

INFLUENCE OF STREET HAWKING ON STUDY HABIT AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ADO-EKITI, NIGERIA

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ABSTRACT: *Unemployment and poor economic condition of many families in Nigeria has forced some parents to engage their children in street hawking to support family income. This can have hazardous effects on the children and put their future at risk. This paper examined the impact of street hawking on study habits and academic performance of secondary school students in Ado Ekiti. The population consisted of all students involved in hawking in secondary schools. The sample was 180 secondary school students selected through purposive sampling technique. One research question was raised and three research hypotheses were tested. Two instruments titled “Questionnaire on Street Hawking and Study Habit (QSHSH)” and “Social Studies Achievement Test (SSAT)” validated and tested for reliability were used for the study. The reliability test yielded 0.74 and 0.71 coefficients for QSHSH and SSAT respectively. Data collected were analysed using frequency count, percentages, mean and standard deviation. Hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance. Finding of the study revealed that student hawkers exhibited poor study habits which led to their poor academic performance. It was recommended among others that student hawkers should learn to form good study habits of reading and preparing early for examination so as to improve their academic performance while government should improve the standard of living of the people in order to reduce poverty which is the main cause of street hawking.*

KEYWORDS: Street hawking, study habit, academic performance, achievement test, students, student hawkers.

INTRODUCTION

Due to high rate of unemployment and poor economic condition of many families in Nigeria, there has been increase in the rate at which people engage in trading activities. In order to ensure increased income through adequate sales, some traders engage their children in street hawking. This makes them roam about the streets looking for buyers of commodities while other children of their age are in school. Some of the students that are involved do the hawking in the morning before going to school, some hawk in the evening immediately after school while most of them do it on weekends and during holidays. Street hawking is a type of child abuse because it endangers the health of child hawkers, impedes their education and prevents them from enjoying right to normal life. International Labour Organisation (ILO, 2013) described hazardous child labour as work which by its nature or circumstances in which it is carried out is likely to harm health, safety or morals of the children. ILO added that street hawking is a subcategory of child labour and sub-

Saharan African region has the highest (28.8million) incidence of children in hazardous work with one in ten children involved. Abdi, Saeieh, Roozbel and Yazdkhasti (2017) affirmed that living on the streets, lack of access to health services, easy access to cheap or even free drugs, poverty, sexual and physical abuse and lack of social and family support put the health of these children at risk in such a way that the mortality rate among them is 31 times higher than their normal peers.

Street hawking has been observed to be highly deleterious to children's psychological, social, physical and mental development. Bosah, Ofem and Obumueke-Okeke (2015) maintained that street hawking has a negative effect on socio-emotional development of the children and it exposes them to dangers such as armed robbery, prostitution and other vices. The authors emphasized that behavioural manifestation of problem associated with street hawking include problems of social maladjustment, moral defect, emotional reaction and insecurity. Such children also suffer verbal abuse, fall victim of rape, suffer low self-esteem, keep bad company and are usually negatively influenced to engage in delinquent behaviour. Street hawkers are likely to suffer health problems and education backwardness. According to Anabogu (2000), feelings of inferiority, exhaustion, emotional distress, unhappiness and personality disorder are associated with street hawking.

Parents' inability to adequately provide for the needs of family members seems to make some put the heavy burden of life jeopardizing street hawking activity on their children which causes academic set back through repetition, withdrawal from school or dropout due to failure and shame. While Nseabasi and Oluwabamide (2010) identified unemployment, poverty loss of parents among others as the major causes of child hawking, Udoh and Joseph (2012) found that poverty is a primary cause of street hawking. As a result of their poor background, street hawkers seem to exhibit low self-esteem, lack confidence, and feel ashamed while their regular school attendance cannot be guaranteed. From observation, street hawkers do not attend school regularly, have little or no time to work on assignment, read or revise notes in preparation for examinations and neither do they have time to rest or relax after school. This seems to influence their academic performance negatively. Udoh and Joseph (2012) averred that street hawking contributes to students' moral laxity laziness and truant behaviours capable of negatively influencing their academic performance. Farauta and Yambuk (2013) found that street hawkers recorded low academic performance in practical Agriculture as the finding revealed a significant difference in academic performance of students involved in hawking and those not involved. Ijadunola, Ojo, Babatunde, Olatunji, Owolabi, Adewale, Ifedayo and Friday (2014) found that children who hawked were more likely to have failed their last academic term examinations. Ubah and Bulus (2014) and Abubakar (2014) in their different studies also found that street hawking has negative effect on the academic performance of students.

Education can be described as the best legacy a parent can give to a child as it forms the foundation of what the child would be in future. The joy of every parent is to see their children succeed in their academic pursuit. However, sending a child to school goes with parental responsibilities such as provision of educational materials, food, uniform among others while the child is expected to attend school regularly, go through normal process of learning and form good study habits that will guarantee success in examinations. Study habits according to Zack (2017)

are regular practices a person perform to maximise their productivity, efficiency and retention in preparation for a particular evaluation. Study habit is the way a student studies to achieve academic success. It can also be described as a regular or repeated process of learning which involves activities that can help students achieve and /or maintain good grades. Study habits which Wikipedia (2019) referred to as study skills, academic skills or study strategies are approaches applied to learning which are generally critical to success in school, considered essential for acquiring good grades and useful for learning throughout one's life.

There are good and bad study habits. Good study habits in Ebele and Olofu (2017) were referred to as positive or productive study habits have the tendency to improve academic performance of the students and make students succeed in their studies. Bad study habits hinder students' progress and academic performance. Ebele and Olofu (2017) identified procrastination, truancy, not taking notes, selective reading, studying while watching television as bad study habits. Nseabasi and Oluwabamide (2010) observed that most of the hawkers have permanently lost the chances of becoming literate; they engage in hawking on the streets from morning till evening. Those who hawk in the evening (after school) get home late, tired unable to do any quality work for the rest of the day. This act presupposes that street hawkers are not likely to have good study habits. Bolling (2000) asserted that students who tend to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational test that they are required to complete.

From observation, many students spend hours studying without much quality work due to distractions, absent mindedness and inability to assimilate while some may be due to exhaustion. Good study habits include studying daily, avoiding distractions (like phone, television), having and following reading plan, class attendance, and note review. Others include concentration in class, regularity and punctuality in school, creating time to read and prepare for examination, working on assignments. Oluwatimilehin and Owoyele (2012) identified seven aspects of study habits as homework and assignments, time allocation, reading and note taking, study period procedures, concentration, written work, examination and teacher consultation. Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo, and Yahaghi, (2014) also recognised six aspects of study habits as time management, home support, reading and note taking, concentration in class, preparation for examination/test and consultation with teachers. The authors who found a significant positive correlation between study habits and academic achievement of university students also emphasised that when the study habit scores increase, the academic achievement will also increase.

In a study by Onuekwe (2015), it was revealed that there was a positive correlation between study habits and academic achievement of secondary school Home Economics students in Enugu. Bulus (2016) also found that students who engaged in street hawking had average study habits. Bulus (2016) explained further that students who hawked in the morning before going to school and those who hawked in the afternoon after school hours had average study habits while those who hawked on weekends and during holidays had good study habits. In the study of Ebele and Olofu (2017),

it was revealed that there was significant relationship between study habits and students' academic performance.

A student that takes time to study and prepare well for examination is likely to end up with good performance. Most street hawkers seem not to have enough time to study and prepare for examination, attend classes' regularly and punctually, or do assignment and read. Street hawkers have been observed to be truants who miss lessons due to lateness, do not have reading plan, do not prepare early for examination. Due to tiredness (fatigue), some doze off and find it difficult to concentrate in class and at home when doing assignment. All these are negative factors that can affect study habits and enhance poor performance. Students' study habits can also be influenced negatively by lack of parents support, poor economic background, too much household chores, unseriousness, procrastination, distractions (social networking) and poor time management. For the purpose of this research, six study habits observed by the researcher were reading and note taking, concentration in class, regularity and punctuality, preparation for tests/examinations, getting assignments done and time management.

Available studies reviewed showed findings on relationship between street hawking and students' performance, street hawking and students' social behaviour, street hawking and students' study habits. The researcher deemed it necessary to combine study habits and academic performance to find out if street hawking would have significant influence on them.

Purpose of the Study

The purpose of this study was to determine the:

- (1) level of student hawkers' performance in Social Studies achievement test;
- (2) relationship between street hawking and students' academic performance;
- (3) relationship between street hawking and students' study habits;
- (4) relationship between study habits and students' academic performance.

Research Question

This research question was raised for the study:

What is the level of students' academic performance in Social Studies?

Research Hypotheses

The following hypotheses were raised for the study:

- (1) There is no significant relationship between street hawking and students' academic performance.
- (2) There is no significant relationship between street hawking and students' study habits.
- (3) There is no significant relationship between study habits and students' academic performance.

METHODOLOGY

Research Design: This study adopted descriptive research design of the survey type

Sample and Sampling Technique: A sample of 180 secondary school students were selected through purposive sampling technique. The sample was selected from schools observed to have

high population of students who engage in street hawking choosing only student hawkers. Thirty Junior Secondary School II students were selected from each of the six schools sampled making a total of 180.

Research Instruments: Two instruments were used for the study. A self-designed questionnaire titled “Questionnaire on Street Hawking and Study Habit (QSHSH)” and “Social Studies Achievement Test (SSAT)”. The QSHSH had Section A that sought demographic information, Section B that contained eight items on street hawking and Section C with 22 items on study habits of the students (reading and note taking, concentration in class, regularity and punctuality, preparation for tests/examinations, getting assignments done and time management). The second instrument, SSAT contained 25 test items based on JSS curriculum contents which the students had been taught in Social Studies.

Validity and Reliability of the Instruments: The instruments were validated by experts in Social Studies, Guidance and Counseling as well as Tests and Measurement. Test-retest method was used to test the instruments for reliability. This was carried out by administering the instruments on a small sample of students outside the study area twice within two weeks. Data collected from the two tests administered were analysed with Pearson Product Moment Correlation Analysis which yielded 0.74 and 0.71 coefficients for QSHSH and SSAT respectively. With this outcome, the instruments were considered reliable.

Data Analysis: Data collected were analysed using simple frequency count, percentages, mean and standard deviation. The three hypotheses generated for the study were tested with Pearson Product Moment Correlation at 0.05 level of significance.

RESULTS

Research Question 1: What is the level of student hawkers’ academic performance in Social Studies?

Table 1: Student Hawkers’ Academic Performance in Social Studies Achievement Test

Scores	Grade	N	%	Mean	SD
0-39	Fail	29	16.1		
40-49	Pass	107	59.4		
50-59	Merit	41	22.7		
60-69	Credit	03	1.8		
70 and above	Distinction	-	-		
Total		180	100	43.80	6.618

Table 1 shows that 29 (16.1%) of the students failed, 107 representing 59.4% had ordinary pass while 41(22.7%) and 03(1.8%) had passed at merit and credit levels respectively. This shows that

out of the 180 student hawkers, 136(75.5%) of them scored below average. This implies that level of academic performance of student hawkers was low.

Hypothesis 1: There is no significant relationship between street hawking and student hawkers' academic performance in Social Studies.

Table 2: Street Hawking and Students' Academic Performance in Social Studies.

Variables	N	Mean	SD	Df	r _{cal}	Sig
Street hawking	180	51.78	7.195	178	0.341*	0.000
Academic performance	180	43.80	6.618			

*p<0.05(Significant result)

Table 2 shows that r_{cal} (0.341) is significant at 0.05 level of significance. The null hypothesis was not accepted. This implies that there was significant relationship between street hawking and student hawkers' academic performance.

Hypothesis 2: There is no significant relationship between street hawking and student hawkers' study habits.

Table 3: Street Hawking and Student Hawkiers' Study Habits

Variables	N	Mean	SD	Df	r _{cal}	Sig
Street hawking	180	51.78	7.195	178	0.432*	0.000
Study habits	180	49.11	7.007			

*p<0.05(Significant result)

Table 3 shows that r_{cal} (0.432) is significant at 0.05 level of significance. The null hypothesis was not accepted. This implies that there was significant relationship between street hawking and students' study habits.

Hypothesis 3: There is no significant relationship between study habits and academic performance of student hawkers.

Table 4: Study Habits and Student Hawkiers' Academic Performance.

Variables	N	Mean	SD	Df	r _{cal}	Sig
Study habits	180	49.11	7.007	178	0.301*	0.000
Academic performance	180	43.80	6.618			

*p<0.05(Significant result)

Table 4 shows that r_{cal} (0.301) is significant at 0.05 level of significance. The hypothesis which states that there is no significant relationship between study habits and academic performance of student hawkers was not accepted. The implication is that there is significant relationship between study habits and student hawkers' academic performance.

DISCUSSION

This study showed that the level of student hawkers' academic performance was low. The students' performance in Social Studies achievement test revealed that few of them passed at merit and credit levels while a large number of them scored below average. This implies that street hawking has negative influence of the students' academic performance. This finding agrees with Udoh and Joseph (2012), Ubah and Bulus (2014) and Abubakar (2014) who confirmed that street hawking contributes to students' moral laxity, laziness and truant behaviours capable of negatively influencing their academic performance. Their poor performance could be attributed to low level of concentration in class, poor time management, absent mindedness, inability to assimilate as a result of stress, distractions and fatigue.

Finding from the study also revealed that there was significant relationship between street hawking and student hawkers' academic performance. This finding is in support of Onuekwe (2015) who also found a significant difference in academic performance of students involved in hawking and those not involved. The finding further stressed that street hawking impacts negatively on academic performance of students that engage in it. The study revealed that there was significant relationship between street hawking and study habits of student hawkers which implies that the student hawkers had poor study habits. This finding negates the proposed hypothesis which stated that there is no significant relationship between street hawking and study habits of student hawkers. This implies that street hawking has negative influence on student hawkers' study habits. The finding is contrary to Bulus (2016) who found that students who engaged in street hawking had average study habit. The students recorded lowest mean scores in concentration in class and time management. The fact that the students could not concentrate well in class and plan their time properly could be due to stress and fatigue which they usually experience after walking streets for hours looking for buyers. Street hawkers that get home late and tired are not likely to be able to do any serious study before going to bed. The students had highest mean scores in preparation for examinations and getting assignments done. This finding is not unexpected because the wish of every student is to pass examination but their poor performance could be an indication that they usually study few days to examination which is not good enough for students that aspire to have good grades. Fear of punishment could be adduced for higher mean scores on getting assignments done.

The study also showed that there was significant relationship between study habits and students' academic performance. This finding agrees with Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo, and Yahaghi, (2014), Onuekwe (2015) and Ebele and Olofu (2017) who found a positive correlation between study habits and academic achievement of students. Also, Abdullahi (2010) found that students have negative pattern of study habits that influenced their performance. Implication of this finding is that low performance of the students was as a result of their poor study habits caused by their involvement in street hawking. It was on this note that Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo, and Yahaghi, (2014) emphasized that when the study habit scores increase, the academic achievement will also increase meaning that low study habit scores will result in poor performance.

CONCLUSION

From the findings of the study, it can be concluded that student hawkers exhibited poor study habit. One of the negative effects of street hawking as identified in this study is poor study habit which is also a causal factor for poor academic performance.

Recommendations

Based on the findings of this study, it was recommended that:

1. Parents should stop engaging their children in street hawking. Where this is impossible, they should reduce the number of days and hours spent on the streets so as to reduce stress, fatigue and allow them to concentrate on their studies.
2. Student hawkers should learn to form good study habit of reading and preparing early for examination so as to improve their academic performance.
3. Government should improve standard of living of the people in order to reduce poverty which is the main cause of street hawking.

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