et al 2012). Most of this children hawk before going to school in morning and continue after until late night. Street hawking has left many children out of school as they drop out, withdrawn by their parent or not enroll. Though, this is not surprising, giving that majority of the population are living below the poverty line couple with the fact that, these children are being engaged in income generating activities to contribute to the sustenance of the family, however, it is embarrassing to a country with abundant natural resources like Nigeria. Until this is addressed, achieving education millennium development goal remains an illusion.

According to Nseabasi and Oluwabamide (2010), Street hawking is a negation of the international convention on the right of the child. It is indeed inhuman for anyone to engage a child in money-making ventures; because such a child is denied basic education which is a right for every child.

In Nigeria, there has been an increase in the number of children trading or working in the rural areas which affects their acquisition of education and this can be traced to a lot of factors which according to Dustmann (2003), are: cost of schooling, characteristics of

the child, parents, households and community, location and distance of formal education centre. Poverty and illiteracy are reinforced by traditional customs such as polygamy and preference for large family size. Child Street trading is a threat to the continued survival of the society; it distorts government policies in the education of the youths. It also distorts acquisition of vocational skills and relevant education thereby destroying the economic sector (Esweren 2001).

Street trading has been identified as one of the major challenges facing rural development of villages in Nigeria especially in Ethiope East Local Government Area of Delta State. This study is a renewed interest born out of a concern on the problems of street hawking and associated issues as they affect the development of the rural areas or communities in Ethiope East Local Government Area.

Statement of Problem

There is high rate of unemployment and poor remuneration of workers, many local government workers are being owed their salaries and many families are struggling to survive. The quest for survival has led many parents into petty trading. As a result, they engaged their children in hawking their goods to enable them meet 'ends'. The researcher observed that with the poor socio-economic status of most families, a number of the population is involved in agriculture with a few earning their living through fishing and other petty trade. It is necessary to find out whether some parents/guardians engaged their children on street trading/hawking at the detriment of children's education.

Secondary school students are expected to revise their notes, do their homework, and rest after school to prepare them for the next day school activities which will improve their academic performance. It has been observed, however, that not all the students revise their notes, do homework and rest after school hours. The students instead, engage in income generating activities such as selling goods after school hours to contribute to family income. By this attitude, the students have their attention divided between academic work and income generating activities. This ugly trend exists at a time academic performance of students is declining. Arising from above the question that comes to mind is; could this attitude have any effect on the academic performance of the students? This motivates the researcher to carry out this study.

Research Questions

The following research question was raised to guide the study:

- i. Does street hawking have any perceived impact on the academic performance of secondary school students in Ethiope East Local Government Area who engage in street hawking?

Hypotheses

The following hypotheses were formulated to test level of significance of relationship between the variables.

Ho1: There is no significant perceived impact of street hawking on the academic performance of secondary school students in Ethiope East Local Government Area of Delta State.

Ho2: There is no significant difference between the academic performance of secondary school students in Ethiope East Local Government Area of Delta State who participate in street hawking and that of their counterpart who do not.

Methodology

Research Design: The research design adopted for this study was the survey with a population of 1134 students in Junior Secondary School class two (JSS 2) from twenty six (26) secondary schools in Ethiope East Local Government Area of Delta State.

Sample and Sampling Technique: The sample for this study comprised of 100 (one hundred) students in JSS (Junior Secondary School) class 2, selected from five (5) secondary schools in Ethiope East Local Government Area of Delta State. The stratified random sampling technique was employed in the selection of the five secondary schools out of the twenty six (26) secondary schools in Ethiope East Local Government Area; while the simple random technique was used to select 20 students out of each school and this gave a sample size of 100.

Instrument Validity and Reliability: The main instrument for data collection was self-prepared structured questionnaire which consisted of five sections. The questionnaire was adjudged to have content validity by an expert; while the reliability co-efficient of 0.08 was obtained using test-retest method.

Data Analysis: Frequency count and simple percentage were used to analyze respondents' demographic information, awareness and frequency of street hawking. Mean ratings were used in answering the research questions. The hypotheses were tested with Analysis of Variance (ANOVA) and Chi-square statistical tool at 5% (0.05) level of significance.

Results

Research Question 1: Does street hawking have any perceived impact on the academic performance of secondary students in Ethiope East Local Government Area who engage in street hawking?

Table 1: Perceived impact of Street Hawking on Academic Performance of secondary School Students in Ethiope East

S.N.	Item	REPOSSES				Weighted mean	Remark
		Always	Often	Sometimes	Never		
1.	Hawking affects my academic performance.	6	3	31	29	1.92	Disagreed
2.	I read my book(s) after hawking.	31	10	20	8	2.9	Agreed
3.	I do my assignments after hawking.	42	6	16	5	3.2	Agreed
4.	My overall end of term percentage is below 50%	6	4	25	34	1.7	Disagreed
5.	My overall end of term percentage is between 50 – 70%	15	8	40	6	2.5	Disagreed
6.	My overall end of term percentage is 70% and above	7	5	29	28	1.9	Disagreed

Source: Field Survey, 2017

The data present in Table 1 shows that the notion that street hawking affect academic performance was vehemently disagreed by most of the respondents. The weighted mean on the ability of the respondents to read and do their assignment after hawking was more than 2.5; that is they agreed that they read their books and do their assignment after hawking. Moreover, majority of the respondents agreed that their overall end of term percentage as shown in the table above falls within 50 – 70%. But majority of the respondents do not agree that their overall end of term percentage is neither above 70% nor below 50%.

Hypothesis 1: There is no significant perceived impact of street hawking on the academic performance of secondary school students in Ethiope East Local Government Area of Delta State.

Table 2: Perceived impact of Street Hawking on Students Academic Performance

S.N.	Item	REPOSSES				Total
		Always	Often	Sometimes	Never	
1.	Hawking affects my academic performance.	6	3	31	29	69
2.	I read my book(s) after hawking.	31	10	20	8	69
3.	I do my assignments after hawking.	42	6	16	5	69
4.	My overall end of term percentage is below 50%	6	4	25	34	69
5.	My overall end of term percentage is between 50 – 70%	15	8	40	6	69
6.	My overall end of term percentage is 70% and above	7	5	29	28	69
	TOTAL	107	36	161	110	414

Source: Field Survey, 2017

DF = 15

Critical value = 25.00 at 0.05 significant level; Ho rejected

Calculated value = 132.077

H₁ accepted

From data in Table 2, since the calculated value of 132.077 is greater than the critical value of 25.00 at 0.05 significant level, the null hypothesis (H₀) is rejected, while the alternate hypothesis which states that there is significant effect of street hawking on the academic performance of secondary school students in Ethiopie East Local Government Area is accepted.

Hypothesis 2: There is no significant difference between the academic performance of secondary school students who engage in street hawking and that of their counterparts who do not.

Table 3: Respondents' Academic Performance

Academic Performance	Students who do not Hawk Frequency	Students who engage in street hawking	Total
Below 40	0	4	4
41 – 50	3	2	5
51 – 60	3	15	18
61 – 70	4	11	15
71 – 80	8	10	18
81 – 90	8	19	27
91 – 100	5	8	13
TOTAL	31	69	100

Source: Field Survey, 2017

$$\begin{aligned} \sum f_1 x_1 &= 2330.5 & \sum f_1 x_1^2 &= 182297.75 \\ \sum (f_1 x_1)^2 &= 5,431,230.2 & S^2 &= 236.56 \\ \sum f_2 x_2 &= 4,929.5 & \sum f_2 x_2^2 &= 371,437.25 \\ \sum (f_2 x_2)^2 &= 24,299,970 & S^2 &= 283.29 \end{aligned}$$

Table 4: t test Summary Table

Source	$\sum f$	Df	Mean \bar{x}	S^2	t calculated	t critical $t_{0.05(2)}$	P	Remark
Students who do not engage in street hawking	31	30	75.18	236.56	0.5508	1.9845	0.05	Ho (null hypothesis) accepted
Students that are engaged in street hawking	69	68	71.44	283.29				
TOTAL	100	98						

Since the calculated t value is lesser than the critical t value in Table 4, the null hypothesis which states that there is no significant difference between the academic performance of secondary school students who engage in street hawking and that of their counterparts who do not is accepted.

Discussion of Findings

Analysis on research question 1 shows that most of the respondents do not agree that street hawking affects their academic performance. But the statistical analysis of the responses of the respondents to the research question shows that street hawking affects academic performance of secondary school students in Ethiopia East local Government Area who engage in street hawking.

The result from the hypothesis tested shows that there is significant effect of street hawking on the academic performance of secondary school students in Ethiopia East Local Government Area. This is in agreement with the findings of Ago (2014), who reported that there is a very significant relationship between street hawking and academic performance

of the girl child. The finding is in line with the earlier research finding that indicate significance relationship between street hawking and academic performance of school children.

Lastly, from the analysis of hypothesis 2, it was discovered that there is no significant difference between the academic performance of secondary school students in Ethiope East Local Government Area who engage in street hawking and that of their counterparts who do not. This is contrary to the findings of Ubah and Bulos (2014) who observed that social studies students who participate in street hawking perform lower than their counterparts who do not. Similarly, Farauta (2013) also found that students in practical Agriculture who engaged in street hawking performed poorly than their counterpart who do not.

Conclusion

From the findings of the study, it is concluded that street hawking is a significant variable that affects the educational performance of secondary school students in Ethiope East Local Government Area. However, there is no significance difference between the academic performance of secondary school students who engage in street hawking and that of their counterpart who not. Therefore, good study habit was identified as a major determinant for academic success.

Recommendations

1. Parents should work hard to provide for their children rather than shifting their responsibilities to their children.
2. The Federal Government should ensure all Nigerian children have access to free education by providing workable ways of implementing a free universal and compulsory primary and secondary education. This will help to curb or reduce children involvement in street hawking.
3. Teachers should try to identify students who are engaged in street hawking and counsel them or direct them to the school counsellor to give them guidance on how to excel in their studies despite the challenges they are facing.
4. The government should use the mass media and adult education centres to enlighten parents on the risk of sending their children into the street to hawk and releasing their children to so called 'city women' involve in child trafficking.
5. The government should employ the services of education marshals and extend it to rural areas to curb/reduce the problem of street hawking by children.

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