

**IMPACT OF STREET HAWKING ON THE ACADEMIC PERFORMANCE OF
STUDENTS OFFERING PRACTICAL AGRICULTURE IN TARABA STATE.**

BY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF VOCATIONAL
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Declaration

I hereby declare that this research work entitled Impact of Street Hawking on the Academic Performance of Students Offering Practical Agriculture in Taraba State and is the record of my research work. It has not been presented before in any previous for a higher degree. All references cited have been dully acknowledged.

Godlove Yumbak Jacob

Date

Dedication

This work is dedicated to my family members who have been my source of success in this work.

Approval Page

This thesis entitled “Impact of street hawking on the academic performance of junior secondary school students in Traba State” meets the regulations governing the award of Masters of the modibbo Adama University of Technology, Yola and is approved for its contribution to knowledge and literary presentation.

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Abstract

The study determined the impact of street hawking on the academic performance of practical agriculture students in Taraba state. The street child is defined as any child who may have parents or guardians in a locality but living and working in the street. Street children engaged in work or employment on a regular basis with the aim of earning a livelihood for themselves or for their families. Such activities are often carried out at the expense of schooling. These children sometimes absent from school on their parents demand to sell, and sometimes play truancy during practical agricultural science lessons. Their irregular attendant in practical agriculture could impact on them, that is; it may lead to negative or positive attitude in them which may consequently affect their performance in the subject. Six purposes, seven research questions and three hypotheses were formulated for the study. The study employed a survey design, while Taraba State was the area of the study which consists of 16 local government areas and 118 junior secondary schools. The population was made up of all 8839 JSSII students as at 2010/2011 school session. The sample size of 384 was drawn using the Yaro Yamane formula. A questionnaire for students' responses and a pre-format sheet for collecting students' academic performance were instruments used to collect data from the students, which was validated by two experts. The instrument was pilot tested using the split halve method. Data collected were analyzed using the mean while z-test was used to test the hypotheses. For research questions, a mean of 3.5 and above was considered agreed while less than 3.5 were considered disagreed. And for mean academic performance above 3.5 was considered good while below 3.5 was considered as poor. For the null hypotheses, if z-calculated was equal to or more

than the table $-z$ at 0.05 level of significance, it was rejected and if the z -calculated was less than the table- z it was accepted. Findings revealed that 8 out of the 10 suggested reasons for hawking by students were to get money for their school fees, to meet their personal needs, to get money to help their parents' economy and to take care of their younger ones. Respondents agreed on 7 of the 15 suggested risks involved in street hawking and that students involved in street hawking performed poorly compared to those that are not involved. Findings also revealed that there was significant difference in the mean rating of academic performance of students involved in street hawking and those not involved in street hawking. Based on the findings, it was recommended that the poverty level of most Nigerian especially those in the rural areas be improved by the state government, well to do individuals and nongovernmental bodies. The government should make basic education free or affordable by the common Nigerian. The State government should legislate against street hawking by school aged children so that they can concentrate on their studies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is the bed rock of any country and the basis for the survival of most individuals especially in this era of technological development. This is the most reason why the Federal Government of Nigeria through the Universal Basic Education formulated a policy of Basic and compulsory Education for all children from primary to Junior Secondary School. Every child in Nigeria has the right to Basic Education; that is from primary one to Junior Secondary three. Children are regarded as important element of development; therefore, their welfare in a society is an index of social and economic development of that society. That is why child welfare is included in the Millennium Development Goals (MDG) (UNESCO, 2004). But most of them are denied this right by engaging them in some form of child labour, especially street hawking.

The street child is defined as any child who may have parents or guardians in a locality but living and working in the street. Street children engage in work or employment on a regular basis with the aim of earning a livelihood for themselves or for their families. Such activities are often carried out at the expense of schooling. Therefore, children may not adequately prepare for the future in a modernized society (UNICEF, 2004; FME, 2004). Education is a pre-requisite for reducing poverty, improving agriculture and the living condition of rural people.

Street hawking in its simplest form is the selling of things along the road from one place to another (Umar, 2009).

Leadership (2010) stated that street hawking has a history; it has a long history in the northern part of Nigeria and in some places in the south, and it is mostly associated with economic problems from the parents. Street hawking in Uyo is attributed to unemployment and poverty. This can be traced to the poor economy of the nation which is affected by inflationary factors amongst others. Hence, many students have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examination like National Examination Council (NECO) and West African Examination Council (WAEC) (Akanle, 2007). The United States Department of Education (2000) found in a study that the relationship between poverty and students performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts. However, the study concluded that poverty alone does not account for all the differences in the performance of the students.

Another factor responsible for street hawking by children is loss of parents, a situation which forces a child to fend for himself/herself (Nseabasi and Oluwabamide (2010). Hawking is a marketing system characterized by many buyers and seller usually offering very small quantities for sale at a time (Olukosi, Isitor, and Ode, 2005). It is this system of marketing that becomes a point of concern to the researcher as he sees mostly young children of school age involved in street hawking. According to Chiedozie, Chine, Uguru and Nnaemeka, (2006), Nigeria defines a child as any person between the ages of 5 and 17, most Junior Secondary School Students fall within this age bracket.

These children are most of the time sent by their parents to sell goods, and they do it mostly by street hawking. According to (Nseabasi et.al 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 such a child is denied basic education which is a right for every child probably because their parents are illiterate and may not place much value on their children's education. This seem to be the characteristics in most parts of Taraba State, their level of

poverty and illiteracy could make them not to give priority to their children's education, but to use them to make some money for their domestic use.

These children sometimes absent from school on their parents demand to sell, and sometimes play truancy during practical agriculture lessons. Their irregular attendance in practical agriculture could impact on them, that is; it may lead to negative or positive attitude in them which may consequently affect their performance in the subject.

This study seeks to examine the level at which hawking affect students' academic performance in practical agriculture, reasons students' hawk; parental influence on students that hawk, the risks of hawking. The researcher at this point sees that educating the child is a duty to the parents and should be of paramount importance, for this will be of great advantage to the child, the parent and the Government in accordance with the MDGs, ensure that boys and girls will be able to complete a full course of primary schooling (Sunnutar, 2006), and this will help toward achieving the national policy on Basic Education.

1.2 Statement of the Problem

As Nigeria advocates Basic Education for all through the Universal Basic Education (UBE) scheme (FRN, 2004), it is important that some traditional practices like street hawking which is a socio-economic activities and of economic benefit to most parents could impact on these children's academic performance, that is it may lead to their poor performance in practical agriculture may need to be discouraged seriously. Nwosu,(2006) stated that in the western parts of Nigeria, children may attend morning or afternoon school and hawk goods out of school hours, though there may be some children who hawk on the street throughout the day, probably because their parents may see hawking to be more important compared to their schooling. The level of poverty of most parents in Taraba State could be responsible for this. Low income parents engage their children in petty trading and street hawking to supplement the family income, (Vinolia and Fubara, 1995).

It was in view of this prevalence case of child labour in Nigeria that the researcher's attention was drawn by the street hawkers in Taraba State, as he saw most of them are children of school age who hawk from one street to another on daily basis the impact on them ranges from physical, emotional, psychological and social as they are exposed to various dangers like accidents, rape and pregnancies

(for the females) kidnappings etc. Some times in the school when it is time for practical agriculture, these children could decide to go home and engage in hawking and sometimes they go out for morning sells thereby making them to go late to school.

Another problem is that these children may not have time at home to revise and do their assignment as they come back in the late evening tired from the day's hassles. From experience, the researcher discovered the poor attendant of most junior secondary school students to practical agriculture which could affect their performance in the subject. Most of these children who play truancy in the school do so sometimes to go out for hawking.

It is in view of the above scenario that the researcher sought to examine the impact of hawking on academic performance in practical agriculture among Junior Secondary School students in Taraba State. This problem will need to be addressed so that it does not have a negative impact on the students' performance in practical agriculture and consequently the agricultural development of the State as it is called "the food basket of the Nation" and a national effect on the food security of the Nation.

1.3 Purpose of the Study

The main purpose of this study was to examine the impact of street hawking on students' academic performance in practical agriculture. The specific purposes were to:

- (1) determine the academic performance of students in practical agriculture that hawk.
- (2) compare the academic performance of boys and girls involved in street hawking.
- (3) determine the ratio of boys/ girls involved in street hawking.
- (4) identify reasons for students' involvement in street hawking.
- (5) determine the socio-economic background of students involved in street hawking.
- (6) determine parental influence of students involved in street hawking
- (7) determine the risks of involving students in street hawking

1.4 Research Questions

Seven research questions were stated in line with the purpose of the study, they were

- (1) What is the level of academic performance in practical agriculture of students that hawk?
- (2) What is the difference in the level of academic performances in practical agriculture of boys and girls involved in hawking?
- (3) What is the ratio of boys/girls involved in street hawking?
- (4) What are the reasons for students involved in street hawking?
- (5) How does students' socio-economic background influence students involved in street hawking?
- (6) What is the parental influence of students' involved in street hawking?
- (7) What are the risks of students' involved in street hawking?

1.5 Hypotheses

The following Null hypotheses were tested at 0.05 level of significance;

- Ho₁ There is no significant difference in the mean rating of the academic performance in practical agriculture of hawkers from literate homes and those from illiterate homes.
- Ho₂ There is no significant difference in the mean rating of the academic performance in practical agriculture of students involved in hawking and those not involved in hawking.
- Ho₃ There is no significant difference in the mean rating of the academic performance in practical agriculture of boys and girls involved in street hawking.

1.6 Significance of the Study

This study is hoped to improve the academic performance of Students in practical agriculture that hawk as their parents would be able to meet their basic needs when their parents are economically empowered through cooperative organizations. The result will help parent not to use their children to hawk as they will be made to know the risks these children are always exposed to when the state Government would have legislated against street hawking, and their level of poverty is improved through micro-loan scheme from the government. The result of this study could help discourage parents from using their children for hawking as they may be prosecuted for bridging the law against street hawking, so that their

children could concentrate on their studies. The results would help to encourage parents to give equal educational opportunity to their children irrespective of gender; The result of this study may cause the students' academic performance and skills in practical agriculture to improve as they will be more committed to their academics, this could be done with the help of the State Universal Basic Education Board by enforcing the compulsory Education policy in the State as contained in the National Policy of Education, 2004 through the Child Right Act (CRA) 2003.

1.7 Delimitation of the Study

This study was carried out on the JSS II students of Taraba State's public Junior Secondary Schools as at 2010/2011 session. Private and community Junior Secondary schools were not included; the study was carried out in the eight (8) Educational Zones of the State on a population of 8839 JSS II students. The study was to determine the academic performance of students in practical agriculture that hawk, compare the academic performance of boys and girls involved in street hawking, determine the ratio of boys/ girls involved in street hawking, identify reasons for students' involvement in street hawking, determine the socio-economic background of students involved in street hawking, determine parental influence of students involved in street hawking and to determine the risks of involving students in street hawking

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study has been reviewed under the following headings;

- 1) Theoretical Framework of the Study (Social Learning Theory).
- 2) Conceptual Framework
 - i Concept of Street Hawking
 - ii. Reasons for Hawking by Students
 - iii Socio-economic Background of Students Involved in Street Hawking
 - iv Parental Influence on Students Involved in Street Hawking
 - v The Risk of Street Hawking
 - vi Gender and Street Hawking
 - vii Impact of Street Hawking
- 3) Related Empirical Studies on Hawking and Academic Performance
- 4) Summary of Literature Reviewed.

2.1 Theoretical Framework:

This study was theoretically based on **Social Learning Theory**. Social Learning Theory was propounded by Albert Bandura in 1954 (Wikipedia), he opined that child's attitude to life is formed and shaped as he/she interacts within the components of a giving environment (Horowitz & Bearden, 1995). The theory places the influence of nurture above nature in human development. This notion

states that an individual's behaviour is influenced by the environment and characteristics of the person. In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other (Wikipedia), Social Learning Theorists believe that irrespective of human biological component, what he sees, hears and appreciate in his daily environment become what he models his attitude on: Thus, a child that attends school and at the same time hawks has the opportunity of learning from two environments; the school and the street. What the child learns from the streets during hawking could impact on him negatively as it relates to his educational aspiration and commitment. For example, his hawking mates talk on how to make good sales and get more money, while in the school, his class mates talk on what one wants to become in future. His/her intentions and aspirations are no doubt susceptible to what he/she learns from these environments through interaction with people within such environment, and this could have a consequential impact on his academic performance. Therefore, the researcher wanted to determine the level at which what the child sees, hears and appreciates while hawking on the street impact on his academic performance in practical agriculture.

2.2.i Concept of Hawking

Hawking is a method of selling goods by moving about with the goods on the street, roads, motor parks, stadium, social centres, houses or market stores to make it available to the customers, this is a very common phenomenon in the Nigerian society. Street hawking in its simplest form is the selling of things along the road from one place to another. As a result of the growing international concern about child labour, child work and the effects on the welfare and future of these children, the practices are now being questioned in Nigeria. The recent perception of child labour and child work as a problem stems from the belief, and finding on investigations that involvement of children in economic activities outside the home is injurious to the children's intellectual and physical growth,(Popoola , Ayodele and Ajayi, 2011).

A recent research jointly conducted by three world bodies; the United Nations International Children's Emergency Fund (UNICEF), the United States Agency for International Development (USAID) and the United Nations Joint Programme for HIV/AIDS (UNAIDS) (2004), concerned with the promotion of children's welfare have indicted Nigeria for not doing enough to discourage child

labour and early marriage among women, 39% of children aged between 5 and 14 years in Nigeria are engaged in child labour, while 43% of women married before they are 18 year old,(Exploitation of the Nigeria child,2008).

Hawking in particular is one common way adults seem to have developed to exploit the youthfulness of children. It is estimated that about 8 million Nigerian children of school age spend their days hawking or begging on the street rather than being in school (Obanya, 2001, FRN, 2004; Agbonna, 2008).

2.2.ii Reasons for Hawking by Students

Major causes of child labour are widespread poverty, rapid urbanisation, breakdown in extended family affiliations, high school dropout rates, and lack of enforcement of legal instruments meant to protect children. Traditionally, children have worked with their families, but today children are forced to work for their own and their family's survival. The money earned by child family members has become a significant part of poor families' income. (UNICEF Nigeria, 2011).

Tide online (2010) stated that in most urban centres across the Nigerian Federation, street hawking has persisted. This has become a means of earning a living by traders who are unable to rent shops in the cities. Similarly, some families depend on hawking for a living. This is in line with what The Ghana Child Labor Survey conducted in 2001 suggests that 83 percent of street children left home because of poverty and the majority of these children were from the northern regions of Ghana (Ghana Statistical Service, 2003). If you a motorist or passenger entering into the oil city of Port-Harcourt from either the Aba road or Ikwerre road axis, you are bound to meet some of the city's mobile sellers pushing their wares and goods into your vehicle and sometimes even cajoling you into buying them, (Nengia, 2010). He further stated that in most cities of Nigeria, street hawking is taken for granted such that people who have stalls and shops also consider it a good business to engage. Hawking of agricultural produce in Nigeria is similar to how other goods like industrial goods are hawked. According to Umar, (2009), in Nigeria, this is done almost all the time by young children both males and females. She said the girls hawkers come to the cities in groups and then going different directions of the city to hawk their goods, they remain in the city from early to late in the evening when they take buses back to their respective villages after the day's sales.

Leadership (2010) reported that street hawking has a long history in the Northern part of Nigeria and in some places in the South and are mostly associated with economic problems from the part of parents. According to Punch, 2010, all over the country, many children are working hard to make life better for adults. On the streets, they are hawking food items, beverages, household appliances, books, cleaning cars etc. In some situations, these children engage in these activities after school hour. In many other instances, their activities as breadwinner are at the expense of their education they are supposed to receive.

Global Match Against Child Labour (2001) stated that parents in developing countries are relatively poor and subjected to economic strains, which compelled them to seek alternative source to their meagre salaries to make both ends meet. Hence, they involve their children in hawking snacks and allied products to augment their income.

Child labour in this era has eaten deep into the society across the globe. This trend has affected a lot of people including some parents who due to no fault of their own has given their children up for child labour, the purpose of doing so is to get financial stability at least have two square meal if possible amidst plenty but this is not to justify the barbaric tendencies of this lukewarm called child labour. It is also pertinent to note that child labour could also be as a result of the death of a parent which will leave the child at nothing rather to go through the horrible way of life they find themselves. (Uwhejevwe, 2009).

Street hawking is seen as a form of child labour which according to Uwhejevwe is caused by greed- the quest to get riches propels young boys and girls into doing a lot of things they are not supposed to do all in the pursuit of livelihood instead of employing their youthful strength on farming to produce enough food for the family etc.

2.2.iv Socio-Economic Background of Students Involved in Hawking.

Home background according to Program International Student Assessment, (PISA, 2000) in (Akanle, 2007) influences academic and educational success and school work, while socio-economic status reinforces the activities and functioning of the teachers and students. From the above, it is revealed that the quality of parents and home background of a student go a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs, poor parental care with gross deprivation of social and economic

needs of the child, usually yield poor academic performance of the child (Akanle, 2007). In the same vein, Shittu, (2004) buttressed this point by stating that, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fee, purchase books and uniforms especially if he/she is illiterate, such child may play truant, thus his performance in school may be adversely affected.

Similarly, good parenting supported by strong economic home background and literacy could enhance strong academic performance of the child. Danesy and Okediran (2002) lamented that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among young school students, with their poor performance in public examinations like JSSCE, WASC and NECO. This is confirmed by Falayajo, Makoju, Okebukola, Onuga and Olubodun, 1997 and Ray, 2000, in Ofolabi, Ayodele, and Ajayi (2009) who stated that it is believed that work prevents children from doing well in school with a resultant risk of condemning them to low wage income in the future.

A family's socio-economic status is based on family income, parental education level, parental occupation, and social status in the community, it went further to say that across all socio-economic groups, and the parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable, sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care, (North Central Regional Educational Laboratory n.d.). Statistics show that over 10 million children manage to stay in school and at the same time work to pay their school fees. According to Crosson (2008) there is a link between parents with marginal incomes and the imperative to push children into work so as to supplement family income. This view is supported by Bass, (2004), Binder and Sorgin (1999) who hold that children of poor families have to help generate family incomes and compensate for economic discrepancies in society, particularly as the gap between the have and have not has grown in recent years. In such situations, poverty breeds poverty.

2.2.iv Parental Influence of Students Involved in Street Hawking

Parental influence on their children is a major determinant of what they may become in later life, especially in the rural areas where the child spends most of his time during his formative period with his parents. Jeffrey, and Susan (2004) stated that families, parents and guidance in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue- or even explore divers career possibilities.

According to Ashimolowo, Aromolaran and Inegbedion (2010), in the developing countries especially in traditional African society where there are ineffective machinery to enforce child welfare, majority of the children in the rural area find it difficult to survive as a economic status of their parent. Hence, life in the rural areas poses a lot of challenges for the children. In coping with these, some of the children engage in various kinds of activities in order to survive. Some of these activities are sometimes hazardous to the health and education of the child. Therefore, child street trading is a threat to the continue survival of the society; distort government policy with respect to education of the youth due to high dropout rate. It distorts acquisition of vocational skills and relevant education thereby destroying the economic sector (Okumadewa, 2001). Also physical stress due to the age and maturation of the child is affected leading to low concentration at school, laziness towards practical agriculture and breakdown of health of the child.

Although parents acknowledge their role and attempt to support the career development of their children, parental messages contain an underlying message of “don’t make the same mistake that I did”. Mau and Bikos, (2000), found that college students and young adults cite parents as an important influence on their choice of career. Yet parents may be unaware of the influence they have on the development and vocational choice of their children.

When the school care about families and support parents as equal partners, children reap the benefits. There is a wide body of research that reveals the critical role parent involvement plays in children's academic achievement. Senechal (2006) shares that parent involvement have a positive impact on children reading acquisition. And Epstein, Sanders, Simon, Coates, Salinas, Jansorn and Vanvorhis (2002) pointed out in their handbook, school, Family and Community partnerships, that “the way schools care about children is reflected in the way schools care about

the children's families. Henderson and Mapp, (2002) stated that, parent and community involvement that is linked to student learning has a greater effect on achievement than more general form of involvement. To be effective, the form of involvement should be focus on improving achievement and be designed to engage families and students in developing specific knowledge and skills. Jacobs, (2006) asserted that Parent involvement is important in children's first years of life and it continues to be important during children's school years.

Parents who force their children to hawk would have no reason because; if they should accept their responsibilities of taking care of their children there should be no need for the child to hawk.

2.2.v The Risks of Street Hawking

Street hawking is exposed to a lot of risk and dangers, like in most city centres, traders could easily be knocked down by moving vehicles. Beside, street hawking has denied many children of school despite their ripe age of going to school (Tide Online, 2010). Street hawking and child labor may also lead to behavioral patterns inimical to healthy citizenship. They may indulge in negative activities or criminal acts, such as prostitution, armed, robbery, and pick pocketing, and face imprisonment (Humert, 2009; Humphries, 2010). Teenage pregnancy is very common among street hawkers in terms of girl-child; teenage girls who hawk are gradually introduced to some anti-social vices. Umar asserted that girls as young as 13 years are trafficked as sex workers.

Also, Danesty and Okediran (2002) lamented that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes most of the student school time that necessitated the poor academic performance and drop-out syndrome noticed among young school students. UNICEF Nigeria stated that these children who work suffer from fatigue, irregular attendance at school, lack of comprehension and motivation, improper socialisation, exposure to risk of sexual abuse and high likelihood of being involved in crime. Online (2010) stated that street hawking is posing a major threat to human lives in most city centres as traders could be easily knocked down by moving vehicles. The physical and health consequences of children participating in the sales and service sector have been identified in Latin America, Asia and Africa and include various diseases such as

respiratory problems, injuries, rape and molestation, malnourishment, extortion of income, police harassment and participation in harmful or delinquent activities.

Due to the risk on street hawkers, tide Online added that the Rivers State House of Assembly legislated against street hawking, and also the Child Right Act 2003 has been domesticated in the state. This may not be unconnected with the common violence and political/religious crises experienced recent time in most part of Nigeria. International Labour Organization, ILO, (2006) observed that children stand a great risk of workplace violence. Nwosu (2006) conforms this by stating that during hawking, children reached the most interior part of every street in urban setting thereby exposing them to dangers. She further went on to say that the consequences street hawking has on the family and society are that this children that hawk may have dubious character especially the boys as they come in contact with other children or adult with questionable characters in areas like motor parks, stadiums and in uncompleted buildings in the town.

Ebigbo and Agba (1990) also stressed that sexually transmitted diseases is on the increase as these teenage hawkers want to be on the reigning fashion will embark into prostitution in order to make money. As they engage in this pre-marital sex, they count all on their gains without counting on the after effect.

2.2.vi Gender and Street Hawking

Gender factor in street hawking is an issue of concern as this has to do with sex differential. The Nigerian society is seen to have a great disparity when it comes to gender issues. Suleiman (2004) asserted that gender imbalance in educational attainment have been a major reason that contributes to low representation of women in the mainstream of economic activities. One of the most common forms of child labour is street hawking. The children, who are mostly girls, are often found on the streets from as early as 6.30 am to as late as 9pm at night. During this period, they are left without any form of control or supervision from parents and guardians, unlike their counterparts at home and school (Akpala and Uzuchukwu, 1999).

According to Umar (2000), attitudes are learnt from one's environment through experience and or imitation of significant adults. Attitudes determine what a young girl sees and how she sees it. She adopts her life value directly from parents, other adult and peers. That is why Umar, (2003) mentioned that sixty-five (65) million girls around the world are not going to school, and more will only

complete a few years of schooling. Majority of them are engaged in the world's third most profitable trade; Girl trafficking for various reasons. In another study conducted in Asia, child labor was found to negatively affect the educational outcomes of children (although these effects varied depending on the gender of the child) (Charles & Charles, 2004). In Africa, and particularly in rural Nigeria, it has been observed that child workers engaged in farming have lower school attendance compared to their urban working peers (Robson, 2004).

Some of the reasons according to Chiedozie, Chine, Uguru, and Nneamemeka (2006), girls that are engaged in street hawking are living with their mistresses who engages them in street hawking in order to meet their salary or bring in money into the family purse. It is through the process of hawking that most of these girls are exposed to friends and peers who will introduce them into pre-marital sex and other social vices that will graduate them into commercial sex workers as we have them in our society today.

2.2. vii Impact of Street Hawking

High level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of student academic needs, which was necessitated by poor socio-economic situation of the country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school fees of their wards. These ugly situations have promoted young school students to drop out of school to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. Hence, many students have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examination like National Examination Council (NECO) and West African Examination Council (WAEC) (Akanle, 2007).

Greatest number of global adolescents' street hawkers lives in Asia. Greater percent lives in Africa, while the remaining few are scattered in America, Europe and Oceanic. This is to given the fact that most children work in asphyxiating conditions that are highly detrimental to both their physical and mental development. The greatest concern is that adolescents' street hawkers earn pittance

even when they put largest hours in street hawking. This situation runs counter to the concept of development (Facebook, 2010). As these children who are still growing continue to carry goods on their head throughout the day and some of these loads may be too heavy for their ability, this can affect their growth which could result to stuntedness (Nwosu, 2006).

One of the basic principles of the International Convention on the Right of the Child is that every child must be protected against all forms of exploitation, indecent or degrading treatment, including child labour, abduction and sale (UNICEF 2000). According to UNICEF, exploiting the labour of a child means employing a person below the age of 15 years and paying him/her less than the minimum standard wage. The International Labour Organization estimates there are 246 million working children aged between five and seventeen worldwide (Anti-slavery International 2002). At least 179 million are estimated to work in the worst

An attempt to combat the hydra-headed phenomenon in Nigeria through the ratification of some ILO conventions, national legislation and policies; seemed to have yielded only minimal positive results. Therefore, it would be necessary for forms of child labor one out of the world's five to seventeen years old. According to the ILO (2006), 111 million children under 15 are in hazardous work and should be immediately withdrawn from this work. (Nseabasi et.al., 2010). researchers and policy makers to continue revisiting this problem and so keep increasing its various because, forms and ramifications as well as offering concrete possible solutions to this socio-economic malady. Street Hawking among adolescents is a form of child abuses which is common in Nigeria, children are seen been mischievously engaged in various gainful employment by adults despite their age. However, adolescents are also being subjected to certain economic activities such as labourers, bus-conductors, or breaking firewood's, pounding food in hotels, hawking groundnuts, snacks, oranges, pure water, among other things for low pay (Facebook).

2.3 Related Empirical Works on Hawking and Academic Performance

A survey study on Socio-Economic Factors Influencing Students Academic Performance in Nigeria; a case study of Ido Local Government area of Oyo State Nigeria by Akanli (2007) revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance. The target populations for the study were the secondary schools

student in three selected secondary schools in the area. They were made up of 60 male students and 60 female students. The major instrument used in collecting data for the study was the self-developed instrument tagged “social-economic and academic performance rating scale of the students”. The data collected were analysed using t-test at (0.05 alpha level.) The study revealed that there was significant difference in the parental income and the provision of needs and academic performance of the students. This also implies that parental income is not sufficient for meeting the personal family and domestic needs not to talk of meeting the educational and academic needs of their children.

Parental income was identified in this work to be a cogent factor upon which the academic/vocational success of secondary school students lies. This was found to be low in the sub-rural areas in Ido in which this study covers. Most parental income was found not to be sufficient to sustain the academic and personal social life of the students in school. This to a large extent affects the psychological balance or homeostatic balance in the classroom which causes low concentration, low perception frustration, sickness and emotional disability in academic performance of the students.

The study also revealed that government funding is not sufficient to motivate learning in secondary schools or sufficient enough to attract infrastructural development in schools, to facilitate students towards seeing education as a primary process in life, rather than taking menial jobs that will give them fast money as a priority. The problems of insufficient textbooks and other educational materials contributed to the problems of teaching and learning in Nigeria schools.

A study on child abuse and the educational attainment of secondary school students in science subjects by Fatokun, (2007) on the population of three categories; the students, parents and teachers in Karu Local Government area of Nasarawa. The sample consisted of 150 secondary school students drawn from five selected public secondary schools in the study area. These schools are located in the suburb of the Federal Capital Territory, Abuja. Four Science Teachers from each of the Schools were selected while thirty parents evenly distributed over the immediate environment of the schools were randomly selected

Questionnaire was the instrument used for collecting information for this study. Three sets of questionnaire were drawn. A questionnaire consisting of 18 items developed by the researcher was administered to students in the study area

after the instrument was adjudged to have got high face and content validity. Another sixteen items questionnaire was administered to the teachers. This instrument sought to the causes and effect of child abuse on student's academic performance particularly in science. The parents were also given questionnaire containing 16 items, which sought to find parents perception and contribution to child abuse. The following findings were made: There is a significant effect of child abuse on the academic performance of the child in science subjects at the secondary school level. The frequency of the abuse has psychological effect on the abused child in his school and society. This implies that an abuse child cannot perfectly adjust to his immediate environment, reacting to life challenges normally and being positive towards situation around him without behaving irrationally or inconsistently due to his affected emotional state. Parents' perception and attitude has a very significant effect on the rate and level of child abuse.

Another study was made on Criminal Intent and Educational Aspiration of Disadvantaged School-Age Hawkers in Two Selected North Central Cities of Nigeria by Agbonna, Jekayinfa, and Yusuf (2010); they employed purposive sampling technique to draw a sample of 246 school age hawkers from Lokoja and Ilorin in northern Nigeria. Data were obtained using two researcher-made questionnaires (Criminal Intent Questionnaire/CIQ, and Educational Aspiration Questionnaire/EAQ). To answer the raised research questions, data were analysed using frequency count and percentages while t-test statistic was used to test the raised hypotheses. Findings showed that school-age hawkers have higher criminal intent (73.98%) and low educational aspiration than school-age non-hawkers (14.63%). It was also found that the criminal intent and educational aspiration of the two categories of sampled respondents varied on the basis of gender. While criminal intent was higher on the side of male hawkers, educational aspiration was higher on the side of female non-hawkers. The empirical works reviewed showed that street hawking is very common in most cities of Africa, especially Nigeria, and it mostly involves the youths who may be school drop-out either due to poor academic performance or teenage pregnancy, and some students hawk during off school hours to source money for their fees and family needs.

This study will seek to change the negative trend of street hawking and suggest to the government through the Universal Basic Education Board (UBEB) to

enforce the Child Right Act 2003 so as to reduce to its minimum this dangerous phenomenon that is robbing our children the right to basic education.

2.4 Summary of Literature Reviewed

Most children hawk in order to augment the family's income as parents cannot adequately be able to take care of the family's needs. Large family size and one parent family, either due to death or divorce and illiteracy seems to be some of the reasons most children hawk. Parental influence is seen to be of greater effect and reason why children hawk on the street, to the extent that as they grow up with this habit, they become use to it even when not sent by their parents, thus exposing them to other social vices that can be more dangerous to their future.

Consequently, most of these children that hawk are exposed to several risk on daily basis, like; accident, rape, harsh weather and other forms of social vices. It is obvious that these children that hawk are expected to be in school by right, according to the Child Right Act 2003. Some empirical works were reviewed in this study, and it was seen that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance, and that there is a significant effect of child abuse on the academic performance of the child in science subjects at the secondary school level. But it did not cover on impact of hawking on the students' academic performance.

Therefore, the focus of this study was to assess the level at which hawking impact on students' academic performance in practical agriculture in Taraba State, and to compare the academic performance of boys and girls involved in hawking.

CHAPTER THREE

METHODOLOGY

This chapter discusses the methodology used in carrying out the study, these include: Research design, area of study, population of the study, sample and sampling techniques, instruments for data collection, validation of the instruments, reliability of the instruments, method of data collection, method of data analysis, and decision rule.

3.1 Design of the Study

This study was a survey design. According to Eboh (2009), a sample survey is an investigation in which only part or sample of the population is studied and selection is made such that the sample is a representative of the whole population. The researcher used this design to determine the level at which hawking affect students' academic performance in practical agriculture and to compare the academic performances in practical agriculture of students involved in hawking and those that are not involved. .

3.2 Area of the Study

The study was carried out in Taraba State; Taraba State was carved out of the former Gongola State on 27th August 1991 by the then regime of General Ibrahim Babangida. Taraba State is named after the Taraba River which traverses the southern part of the state. Taraba's capital is Jalingo, Situated in the North

Eastern part of Nigeria, Taraba State occupies 54,473 square kilometers. Taraba state is bounded in the West by Plateau, Nassarawa and Benue states, on the eastern border by Adamawa State and the Republic of Cameroon, and on the northern border by Gombe State. Taraba State lies largely within the middle of Nigeria. Location of Taraba State in Nigeria lies between longitude 8°00'N 10°30'E of Greenwich Meridian and latitude 8°N 10.5°E of the equator and consists of undulating landscape dotted with a few mountainous features. These include the scenic and prominent Mambilla Plateau. The state lies largely within the tropical zone and has a vegetation of low forest in the southern part and grassland in the northern part. The Mambilla Plateau with an altitude of 1,800 meters (6000 ft) above sea level has a temperate climate all year round. The major occupation of the people of Taraba State is agriculture. Cash crops produced in the state include coffee, tea, groundnut and cotton. Crops such as maize, rice, sorghum, millet, cassava, and yam are also produced in commercial quantity. In addition, cattle, sheep and goats are reared in large numbers, especially on the Mambilla Plateau, and along the Benue and Taraba valleys. Similarly, the people undertake other livestock production activities like poultry production, rabbit breeding and pig farming in fairly large scale. Taraba State is among the leading states in the production of livestock with its dairy farms Jalingo, Gembu and Nguorje. (NigeriaGalalari, Com. 2011).

The researcher chooses Taraba State as his area of study because it is his State of origin and is comfortable with the level of child labour in the state, so that this outcome of this study will help to change the negative trend that denying our children from the right to education.

3.3 Population of the Study

The population of the study comprised 8839 JSS II students as at 2010/2011 session according to the Taraba State Post-primary School Management Board (2011), from 118 Junior Secondary Schools in the State.

3.4 Sample and Sampling Techniques

In determining the sample of students for this study, the Taro Yamane formula for a finite population was used. The formula as seen in Uzoagulu (1998) is:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size

N = The finite population

e = Level of significance

1 = Utility (a constant)

The researcher applied the above formula and drew a sample of 384 JSS II students across Taraba State, and 31 Junior Secondary Schools were randomly sampled from the eight (8) Education Zones in the State, and Junior Secondary Schools were randomly sampled at the ratio of 4:1 from each education zone. In determining the sample size, the researcher employed the Taro Yamane formula and arrived at the sample size of 383 which was rounded up to 384. Through a simple balloting, 12 students were sampled from each school, that is 6 girls 6 boys and were given the questionnaire to make responses.

Table 1

Statistics for Data Collection, 2011

Education Zone	population of schools	Sampled Schools	Population of Students	sampled Students
Gembu	15	4	949	48
Jalingo	14	4	1817	48
Wukari	16	4	914	48
Zing	9	4	938	48
Donga	15	4	662	48
Bali	17	4	1271	48
Takum	17	4	1077	48
Karim-Lamido	15	4	1211	48
Total	118	32	8839	384

Source: Post Primary School Management Board Jalingo

3.5 Instruments for Data Collection

Data for this study was collected using structured questionnaire developed by the researcher. For sections B, C, and D appendix IV, V, and VI, the researcher used a five point likert scale rated as follows:

Strongly Agreed (SA) = 5

Agreed (A)	=	4
Undecided (U)	=	3
Disagreed (D)	=	2
Strongly Disagreed	=	1

For research question 7 and 8, the researcher used a five point rating scale called; Impact of Street Hawking on Students Academic Performance Rating Scale (ESHSAPRS), coded and rated as follows:

Excellent (E)	=	5
Very good (VG)	=	4
Good (G)	=	3
Fair (F)	=	2
Poor (P)	=	1

The researcher also prepared a pre-format called; Academic records of students involved in hawking (AROSIH), and Academic record of students not involved in hawking (AROSNIH) and collected 2010/2011 end of second term's results of all the respondents from their various schools, (appendix VII and VIII).

3.6 Validation of Instruments

The questionnaire was subjected to face validation by two experts in the School of Technology and Science Education, Modibbo Adama University of Technology Yola, who observed that the instruments were valid.

3.7 Reliability of the Instruments

The instrument was pilot tested on 40 JSS II student randomly sampled from 2 Junior Secondary Schools in Girei Local Government Area of Adamawa State, which was not part of the study area. A split-half method was used to get the reliability coefficient of the instrument using the spear-man rank-order correlation co-efficient which was within the range of perfect positive to moderately positive correlation, see appendix XII.

3.8 Method of Data Collection

The questionnaire was administered to JSS II students by the researcher with the help of trained research assistants from the sampled schools within one week and a pre- format called; Academic records of students involved in hawking (AROSIH), and Academic record of students not involved in hawking (AROSNIH) was used to collect respondents' end of second term's result. The researcher sampled the junior secondary school at the ratio 4:1 of junior secondary schools in

each zone and arrived at 32 schools. Out of the 384 questionnaires given to the respondents, 310 were retrieved by the researcher, (81%).

3.9 Method of Data Analysis

Descriptive statistics tool mean (\bar{X}) and standard deviation (S) was used to analyse data for research questions 1, 2, 3, and 4. For research questions 5, pie chart was used and bar chart for research questions 6, while for the hypotheses, the z-Test was employed. According to Olaitan and Ndomi (2005), z-Test is adopted in testing hypotheses about difference between two means when sample size is greater than 30.

3.10 Decision Rule

The decision rule for the hypotheses was at 0.05 level of significance, if the z-value is less or equal to Critical- z, then the Null hypothesis was accepted and if z-value was more than the Critical-z, then the Null hypothesis was rejected and for research questions 1-8, a mean of 3.5 and above was considered Agreed while less than 3.5 was considered Disagreed, and for mean academic performance of 3.5 and above was considered Good, while less than 3.5 were considered Poor.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the data analysis in line with the research questions and hypothesis.

4.1 Research Question 1

What is the academic performance of student that hawk?

Table II

Academic Performance in Practical Agriculture of Students Involved in Hawking.

GRADES	E	VG	G	F	P	MEAN	VARIANCE
Involved (%)	2	12	26	75	98	42.6	1744.8

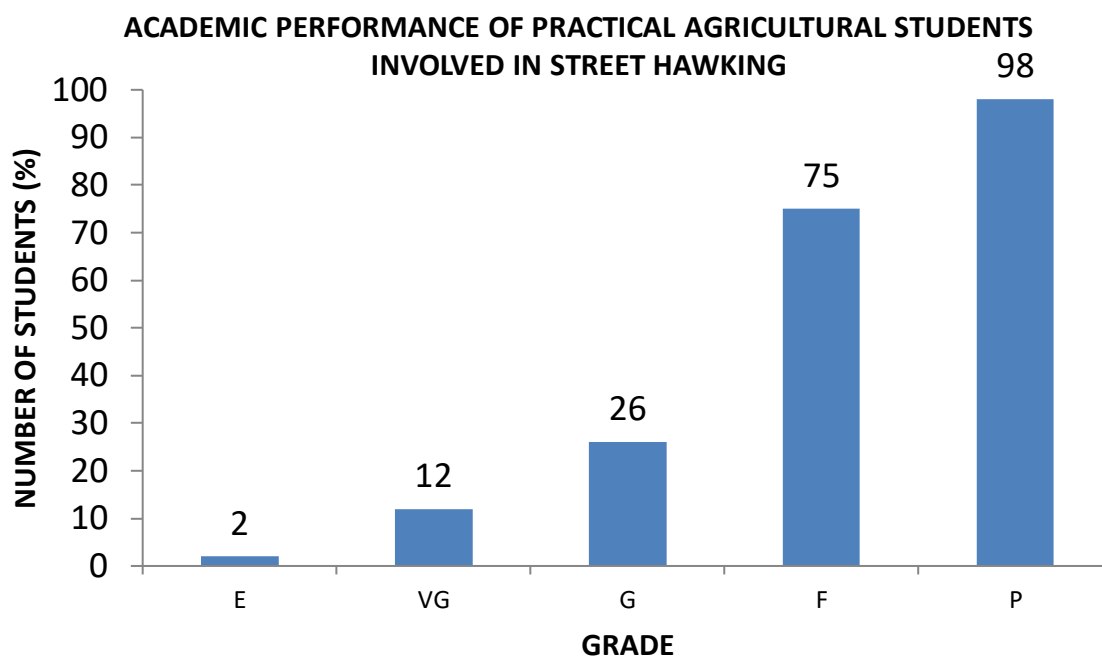


Figure I: A bar-chart showing the academic performance of practical agricultural science students that hawk

Academic performance in practical agriculture of students involved and those not involved in hawking.

Result from **figure1** showed that there was poor academic performance in practical agriculture of students that were involved in street hawking as the highest percentage of them fail under grade (p).

4.2 Research question 2: What is the difference in the level of academic performances in practical agriculture of boys and girls involved in hawking?

Table III

The differences in the level of academic performances in practical agriculture of boys and girls involved in hawking.

	E	E x 5	VG	VG x 4	G	G x 3	F	F x 2	P	Mean	Variance
Boys	55	275	25	100	16	48	6	12	2	87.4	445.7
Girls	18	90	14	56	20	60	28	56	29	58.2	42.2

4.3 Research Question 3

What is the ratio of boys/ girls involved in street hawking?

RATIO BOYS AND GIRLS INVOLVED IN STREET HAWKING

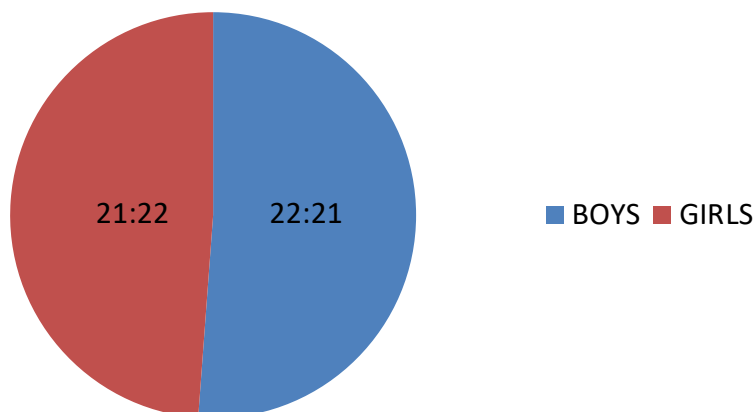


Figure II: A pie-chart showing the ratio of boys and girls involved in street hawking.

Number of girls involved in street hawking **109**

Number of boys involved in street hawking **104**

The figure above shows that the ratio of boys and girls involved in street hawking was 22:21. This implies that more school boys are involved in street hawking than school girls.

4.4 Research Question 4

What are the reasons students involved in street hawking?

Table IV

Reasons for Students Involvement in Street Hawking

S/NO	Reasons	\bar{X}	S	Remarks
1.	My parents sent me to sell goods for them	4.02	32.46	Agreed
2.	My parents do not want me to go to school	3.26	26.19	Disagreed
3.	I fear going to school	3.30	26.97	Disagreed
4.	I sell to get money for my school fees	4.45	37.77	Agreed

5. My friends like selling things too	4.37	39.07	Agreed
6. I sell to buy some things for myself	5.52	41.60	Agreed
7. I sell goods to buy some things for the family	4.15	33.62	Agreed
8. I sell goods to give the money to my parents	4.25	36.98	Agreed
9. I am from a poor family	4.24	36.84	Agreed
10. I sell to take care of my younger ones	4.15	33.28	Agreed

N=310; \bar{X} = Mean; S= standard deviation

Students were asked to indicate reasons for their involvement in street hawking on a five point likert scale. The responses given in Table 1 showed the mean rating of 10 items on the likert scale. The respondent agreed on eight reasons and the items' mean responses ranged between 5.52 and 4.02, while the disagreed items had the mean ranging between 3.30 and 3.26.

4.5 Research Question 5

How does students' socio-economic background influence their in street hawking?

Table V

Socio- Economic Background of Students Involved in Street Hawking.

S/N	Socio- economic background	N	Frq.	Percentage
1.	Parents are both living	310	227	73%
2.	Only father is living	310	21	7%
3.	Only mother is living	310	32	10%
4.	Father and mother are not living	310	30	10%
5.	Father is a civil servant	310	196	63%

6.	Father is not a civil servant	310	114	37%
7.	Mother is a civil servant	310	85	27%
8.	Mother not civil servant	310	225	73%
9.	Parents are doing business	310	69	22%
10.	Parents are doing farming	310	120	39%
11.	Father is a literate	310	245	79%
12.	Father is an illiterate	310	65	20%
13.	Mother is a literate	310	203	65%
14.	Mother is an illiterate	310	107	34%

The table above revealed that only about 10% of the respondents are orphans, 63% fathers are civil servants while 73% mothers are not civil servants. About 61% parents are engaged either in business or farming, and 79% fathers and 65% of mothers are literates while 20% of fathers and 34% of mothers are illiterates. This table revealed that most children are from a very poor socio-economic background.

4.6 Research Question 6

What is the parental influence of students' involvement in street hawking?

Table VI

Parental Influence on Students Involvement in Street Hawking

S/N	Parental influence	\bar{X}	S	Remarks
1.	My father sells goods in the market	3.34	27.95	Disagreed
2.	My mother sells goods in the market	3.57	29.25	Agreed
3.	My mother always wants me to sell with her	3.49	28.93	Disagreed
4.	My parents always sent me to sell for them	3.79	31.17	Agreed
5.	I sell goods to buy what we will eat at home	4.10	35.42	Agreed
6.	My parent do not pay for my school fees	3.30	27.27	Disagreed

7.	My parents do not meet my basic needs	3.24	26.40	Disagreed
8.	My father is not staying with my mother any more	3.27	26.80	Disagreed
9.	My father has more than one wife	3.29	26.62	Disagreed
10.	we only cook food once a day	3.27	26.95	Disagreed
11.	My father drinks alcohol	3.39	28.19	Disagreed

N=310; \bar{X} = Mean; S= standard deviation

The data on Table 4 revealed that students' opinion agreed on the 3 items that they were influenced by their parent to go into street hawking with means ranging between 4.10 and 3.57, while the remaining items disagree with the suggested items with means ranging between 3.49 and 3.24.

4.7 Research Question 7

What are the risks of students' involvement in street hawking?

Table VII

Risk of Students Involvement in Street Hawking

S/N	Risks	\bar{X}	S	Remarks
1.	I hawk goods by moving round in the market	3.81	31.31	Agreed
2.	I get hungry sometimes while hawking	3.93	32.54	Agreed
3.	Rain falls on me sometimes while hawking	3.67	29.37	Agreed
4.	Sometimes i come back from the market in the night	3.72	29.94	Agreed
5.	I fight with other children sometimes while hawking	3.68	31.29	Agreed
6.	I ever had an accident while hawking	3.86	31.69	Agreed

7.	I got sick while hawking	3.79	30.61	Agreed
8.	I have absented from school to hawk	3.39	27.51	Disagreed
9.	I got lost while hawking	3.47	27.82	Disagreed
10.	I have repeated a class in the past	3.38	26.91	Disagreed
11.	I hawk in the morning before going to school	3.32	26.54	Disagreed
12.	Men ever to asked me for love in the market	3.48	28.81	Disagreed
13.	I have ever been locked up in a shop by some men	3.22	25.45	Disagreed
14.	I hawk by going into people's houses	3.25	26.58	Disagreed
15.	I hawk by going into people's shops	3.15	25.03	Disagreed

N=310; \bar{X} = Mean; S= standard deviation

Results in Table 5 revealed that seven of the fifteen items agreed on the risks of students' involvement in street hawking with mean ranging between 4.93 and 3.68, while the remaining eight items disagreed with means ranging between 3.48 and 3.15

The figure above shows the mean rating of student's academic performance as collected using the pre-format: Academic records of students involved in hawking (AROSIH).

The figure 1 revealed that the mean academic performance of students involved in street hawking was graded to be poor.

4.8 Hypothesis 1

There is no significant difference in the mean rating of academic performance of hawkers from literate homes and those from illiterate homes.

Table VIII

Subjects	N	Mean	SD	SE	DF	Cal-z Value	Table-z Value	Remark
Literate	127	2.62	.770	.083	85	0.99	1.96	Accepted
Illiterate	86	2.51	.834	.074	126	0.99	1.96	

z - test for the Mean Rating of Academic Performance of Hawkers from Literate Homes and those from Illiterate Homes

In table 6 it was observed that the mean rating of students from literate homes was 2.62 and that of students from illiterate homes was 2.51. The calculated z- value was 0.99 which was less than the critical z- value of ± 1.96 and so the null hypothesis was accepted meaning that the mean rating of students in practical agriculture from illiterate homes and that of students from literate homes was not significant.

4.9 Hypothesis 2

There is no significant difference in the mean rating of academic performance of students involved in street hawking and those not involved in street hawking.

Table IX

z-test for the mean rating of academic performance of students involved in street hawking and those not involved in street hawking.

Subjects	N	Mean	SD	SE	DF	Cal-z Value	Table- z Value	Remark
Not involved	97	3.64	1.023	.104	96	1.11	1.96	Rejected
Involved	213	1.80	9.26	.063	212	1.11	1.96	

Table 7 revealed that the mean of academic performance in practical agriculture of students involved in street hawking was 3.64 while that of those not involved in street hawking was 1.80 and the calculated Z- value was 1.11 which was greater than the critical Z- value and so there was significant difference which made the null hypothesis to be rejected. This implied that children involvement in street hawking is detrimental to their academic performance.

4.10 Hypothesis 3: There is no significant difference in the mean rating of the academic performance of boys and girls involved in street hawking.

Table X

z-test for difference in the mean rating of the academic performance of boys and girls involved in street hawking.

Subj.	N	Mean	SD	SE	DF	Cal z-Value	Table z-Value	Remark
Girls	109	2.67	1.421	.136	108	2.96	1.96	Rejected
Boys	104	4.20	1.028	.101	103	2.96	1.96	

As it can be seen in table 8, it was observed that the mean score of girl's academic performance was 2.67 and for boys it was 4.20. The calculated z- value was 2.96 which was greater than the z-critical value, thus the null hypothesis was rejected because the difference was significant.

4.11 Findings of the Study

The following were the findings from the study;

1. Results showed that the academic performance in practical agriculture of students involved in street hawking was highly rated to be poor.
2. The ratio of boys / girls involved in street hawking was 22:21.
3. It was revealed that students hawk to get money for their school fees, they hawk because their friends also hawk. They also agreed that they hawk to buy some things for themselves and for the family, to take care of their younger ones, to give the money for their parents and because they are from poor families.
4. Respondents were of the opinion that there were risks involved in street hawking such like; moving round in the market, they get hungry sometimes while hawking, sometimes rain fall on them, they sometimes come back late in the night, they fight with other children, and they fall victims of accident when they go for hawking and fall sick sometimes.
5. Respondents agreed that they were influenced by their parents to be involved in street hawking, their mothers sell in the market too; their parents always send them to sell for them.

6. There was no significant difference in the mean academic performance in practical agriculture of students from illiterate homes (2.62) and those from literate homes (2.54).
7. There was a significant difference in the mean academic performance in practical agriculture of students involved in street hawking (1.80) and that of those not involved in street hawking (3.64).
8. Results revealed that there was significant difference between the mean academic performance in practical agriculture of boys (4.20) and girls (2.67) that are involved in street hawking.

4.12 Discussion of the Findings

Result from figure1 showed that there was poor academic performance in practical agriculture of students that were involved in street hawking. This result agrees with a study by Fatokun, (2007), who found out that there was a significant effect of child abuse on the academic performance of the child in science subjects at the secondary school level. The frequency of the abuse has psychological effect on the abused child in his school and society. This implies that an abuse child cannot perfectly adjust to his immediate environment, reacting to life challenges normally and being positive towards situation around him without behaving irrationally or inconsistently due to his affected emotional state. The United State Department of Education 2000 in Akanle (2007) also found out that the relationship between poverty and students' performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and district. However, the study concluded that poverty alone does not account for all the differences in the performance of the students.

The result also revealed that the ratio of boys/ girls involved in street hawking was 22:21, which indicated that more boys are involved in street hawking than girls, contrary to the finding of Mitullah. (2005) this may not be unconnected to the fact that girls have more responsibilities as concern domestic chores than their male counterparts who may prefer to go out to play than to take care of their younger ones at home or help their parents. Some parents may not want to send their girls for hawking due to the fear of the risks that are involved, and so they may prefer sending the boys to hawk.

Bessem (2003) stated that in Africa (Nigeria), girls' education has been ploughed by a pedagogic difference, which stresses the differences between boys and

girls. Such a pedagogy start at home and in the community, parents educate girls differently because parents, relatives and neighbours perceive girls as different and they believe erroneously that boys are intelligent, more capable, more responsible and more important than girls. Taylor, Harris and Taylor, (2004) also asserted that parental support and encouragement are factors that have been found to influence vocational outcome. For instance, the attitudes and behaviours that children adopt toward work may be the result of what parents say. Parents convey their influence to children through interactions such as conversations and through their reactions (both verbal and nonverbal). This often affects what children think, say, and perceive about their careers. According to Ashimolowo, Aromolaran, and Inegbedion (2010), most children do outside school economic activities in order to assist their mother in the house keeping. This is an indication that children make immense contribution towards household especially girls, thus the male involvement in activities outside the home could be high compared to their female counterparts.

The study found out that seven of the suggested reasons for students' involvement in street hawking such as; to get money for school fees, their friends also hawk, they hawk to buy some things for themselves to take care of younger ones, they hawk to meet family's needs and they hawk due to the poverty level of parents were agreed upon by the respondents.

This agrees with Shittu, (2004) who stated that where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fees, purchase books and uniforms, such child may play truant, thus his performance in school may be adversely affected. Adelakun, (2010) also stated that many children continue to engage in hazardous labour in order to make ends meet. What is troubling is that while children engage in activities to help increase the family income, many of them are exposed to all forms of danger and enough is not done to protect them. Site (2008) also confirmed that the prevailing abject poverty faced by most parents is the major factor that forces parents to send their children to hawk on the street.

On how students' socio-economic background influence their involvement in street hawking, result proved that 73% of mothers are not civil servants and so they may either be engaged into farming or business. Mothers are more engaged in farming than fathers and so their influence on their daughter could be more of

farming. Taylor, et.al asserted that mothers were the most influential and that their daughter's occupational aspirations were often similar to their mothers' chosen professions. From the above, it is revealed that the quality of parents and home background of a student go a long way to predicting the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs, poor parental care with gross deprivation of social and economic needs of the child, usually yield poor academic performance of the child (Akanle).

The United States Department of Education (2000) found in a study that the relationship between poverty and students performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts. However, the study concluded that poverty alone does not account for all the differences in the performance of the students.

Danesy and Okediran (2002) lamented that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among young school students. Nevertheless, they also lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in public examination, such as JSSCE, WASC and NECO.

Result proved that parental influence on students' involvement in street hawking was significant. This confirms with the findings of Ashimolowo, *et al.* (2010) who stated that the percentage of children who are working for their father is 23.3%, mother is 50%, while guardian is 25.8% and self is 0.8%. This shows that most children do outside school economic activities in order to assist their mother in the house keeping. Despite the growing national and international concern on child work, controversy exists among stakeholders, scholars and policy makers concerning the variables which influence family decisions to set school children at work for the purposes of augmenting family income and the effects on school achievement, (Academic Leadership 2011). One consistent finding in research suggests that adolescents' own aspirations are influenced by their parents' aspirations or expectation for them. When adolescents perceive their parents to have high educational expectation for them; they are likely to have higher aspirations for themselves, (Taylor, et al 2004).

As regard the risks of students' involvement in street hawking, respondents agreed on seven of the suggested risks such like hawking by moving round in the market, getting hungry while hawking, bitten by rain while hawking, coming back late in the night from hawking, fighting with other children while hawking, and getting sick while hawking. The international labour Organization estimates that there are 246 million working children aged between 5 and 17 worldwide (Anti-slavery International 2002). Wheat (2002) expressed shock at the hard work children do in some parts of Ghana. According to International Labour Organization (ILO), little hard data is available but evidence points toward an increase in the phenomenon, both in industrialized and developing countries. It has been observed that adolescents' hawkers stand great risk of hawking violence and several sexual abuses. ILO (2006:31) states that in a world where workplace violence is on the rise, adolescents are the most vulnerable. (Facebook, 2010).

Findings showed that there was no significant difference in the academic performance in practical agriculture of students from literate homes and those from illiterate homes, this is not unconnected with the fact that there is high level of awareness on the importance of education and how serious most parents take the education of their children.

Another finding showed that there was no significant difference in the academic performance in practical agriculture of boys and girls involved in street hawking with the mean academic performance in practical agriculture of boys (4.20) and girls (2.67). This confirms with the findings of Kwankye, Nyarko & Tagoe (2010) who observed that the males had higher education relative to the females. Almost four in five of the males had attained Middle or Junior Secondary School (JSS) level of education compared with two-thirds of the females. Again, while more than 10% of the males have had Secondary/Senior Secondary School (SSS) education, only a small proportion (less than 3%) of females had attained this level of education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter gives a summary of the problem, the procedure used in the study and major findings of the study, Also conclusion and recommendations based on the finding of the study were presented with the implications of the study and suggestions for further studies.

5.1 Restatement of the Problem

Street hawking has been seen to be one of the major menace on the street of many cities in Nigeria and its impact on school children have varied from physical, psychological social and more importantly in the various subjects in secondary schools. Danasty and Okediran (2002) in their study, found out that street hawking among young school students have psychologically imposed other problems, like

sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated their poor academic performance and drop out syndrome noticed among young school students, with their poor performance in practical agriculture and public examinations like JSSCE, WASC and NECO.

Street hawking is very common among children between the ages of 10-16 who are expected to be in school. This study revealed that 69% of the respondents were involved in street hawking and they go into this activity to help get money to pay for their school fees and to help improve their parents' income. The poverty level of most parents was seen to be the major reason why most students go in to street hawking. This finding is supported by Leadership (2010) who reported that street hawking is mostly associated with economic problems from the part of parents.

This study therefore was set to determine the reason of students' involvement in street hawking and the level at which this affect their academic performance in practical agriculture in Taraba State.

5.2 Summary of Procedure Used for the Study

The study identified reasons for students' involvement in street hawking and how it impacts on the academic performance of junior secondary school students in Taraba State. The study was divided into five chapters. Chapter one was made up of the introduction, statement of the problem where it was observed that junior secondary school students are involved in street hawking thereby endangering themselves to various risks and impacting on their academic performance. The purpose of the study, research questions, hypotheses, significance of the study, assumption of the study and delimitation of the study were all stated in the chapter.

Chapter two made up the review of literature related to this study under: theoretical framework of the study, concept of street hawking Why students hawk, the risk of street hawking, gender and street hawking, socio-economic background of students involved in street hawking parental influence on students involved in street hawking some empirical works on hawking and academic performance and summary of literature review.

Chapter three discussed the methodology used in carrying out the study, these included: Research design, area of study, population of the study, sample and sampling techniques, instruments for data collection, validation of the instruments,

reliability of the instruments, method of data collection, method of data analysis, and decision rule.

Chapter four presented and discussed the results of the data analysis in line with the research questions and hypothesis. Three hypotheses were used to test the significance of the study. The first hypothesis tested that there was no significant difference in the mean academic performance of students from literate homes and those from illiterate homes. The value showed that the z -calculated was less than the z -Critical, so the null hypothesis was accepted.

5.3 Summary of Major Findings

The analysis of data revealed the following findings:

1. Students' academic performance in practical agriculture was poor.
2. Junior secondary students involved themselves in hawking so that they can get money to pay their school fees and buy something for the family.
3. Students hawk in order to meet their personal needs.
4. Students go into street hawking to improve their parent's economic level
5. There are risks of involving students in street hawking.
6. There were parental influences on students' involvement in street hawking.
7. There was no significant difference of performance in practical agriculture of students from literate homes and those from illiterate homes that are involved in street hawking.
8. There was significant difference in the mean rating of academic performance of students involved in street hawking and those not involved in street hawking.
9. There was significant difference of academic performance in practical agriculture of boys and girls involved in street hawking.

5.4 Conclusion

Based on the findings of the study, most students go into street hawking to enable them pay for their school fees and to help their parent's economy. It was revealed that this was due to the poverty level of most parents. The study also revealed that there were risks involved in street hawking and poor academic performance in practical agriculture of students that are involved in street hawking. And that there was a significant deference in academic performance between boys and girls involved in street hawking, with boys performing better than the girls.

5.5 Implications of the Findings

The findings of this study have many implications on stakeholders in education, the government and nongovernmental organisations like the Child Warfare Organization. This is because the issue of poverty in our Nation is not the responsibility of the government only. The high level of poverty which is the major cause of this problem needs to be addressed in its totality. The students who are the succeeding generation in this country need to be given the maximum priority so that their aspirations in life are not dampened.

Most parents understand the value of sending their children to school but they become incapacitated to adequately sponsor their children's education to the optimum due to financial constraints. The Universal Basic Education scheme does not seem to make much impact in this regard since students are still asked to pay school fees instead of making education free to give every parent the opportunity to educate their children.

5.6 Recommendations

Based on the finding, the following recommendations have been put forward:

1. Parents should be educated on how to be enterprising and self-employed in agricultural business so that they might have different means of income to reduce the rate of students involvement in street hawking.
2. The government should come out with better strategies for agricultural production to increase food production in the state; this is because most parents involve their children in street hawking in order to meet their basic needs one among which is food.

3. The government should make basic education to be free or affordable by the common Nigerian.
4. The State government should legislate against street hawking by school aged children so that they can concentrate on their studies.
5. Practical agriculture should be made more attractive and rewarding for school children.
6. Local and international Non-Government organizations (NGOs) and other stakeholders in education should be sensitized to raise supports for the funding of secondary school projects in Nigeria.

5.7 Suggestions for Further Studies

The following topics were suggested for further studies:

1. Further studies can be made on this research topic to cover the North eastern states of Nigeria.
2. Hawking and its implications on girl child education in Nigeria.
3. Impact of street Hawking and the child moral upbringing.
4. Impact of street hawking in other vocational subjects.

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APPENDICES

APPENDIX I



FEDERAL UNIVERSITY OF TECHNOLOGY, YOLA

P. M. B. 2076

ADAMAWA STATE, NIGERIA

DEPARTMENT OF VOCATIONAL EDUCATION

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Ref. FUTY/STSE/VE/G2

DATE: 16-06-11

TO WHOM IT MAY CONCERN

REQUEST TO ASSIST OUR STUDENT ON RESEARCH

The bearer TUMBAK, GODLOVE JACOB
 With an ID No. M-TEH/VE/08/0141 is a postgraduate/undergraduate student
 in the Department of Vocational Education, Federal University of Technology, Yola.
 He/She is seeking for assistance in connection with his/her project/dissertation/thesis.

This letter is to request you to please give him/her the necessary assistance.

All information provided to him/her will be treated confidentially and used for the purpose of research only.

Thank You.

H.O.D.
 Vocational Education
 Federal University of Tech Yola
 16/6/11

Dr. K. G. Farauta
 HOD

EDUCATIONAL ZONES IN TARABA STATE

JALINGO ZONE: Ardo Kola and Jalingo Local Government Areas

1. GDJSS Eware
2. GDJSS Sabon Gari
3. GDJSS Magami
4. GDJSS Govt. Collage

ZING ZONE; Zing, Yoro and Lau Local Government Areas

1. GDJSS Lankaveri
2. GDJSS Zing
3. GDJSS Lama
4. GDJSS Abare

KARIM LAMIDO ZONE: Karim Lamido Local Government Area

1. GDJSS Karim Lamido
2. GDJSS Jen

TAKUM ZONE: Takum and Ussa Local Government Areas

1. GDJSS Kashibla
2. GDJSS Takum
3. GDJSS Lissam
4. GDJSS Kpambo

WUKARI ZONE: Wukari and Ibi Local Government Areas

1. GDJSS Wukari
2. GDJSS Bantagi
3. GDJSS G/Dorowa
4. GDJSS Damper

DONGA ZONE: Donga and Kurmi Local Government Areas

1. GDJSS Donga
2. GDJSS Mararaba
3. GDJSS Didan
4. GDJSS Baissa

BALI ZONE : Bali, Gassol and Gashaka Local Government Areas

1. GDJSS M/Biu
2. GDJSS Serti
3. GDJSS M/Selbe

4. GDJSS Dananacha

GEMBU ZONE : Sardauna Local Government Area

1. GDJSS M/Ndaga
2. GDJSS Gembu
3. GDJSS Lekitaba
4. GJSS Gembu

APPENDIX III

STUDENT'S RESEARCH QUESTIONNAIRE

Impact Assessment of Street Hawking on the Academic Performance of Students
Offering Practical Agriculture in Taraba State.

Students' research questionnaire:

This questionnaire and questions are anonymous and confidential.

- Please provide responses as honestly as possible.
- This questionnaire is only to be filled by JSS II students.

SECTION A: Personal and Socio-economic Background of Students.

Tick (✓) the responses that is most appropriate for you and fill in the space provided.

1. Gender : Male () Female ()
2. Age range: 13-15 () 16-18 () Above 18 ()
3. I sell goods some times () I always sell goods after school () I don't sell goods ()
- 4 a. Parents are both living ()
- b. Only father is living ()
- c. Only mother is living ()
- d. Both Father and Mother are not living ()
5. Occupation of parents:
 - a. Father; civil servant () not civil servant ()
 - b. Mother; civil servant () not civil servant ()
 - c. Others specify.....
6. Educational level of parents:
 - a. Father attended Primary education () Secondary education () Tertiary education () None ()
 - b. Mother attended primary education () Secondary education () Tertiary education () None ()

APPENDIX IV

SECTION B: From the table below, please tick (✓) as appropriate from the listed items.

SA=Strongly Agreed

A= Agreed

UD = Undecided

D = Disagreed

SD = Strongly Disagreed

Reasons for students involvement in street hawking	SA	A	UD	D	SD
1. My parents always send me to sell for them					
2. My parent do not want me to go to school					
3. I fear going to school					
4. I sell to get money for my school fees					
5. My friends like selling goods too					
6. I sell to buy some things for myself					
7. I sell to buy things to feed the family					
8. I sell to give the money to my parents					
9. I am from a poor family					
10. I sell goods to take care of my younger ones					

APPENDIX V

SECTION C: In this section, a number of risks by involving in hawking are listed.

Indicate your response as regards the risks in street hawking.

Tick (✓) as appropriate against each item please.

The risk of students involvement in street hawking	SA	A	UD	D	SD
1. I hawk goods by moving round in the market					
2. I get hungry sometimes while hawking					
3. Rain falls on me sometimes while hawking					
4. Sometimes I come back from the market in the night					
5. I fight with other children sometimes while hawking					
6. I ever had an accident while hawking					
7. I got sick while hawking					
8. I stole some goods while hawking					
9. I got lost while hawking					
10. I have repeated a class in the past					
11. I hawk in the morning before going to school					
12. Men ever to asked me for love in the market					
13. I have ever been locked up in a shop by some men					
14. I hawk by going into people's houses					
15. I hawk by going into people's shops					

APPENDIX VI

SECTION D: From the table below, please tick (\checkmark) as appropriate from the listed items.

Parental influence on students involvement in street hawking	SA	A	UD	D	SD
1. My father sells goods in the market					
2. My mother sells goods in the market					
3. My mother always wants me to sell with her					
4. My parents always sent me to sell for them					
5. I sell goods to buy what we will eat at home					
6. My parent do not pay for my school fees					
7. My parents do not meet my basic needs					
8. My father is not staying with my mother any more					
9. My father has more than one wife					
10. we only cook food once a day					
11. My father drinks alcohol					

APPENDIX VII

ACADEMIC RECORDS OF STUDENTS INVOLVED IN STREET HAWKING (AROSISH)

NAME OF SCHOOL.....

CLASS.....

The rating scale is as follows:

Excellent	(E) =5
Very good	(VG) =4
Good	(G) = 3
Fair	(F) = 2
Poor	(P) =1

S/N	NAME OF STUDENT	SEX	STUDENTS' SCORES (%)	E	VG	G	F	P
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								

APPENDIX VIII

ACADEMIC RECORD OF STUDENTS NOT INVOLVED IN STREET HAWKING (AROSNISH)

NAME OF SCHOOL.....

CLASS.....

The rating scale is as follows:

Excellent (E) =5
 Very good (VG) =4
 Good (G) =3
 Fair (F) = 2
 Poor (P) =1

S/N	NAME OF STUDENTS	SEX	STUDENTS' SCORES (%)	E	VG	G	F	P
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

APPENDIX IX

MEAN RATING OF ACADEMIC PERFORMNACE OF HAWKERS FROM ILLITERATE AND LITERATE HOMES									
E	E X 5	VG	VG X 4	G	G X 3	F	F X 2	P	MEAN
1	5	8	32	38	114	35	70	4	2.616279
1	5	14	56	48	144	53	106	11	2.535433

Ho₁ There is no significant difference in the mean rating of academic performance of Hawkers from literate homes and those from illiterate homes.

z-Test: Two Sample for Means

	<i>ILLITERATE HOMES</i>	<i>LITERATE HOMES</i>
Mean	2.61627907	2.535433071
Known Variance	86	127
Observations	1	1
Hypothesized Mean Difference	0	
Z	0.005539477	
P(Z<=z) one-tail	0.49779008	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.99558016	
z Critical two-tail	1.959963985	

APPENDIX X

Academic performance in practical agriculture of students involved and those not involved in hawking

	E	VG	G	F	P	MEAN	VARIANCE
Involved	2	12	26	75	98	42.6	1744.8
Not involved	13	56	14	8	6	19.4	429.8

z-Test: Two Sample for Means

	<i>INVOLVED</i>	<i>NOT INVOLVED</i>
Mean	42.6	19.4
Known Variance	1744.8	429.8
Observations	5	5
Hypothesized Mean Difference	0	
Z	1.112457159	
P(Z<=z) one-tail	0.13297082	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.26594164	
z Critical two-tail	1.959963985	

Ho₂ There is no significant difference in the mean rating of academic performance of students involved in street hawking and those not involved in street hawking

APPENDIX XI

Mean rating of academic performance of girls and boys involved in street hawking

OPTIO N	E	E x 5	V G	VG x 4	G	G x 3	F	F x 2	P	MEAN	VARIANC E
BOYS	55	275	25	100	16	48	6	12	2	87.4	445.7
GIRLS	18	90	14	56	20	60	28	56	29	58.2	42.2

z-Test: Two Sample for Means

	<i>BOYS</i>	<i>GIRLS</i>
Mean	87.4	58.2
Known Variance	445.7	42.2
Observations	5	5
Hypothesized Mean Difference	0	
Z	2.955986488	
P(Z<=z) one-tail	0.001558354	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.003116707	
z Critical two-tail	1.959963985	

Ho₃ There is no significant difference in the mean rating of academic performance of boys and girls involved in street hawking.

Nonparametric Correlations

Correlations

			SECTION 1 B	SECTION 2 B
Spearman's rho	SECTION 1 B	Correlation Coefficient	1.000	.897**
		Sig. (2-tailed)	.	.000
		N	50	50
	SECTION 2 B	Correlation Coefficient	.897**	1.000
		Sig. (2-tailed)	.000	.
		N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

			SECTION 1 C	SECTION 2 C
Spearman's rho	SECTION 1 C	Correlation Coefficient	1.000	.479**
		Sig. (2-tailed)	.	.000
		N	80	80
	SECTION 2 C	Correlation Coefficient	.479**	1.000
		Sig. (2-tailed)	.000	.
		N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

			SECTION 1 D	SECTION 2 D
Spearman's rho	SECTION 1 D	Correlation Coefficient	1.000	.548**
		Sig. (2-tailed)	.	.000
		N	70	70
	SECTION 2 D	Correlation Coefficient	.548**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

			SECTION 1 E	SECTION 2 E
Spearman's rho	SECTION 1 E	Correlation Coefficient	1.000	.894**
		Sig. (2-tailed)	.	.000
		N	60	60
	SECTION 2 E	Correlation Coefficient	.894**	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX XIV
CODED DATA FOR DEMOGRAPHIC INFORMATION OF
STUDENTS INVOLVED IN STREET HAWKING

SECTION A

1. Male	157	FATHER	
Female	153	6.Primary education	62
3 Number of Hawkers	213	Secondary education	74
Number of non Hawkers	97	Tertiary education	109
4. Parents both living	227	None	65
Only Father living	21	MOTHER	
Only Mother living	32	Primary education	67
Father and Mother not living	30	2 nd education	77
5 Father civil servant	196	Tertiary education	59
Father not civil servant	114	None	107
Mother civil servant	85		
Mother not civil servant	225		
Parents doing Business	69		
Parents doing Farming	120		

APPENDIX XV

RECORD OF STUDENTS NOT INVOLVED IN STREET HAWKING

Attendance scores

E = 43

VG= 13

G = 21

F = 19

P = 1

N=97

Academic Scores

E = 13

VG= 56

G = 14

F=8

P= 6

N= 97

RECORD OF STUDENTS INVOLVED IN STREET HAWKING

Academic scores

E = 2
 VG = 12
 G = 26
 F = 75
P = 98
 N = 213

Record of girls not involved in street hawking

Academic scores

E = 12
 VG = 16
 G = 12
 F = 2
P = 2
 N = 44

Boys not involved in street

Academic records

E = 11
 VG = 24
 G = 17
 F = 0
P = 1
 N = 53

Academic scores of girls involved in street hawking

E = 1
 VG = 8
 G = 10
 F = 44
P = 4
 N = 109

Academic scores of boys involved in street hawking

E = 5
 VG = 14
 G = 26
 F = 44
P = 15
 N = 104

Academic performance of hawkers From illiterate homes

E = 1
 VG = 8
 G = 38
 F = 35
P = 4
 N = 86

Academic performance of hawkers from literate homes

E = 1
 VG = 14
 G = 48
 F = 53
P = 11
 N = 127

Table 2 Question 1

	SA	A	UD	D	SD	\bar{x}	σ
1.	96	89	18	57	50		
2.	45	24	8	62	74		
3.	13	36	14	91	59		
4.	95	64	14	18	22		
5.	44	88	7	52	22		
6.	97	60	8	33	15		
7.	42	65	7	40	59		
8.	68	75	7	39	24		
9.	81	66	5	36	25		
10.	75	57	4	38	39		

Table 4 questions 3

	SA	A	UD	D	SD	\bar{x}	σ
1.	56	56	2	40	59		
2.	63	53	8	49	40		
3.	38	54	7	53	62		
4.	72	64	19	43	32		
5.	58	86	12	32	25		
6.	61	43	11	53	45		
7.	54	52	12	50	45		
8.	30	55	13	51	64		
9.	14	44	10	67	78		
10.	61	45	10	53	44		
11	32	48	11	73	49		

Table 5 Question 4

	SA	A	UD	D	SD	\bar{x}	σ
1.	66	59	7	52	29		
2.	68	60	10	31	44		
3.	49	48	12	52	52		
4.	50	50	12	53	48		
5.	18	64	10	75	46		
6.	53	60	12	51	37		
7.	53	50	12	56	42		
8.	55	53	6	57	42		
9.	19	47	12	69	65		
10.	20	35	13	84	61		
11.	23	31	8	81	70		
12.	16	52	10	77	58		
13.	18	32	10	72	81		
14.	46	59	5	57	46		
15.	57	40	9	51	56		