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**Relationship Between Street Hawking, Study Habit and Academic
Performance of Upper Basic School Students in Federal Capital Territory,
Abuja, Nigeria**



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Relationship Between Street Hawking, Study Habit and Academic Performance of Upper Basic School Students in Federal Capital Territory, Abuja, Nigeria

 ^{1*}Gidado, Bello Kumo, ²Esomajumi, Rosemary Taiwo

^{1,2}Department of Educational Foundations

University of Abuja, Abuja, Nigeria

<https://orcid.org/0009-0007-0263-7522>

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Abstract

Purpose: This study investigated the relationship between street hawking, study habits and academic performance of Upper Basic School Students in Federal Capital Territory, Abuja, Nigeria.

Methodology: The research design adopted for the study was descriptive survey design. A total of 43,922 Upper Basic School Students comprises the population. Krejcie and Morgan (1970), was used in drawing the sample of 240 students. A Self-structured questionnaire was used to collect data from the respondents. The data collected was subjected to statistical analysis based on the six null hypotheses. A multiple correlation regression, an analysis of variance, t- test and Pearson correlation coefficient was used in analysing the hypotheses.

Findings: The findings from the study showed that, there is no significant relationship between street hawking, study habits and academic performance of students in Federal Capital Territory, Nigeria, it further shows that there is no significant relationship between street hawking and study habits and that upper basic school students do not differ significantly in their study habit on the basis of gender. The results further revealed that there is no significant relationship between street hawking and academic performance of students in Upper Basic Schools, and that Students differ significantly in their academic performance based on different hawking time. It was further discovered that upper basic school Students do not differ significantly in their academic performance because of those engaged in street hawking and students who do not.

Unique Contribution to Theory, Policy and Practice: It was recommended that parents should allow their ward hawk only after school and hours of hawking should be limited and as well monitored. The results of this have significantly address the long-standing view that students who are engaged in street hawking tent to perform poorly, academically. The non-relation obtained in this study has further revealed the need to look at other environmental factors that may likely influence academic performance of school children street hawkers. Further study may still be needed to reconcile the differences in performances in performances between students engaged in street hawking and those who do not.

Keywords: *Street Hawking, Study Habit, Academic Performance, Variance*

1. INTRODUCTION

Street hawking has been observed to be highly deleterious to children's psychological, social, physical, and mental development. Street hawking is harmful to the socio-emotional development of children, and it exposes them to dangers such as armed robbery, prostitution, and other vices. It is further emphasized further that behavioral manifestations of problems associated with street hawking include problems of social maladjustment, moral defect, emotional reaction, and insecurity. Such children also suffer verbal abuse, fall victim to rape, suffer low self-esteem, keep bad company, and are usually negatively influenced to engage in delinquent behaviour. Street hawkers are likely to suffer health problems and education backwardness. Feelings of inferiority, exhaustion, emotional distress, unhappiness, and personality disorder are associated with street hawking.

The high rate of unemployment and poor economic condition of many families in Nigeria resulted in an increased number of people in trading activities. To ensure increased income through adequate sales, some traders engage their children in street hawking. This makes them roam about the streets looking for buyers of commodities while other children of their age are in school. Most students who are engaged in hawking do it in the morning time before going to school, some hawk in the evening immediately after school and most of them do it on weekends and during holidays. Study habit is also an important factor influencing the academic performance of students. Available literature suggest that study habit and students' academic performance has been an area of concern in education.

Study habits are learning tendencies that enable students to work privately. John (2018) described study habit as "the adopted way and manner a student plans his private readings, after classroom learning to attain mastery of the subject". According to John, good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure".

Shukurat (2015) asserts that street hawking is rampant among children and has been in existence for a very long time. As the major occupation is farming and trading, during the time of trade by barter, when a farmer harvests his crop, he takes from the harvested crops for food consumption. The remaining must be traded within the neighborhood by the wives and children so that they will get the money needed to purchase some other things needed in the household. Due to structural changes (discovery of crude oil), currently, many people are moving out of the agricultural sector and migrating to the city for menial jobs. There is not much attention to farming any longer. Consequently, most households nowadays buy things for the children to hawk around the neighborhood with their mother. By so doing, children are taught how to trade for future purposes.

Various streets in Gwagwalada Area Council and other towns in the Federal Capital Territory are becoming choked up as a result of the activities of street hawkers. Children are left to wander

about on the streets to chase cars to sell their items. Daily graphic of Federal Capital Territory on September 16,2020 reported that a national survey by the Nigeria Statistical Service, ILO (2013), showed that out of an estimated population of about 6.4 million children between the ages of five and seven, about 2.5 million are engaged in economic activities.

Developing countries are laced with exponential population growth which gives rise to rural-urban drift in search of better means of livelihood. According to UNICEF (2014) report in the year 2020, 23 million children between the ages of 5 to 18 years in urban areas of developing countries were doing one kind of paid work or the other. According to Ashimolowo (2015), education is an essential prerequisite for reducing poverty and improving agriculture and the living conditions of rural people. Ashimolowo emphasized that education is one of the most important aspects of human development. Again, education prepares the younger ones for life and also increases their opportunity of acquiring decent work. The article of Eyiah (2014) on the brief history of state-organized education in Ghana confirmed that education is also seen as an important tool for national development and is therefore the duty of any progressive government to provide and promote educational policies and infrastructure which will enable people to acquire knowledge, skill and develop their potentials as well.

Isamal and Okunola (2015) reported that street hawking practice is very common in most cities in Nigeria where family income is very low and has proved inadequate to cater to a whole family. Under this circumstance, a child may be made to hawk along busy streets and major highways to supplement the family income. In Nigeria, there are so many factors influencing the ability of students to cultivate effective and efficient study habits. Isamal and Okunola emphasized the importance of environmental influence as a major factor in the development of students studying habits.

The Education for All (EFA) Global Monitoring Report of UNESCO (2012) documented that formal schooling is one of the several contributors to the skills of individual and human capital. It argued that the distribution of personal income in society is strongly related to the amount of education people have had thus more schooling means higher lifetime income. Street hawking is a type of child abuse because it endangers the health of child hawkers, impedes their education, and prevents them from enjoying the right to a normal life. International Labour Organisation (ILO, 2013) described hazardous child labour as work which by its nature or circumstances in which it is carried out is likely to harm the health, safety, or morals of the children. ILO added that street hawking is a subcategory of child labour and the sub-Saharan African region has the highest (28.8 million) incidence of children in hazardous work with one in ten children involved. Yazdkhasti (2017) affirmed that living on the streets, lack of access to health services, easy access to cheap or even free drugs, poverty, sexual and physical abuse, and lack of social and family support put the health of these children at risk in such a way that the mortality rate among them is 31 times higher than their normal peers.

Education can be described as the best legacy a parent can give to a child as it forms the foundation of what the child will be in the future. The joy of every parent is to see their children succeed in their academic pursuits. However, sending a child to school comes with parental responsibilities such as the provision of educational materials, food, and uniforms among others while the child is expected to attend school regularly, go through the normal process of learning and form good study habits that will guarantee success in examinations. Study habits according to Zack (2017) are regular practices a person performs to maximise their productivity, efficiency, and retention in preparation for a particular evaluation. Study habit is the way a student studies to achieve academic success. It can also be described as a regular or repeated process of learning which involves activities that can help students achieve and /or maintain good grades. Study habits which Ahmed (2019) referred to as study skills, academic skills or study strategies are approaches applied to learning, which is generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life.

Bolling (2018) asserted that students who tend to perform highly across most of their subjects can be considered to have good study habits by being actively involved in their learning process, continuously planning, and carefully monitoring the educational tasks that they are required to complete. The current practice in the FCT as revealed by ILO has a phenomenon that can enhance the prospect of school children, and the consequences are either dropping out of school or poor academic performance, which is not healthy and may increase incidences of maladaptive behaviours and family dysfunction within the FCT. This is what the researcher saw and intended to carry out research on the relationship between street hawking, study habits and academic performance of Upper Basic School Students in Federal Capital Territory, Abuja.

1.1 Statement of the Problem

In-school street hawking attracted concern from government, non-governmental organisations (NGO), teachers school administrators and researchers who called for legislation against child street hawking in Nigeria. It is expected that the ban would enable school-going children to concentrate on schoolwork to improve academic performance. This is based on the fact that the prevalence of child street hawking appears to be on the increase as each day passes by. Some school children hawk in the morning before going to school, some immediately after school while the irregular ones do it during weekends or holidays. It is desirable to discourage any activity that will interfere with the schooling of the children; however, it seems not feasible when such activity is the means of livelihood in the absence of other alternatives. The cost of schooling and the need for the children to contribute to family survival is hindering school enrolment, while inculcating withdrawal and dropout rates among school children from poor backgrounds.

Many Nigerian children especially in Federal Capital Territory, Abuja are compelled to work because of their parents' joblessness, poor, uneducated etc. What are indeed worrisome and saddening are the usual stories of hit and run drivers killing and maiming these future leaders. In

addition, these child hawkers suffer from fatigue, irregular attendance at school, lack of comprehension and motivation, improper socialization, exposure to risk of sexual abuse among the female hawkers and high likelihood of being involved in crime. Also, these children become financially independent at a very young age because the extra income they bring is needed to augment that of the parents and consequently, the value of acquiring formal education or skills become unattractive to them.

1.2 Hypotheses

For the purpose of this study, the following Hypotheses were formulated.

H0₁: There is no significant relationship between street hawking, study habits and academic performance of students in Federal Capital Territory, Nigeria.

H0₂: There is no significant relationship between street hawking and study habits of Students Upper Basic Schools in the Federal Capital Territory, Nigeria.

H0₃: There is no significant difference in the study habit of male and female Upper Basic Schools students in the Federal Capital Territory, Nigeria.

H0₄: There is no significant relationship between street hawking and academic performance of students in Upper Basic Schools in the Federal Capital Territory, Nigeria

H0₅: There is no significant difference between the academic performance of Upper Basic Schools students based on different hawking times in the Federal Capital Territory, Nigeria.

H0₆: There is no significant difference between academic performance of students engaged in street hawking and those who do not in the Federal Capital Territory, Nigeria.

2. Methodology

2.1 Research Design

The descriptive survey research design was adopted for this study. This research design, according to Nworgu (2016), is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire group. Nzeneri (2015) also opined that in descriptive survey research, a part of the population is objectively sampled for study and the findings from such sample are generalized to cover the entire population since the sample is a representation of the population. He states further that surveys involve the administration of questionnaires designed to elicit respondents' opinions, attitudes, and sentiments about the issue(s) being studied. The descriptive survey research design is appropriate for this research because it determine the characteristics of the instrument being used.

2.2 Population of the Study

The total population of the study is made up of Upper Basic school students in the Federal Capital Territory Abuja, the total population was 43,922 (forty - three thousand, nine hundred and twenty-two) across 159 upper Basic schools.

2.2 Sample and Sampling Techniques

This study used a sample of 240 students drawn from six sampled schools in each of the six area councils that constitute the study area. The sample size was determined using Yamane (2019)'s method. A multistage sampling technique was used to sample the schools and subjects for the study. The choice of this technique is to allow the researcher to obtain data from subjects most suitable for the study (Okoye, & Tanyi, 2017).

These numbers were reflected in pieces of paper which were also folded and put in a box from which draws were made. The name on the paper that was picked were read out and recorded as having been selected. The same paper was folded back and put into the bag again. This were to ensure that there are five (5) papers to pick from at any given time. The process was repeated until the required 6 schools was picked.

2.3 Instrumentation

The instruments used for data collection were Street Hawking and Study Habit Questionnaire. Street Hawking Questionnaire is a 13-items researcher-designed instrument used to assess student who engage in street hawking and those who do not. Study Habit Questionnaire is a 12-items researcher-designed instrument used to assess student study habit. The questionnaire was validated by a team of experts in department of Educational Foundations in the Faculty of Education, University of Abuja to ensure face and content validity.

The instrument was tested for reliability using the test-retest method. A total of 30 students were used for the reliability test. The Street Hawking Questionnaire and Study Habit Questionnaire was administered to the students within the range of two weeks interval between the first and second test. The pearsons product moment correlation coefficient was used to calculate the reliability of the instrument. A value of 0.92 was obtained for Street Hawking Questionnaire and 0.78 for Study Habit Questionnaire which indicates that the instrument is highly reliable for use in the study.

3. Result

Table 1a: Model Summary for Test of Relationship between street hawking, study habit and academic performance of Upper Basic School Students.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.087a	.008	-.001	16.45832

As shown in table 1a above, an R value of 0.87 was obtained. This indicates low level of influence of street hawking and study habits on academic performance of Upper Basic School Students.

The table also shows an R square value of .008 which means that 8% of the variability of the dependent variable (academic performance) can be explained on the basis of the independent variables (street hawking and study habits).

Table 1b: ANOVA Table for Test of Dominant Influence on Academic Performance by street hawking and study habits

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	478.529	2	243.764	.900	.408	Not Significant
	Residual	64197.654	237	270.876			
	Total	64685.183	239				

a. Dependent Variable: Student Academic Performance

b. Predictors: (Constant), Street Hawking, Study Habit

As shown in table 1b above, the independent variables did not significantly influence the dependent variable, with $p > 0.05$. This implies that street hawking and study habits did not significantly influence academic performance of secondary school students.

Table 1c: Table of Coefficients for Test of Influence on Academic Performance by Street Hawking and Study Habits.

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	47.293	11.391		4.152	<.001
	Study Habits	3.624	2.851	.082	1.271	.205
	Street Hawking	-1.288	3.236	-.026	-.398	.691

a. Dependent Variable: Student Academic Performance

As shown in table 1c above, the results revealed a p-value or .205 which is more than 0.05, hence the conclusion that study habits do not significantly influence academic performance of students in Federal Capital Territory secondary schools.

Also, the results for street hawking indicates that the p-value is .691 which is more than .05, this means that street hawking do not significantly influence academic performance of students in Federal Capital Territory secondary schools, Abuja, Nigeria.

It is noted that the multiple regression used in testing the hypothesis generally revealed that the variance of study habits and street hawking added less to the statistical significance of the relationships.

3.4 Table 2: Correlation between street hawking and study habits of Upper Basic Schools Students in the Federal Capital Territory, Abuja, Nigeria

Variables	N	r-cal	P-value	Decision
Street Hawking and Study Habit	240	-.024	.707	Accepted

The analysis on Table 2 shows the correlation between street hawking and study habits of Upper Basic Schools Students in the Federal Capital Territory, Abuja, Nigeria. The computed correlation coefficient shows that there is no significant relationship between street hawking and study habits with $p > 0.05$

The r-value of -0.024 indicates a negative relationship. The probability value of 0.707 which is more than 0.05, it shows that there is no statistical relationship between the two variables, therefore the null hypothesis was accepted.

Table 3: t-test on Difference in study habit of male and female Upper Basic Schools students in the Federal Capital Territory, Abuja Nigeria

Gender	Number	Mean	S.D.	t-value	Df	Sig(2-tailed)	Decision
Male	113	2.93	0.39	-.209	238	0.835	Accepted
Female	127	2.94	0.36				

The analysis in table 3 revealed a t-value of -.209 at 238 degrees of freedom. It also revealed a two-tailed significant of 0.835 with $p > 0.05$. This shows that there is no significant difference in the study habit of male and female Upper Basic Schools students in the Federal Capital Territory, Abuja, Nigeria.

Table 4: Correlation between street hawking and academic performance of students in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria

Variables	N	r-cal	P-value	Decision
Street Hawking and Academic Performance	240	-.028	.669	Accepted

As shown in table 4 above, the correlation between street hawking and academic performance of students was carried out. The computed correlation coefficient shows that there is no significant relationship between street hawking and academic performance of students with r-value of -0.028, which indicates a negative relationship. The probability value of 0.669 indicates that there is no statistical relationship between the two variables with $p > 0.05$, hence the null hypothesis was accepted.

Table 5: One-way ANOVA for Difference in the academic performance of Upper Basic Schools students based on different hawking time in Federal Capital Territory, Abuja, Nigeria

Different Time	Hawking	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups		3077.658	2	1538.829	8.507	0.001	Rejected
Within Groups		13024.822	73	180.900			
Total		16102.840	75				

As shown in above table 5 above, test for significant difference was carried out based on different hawking time (morning, afternoon and weekend/holiday) in Federal Capital Territory, Abuja, Nigeria. The table shows a with a value of .001 with Junior secondary school students, $p < 0.05$, which means that there is significant difference in their academic performance on the basis of different hawking times.

Table 6: t-test on Difference in academic performance of students engaged in street hawking and those who do not in the Federal Capital Territory, Abuja, Nigeria

Street hawking	Number	Mean	S.D.	t-value	Df	Sig(2-tailed)	Decision
Engaged	75	54.56	14.75	-4.057	238	0.001	Not
Not Engaged	165	64.61	19.01				Accepted

As shown in table 6 above analysis for difference between students who engaged in street hawking and those who do not was carried out. The results show a t-value of -4.057 at 238 degrees of freedom. The two tailed analysis shows a 0.001 with $p < 0.05$. This shows that there is significant difference in the academic performance of students engaged in street hawking and those who do not in Federal Capital Territory, Abuja, Nigeria.

4. Discussion of Findings

The main purpose of the study was to investigate the relationship between street hawking, study habits and academic performance of Upper Basic School Students in Federal Capital Territory, Abuja, Nigeria. Six hypotheses were tested at 0.05 level of significance. The findings revealed that there is no significant relationship between street hawking, study habits and academic performance of students in Federal Capital Territory, Nigeria.

The study further revealed that there is no significant relationship between street hawking and study habits of Upper Basic Schools Students in the Federal Capital Territory, Nigeria. This finding disagrees with earlier findings by Bulus (2016) and Folu (2012) who found out that there was significant relationship between street hawking and study habits of student hawkers this implies that student hawkers had poor study habits. The finding also negates the hypothesis that there is no significant relationship between street hawking and study habits of student hawkers. This implies that street hawking has negative influence on student hawkers' study habits. Bulu (2016) revealed that students who engaged in street hawking had average study habit. In contrast lowest mean scores in concentration in class and time management with the fact that the students could not concentrate well in class and plan their time properly could be due to stress and fatigue which they usually experience after walking streets for hours looking for buyers. Street hawkers that get home late and tired are not likely to be able to do any serious study before going to bed. The students also recorded highest mean scores in preparation for examinations and getting assignments done. This finding is not unexpected because the wish of every student is to pass examination but their poor performance could be an indication that they usually study few days to examination which is not good enough for students that aspire to have good grades. Fear of punishment could be adduced for higher mean scores on getting assignments done. However, this finding did not account for the role of school environment on students' performance. The research of Gidado; Apeh and Akinwanded (2023) points to the role of environment as a major influencer of students' academic performance irrespective of other behavioral factors.

Also, the study also revealed that there is no statistically significant difference between male and female students on their mean study habit score, $t(240) = -.209$, $df = 2,238$, $p = .835 > 0.05$. This implies that male and female do not differ regarding their study habit. In agreement with earlier finding by Yahaya (2003) who found no significant difference in mean study habit score between male and female students in Kwara state. However, it contradicts prior finding (Ehiozuwa, &

Anaso, 2013) who found a significant difference in mean study habit score between male and female students in favour of male students.

Furthermore, the study revealed that Junior secondary school students differ significantly in their academic performance based on different hawking time (morning, afternoon and weekend/holiday) in Federal Capital Territory, Abuja, Nigeria. The study agree with earlier findings by (Fetuga, 2007), who found that students who involves in street hawking every day devotes the time that could have been used for home studies, recreation, rest and extracurricular activities which would enable them achieve better performance to hawking and that accounted for the lower performance. The above finding presents a breakthrough regarding influence of street hawking on students' academic performance of students. This study indicates that when students engaged in street hawking only during weekends/Holidays they tend to have good study habit and their academic performance better compare to their counterpart who hawk every week days.

The study also revealed that Junior secondary school students differ significantly in their academic performance between students who engaged in street hawking and students who do not, $t(240) = -4.057$, $df = 2,238$, $p = 0.001 < 0.05$. This implies that students who engaged in street hawking differ significantly in their academic performance with those who do not. This finding is in line with Onuekwe (2015) who found a significant difference in academic performance of students involved in hawking and those not involved. The finding further stressed that street hawking impacts negatively on academic performance of students that engage in it.

5. Conclusion

Arising from the findings of this study, the following conclusions are drawn:

1. No significant relationship exists between street hawking, study habits and academic performance of students in Federal Capital Territory, Abuja, Nigeria.
2. No significant relationship found between street hawking and study habits of Upper Basic Schools Students in the Federal Capital Territory, Abuja, Nigeria.
3. Junior secondary school students do not differ significantly in their study habit based on gender in Federal Capital Territory, Abuja, Nigeria.
4. No significant relationship between street hawking and academic performance of students in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria.
5. Junior secondary school students differ significantly in their academic performance based on different hawking time in Federal Capital Territory, Abuja, Nigeria.
6. Students who engaged in street hawking and students who do not, differ significantly in their academic performance in Federal Capital Territory, Abuja, Nigeria.

6. Recommendations

Emanating from the findings of this study, it is recommended that:

1. Students who involved in street hawking should be treated as those with special needs. During teaching and learning, teachers should give them special attention by: encouraging them to participate; help them develop positive academic self-concept and self-esteem; and make the classroom conducive for learning. These will help the students to be interesting in learning and make them put effort to school work which will improve their academic performance. Again, the school counsellor should from time to time meet with the students to discuss their academic progress and offer them study habit counselling.
2. Street hawking by students should be restricted to weekends/holidays and parents should ensure that the students have some hours to rest and study and during the last week of holidays the students should be free from hawking to revise their notes in preparation for resumption. This will give the students enough time for engaging in academic work during week days/holidays and their academic performance will be better.
3. If it became necessary for the students to hawk during week days, parent should allow their ward hawk only after school and hours of hawking should be limited and as well monitored. This will enable the student to have increased study habit score in which academic performance will be better.
4. Both male and female students should be made to develop interest towards learning and the erroneous perception that some subjects are difficult for a particular gender should be discarded.

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