

Impact of Street Hawking on Girl Child Academic Performance in Government Day Junior Secondary Schools in Yobe State, Nigeria

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Abstract

The study was conducted to investigate the relationship between street hawking and academic achievement of the girl child education in government junior day secondary schools of Yobe State, Nigeria in line with Universal Basic Education (UBE) programmed. Three Hypotheses were formulated to guide the study. Girl Child Academic Performance Questionnaire (GCAPO) questionnaire was developed for the study. Cluster sampling techniques used in selecting 250 girls child, the hypotheses were tested using Pearson correlation coefficient statistic. The finding of the study reveal that street hawking affect educational development of the girl child while socio economic statute of parents contributes to girl child street hawking and societal norms does not promote street hawking. It was recommended that government should provide free education and scholarship to aid the economic disadvantage girl child.

Index Terms-Impact of Street Hawking on Academic Performance of the Girl Child in Yobe State, Nigeria

Introduction

The developmental psychologist emphasizes in all aspect of child development process laying particular emphasis on factors, which affect these developmental trends. The global figure for out of school children by United Nation Children Education Fund (UNICEF, 2000) report to 121 million children are out of school, 65 million girls and 80 percent from Sub Sahara Africa. Many girls send out of school in to the street to 'hawk' goods or other form of economic activities to supplement the family income. Despite the United Nation Children Education Fund (UNICEF) and Girl Education Project (GEP) and Nigeria Enhancing Girl Basic Education in Nigeria (ACTIONAID) to minimize child abuse of hawking and to teach these girls' basic literacy and skills that will help them to earn a living.

Background of the study

The girl child education in Yobe state came in to being when the federal government of Nigeria in collaboration with United Nation Children Education Fund (UNICEF) saw the need to minimize child abuse of hawking. Parents do not care much about educating their girl child, many of them believe that she will be some body's property very soon, while others camouflage with religion. They do not realize that every religion includes Islam and Christianity encouraged women participation in education.

Girl child is usually saddled to domestic work and majority of them are withdrawn from schools to the labour market to fend for the whole family through hawking or petty trading (Nigeria Tribune, September 3, 2002). For this reason gender gap in education must be closed, especially by creating socio-economic and political conditions that will permit and encourage girl child to be in schools.

Theoretical Frame work

The study based on Freud psycho analytic theory which postulated that major traits of personality were established in early child hood and that subsequent personality was an elaboration of these traits. Early life arrestment of growth is coursed by excessive frustration and excessive indulgence. If a child need are either frustrated too much or indulged too much, a particular aspect of his personality is totally stunted in some degree. In case, child abuse especially street hawking brings and injects in frustration, which negatively affect the street hawking is an indication of negative child rearing pattern that affect academic achievement of the girl child.

Street Hawking and Academic Achievement

According to Grace, E (2004) submitted that children who hawk before or after school were denied their educational opportunity. Some hawk before they go to school in the morning, while others do their shares in the evening after schools hours and some may not have the opportunity for formal education in their life time.

Ugoduluwa, Anakwe and Mustapha (2004) reported that street hawking is highly detrimental to children physical, mental, psychological, social and emotional development of children. That means street hawking is type of child abuse that endangers the health of the children interferes with their education and deprived them normal happy child hood life.

Umar, I and Garba, B (1998) stated that some parents do not see the need to send their girl child to school not to talk of spending much in their education, when they could be easily married to their prospective suitors. Those parents will withdraw their girls from school to take street hawking as a way to fight poverty.

Usman, D (2004) discovered that economic depression in the country has driven many children in to different types of labour (street hawking) that is exploitative and injurious to physical, social, cognitive and moral development of the child.

Nuhu, F and Huhu, S (2010) opined that street hawking may have negative effects on children education such as high drop out rates, absenteeism and poor school performance.

The girl child academic performance will be affected, if she does not have adequate time to engage in schools activities and her problems to be catered by the parents or government.

Hypotheses

- 1) There is no significance relationship between street hawking and girl child academic achievement.
- 2) There is no significance relationship between girl child street hawking and socio economic status of parents.
- 3) There is no significance relationship between girl child street hawking and societal norms.

Methodology

The Design, Population and Sample.

The survey design was adopted to carry out the investigation.

The population consisted of 250 girl child (students) drawn from the junior day secondary schools in three educational zones in the state through cluster sampling technique.

Instrumentation

The instrument is questionnaire. Girl child academic performance questionnaire was subjected to pilot study first for validity and reliability which was positive.

Method of Data Analysis

Pearson's correlation coefficient was used to analyze the hypotheses

Results

Table 1: Correlation between street hawking and academic performance of the girl child

Sch	Variables	N	DF	R-Critical	P-Value	Decision
1)	Street hawking and academic performance	24	22	.386*	0.03	S
2)	Street hawking and academic performance	25	23	0.324	0.057	NS
3)	Street hawking and academic performance	23	21	0.012	0.478	NS
4)	Street hawking and academic performance	25	23	.713*	0	S
5)	Street hawking and academic performance	25	23	.584**	0.001	S
6)	Street hawking and academic performance	25	23	.479**	0.008	S
7)	Street hawking and academic performance	25	23	.521**	0.004	S
8)	Street hawking and academic performance	25	23	.477**	0.008	S
9)	Street hawking and academic performance	25	23	.341*	0.048	S
10)	Street hawking and academic performance	22	20	.458*	0.016	S

The null hypotheses is rejected which implies that street hawking has negative impact on academic performance of the girl child with overwhelming majority from eight schools.

Table 2 Correlation between street hawking and socio economic status of parents

Sch	Variables	N	DF	R-Critical	P-Value	Decision
1)	Street hawking and parents socio economic status	24	22	.764**	0	S
2)	Street hawking and parents socio economic status	25	23	.793**	0	S
3)	Street hawking and parents socio economic status	23	21	.045	0.419	NS
4)	Street hawking and parents socio economic status	25	23	.856**	0	S
5)	Street hawking and parents socio economic status	25	23	.770**	0	S
6)	Street hawking and parents socio economic status	25	23	.963**	0	S
7)	Street hawking and parents socio economic status	25	23	.924**	0	S
8)	Street hawking and parents socio economic status	25	23	.879**	0	S
9)	Street hawking and parents socio economic status	25	23	.558**	0.002	S
10)	Street hawking and parents socio economic status	22	20	.794**	0	S

The null hypotheses is rejected which implies that socio economic status of parents have negative effects on girl

child academic performance in nine schools.

Table: 3 Correlation between street hawking and societal norms

Sch	Variables	N	DF	R-Critical	P-Value	Decision
1)	Street hawking and societal norms	24	22	-0.028	0.44	NS
2)	Street hawking and societal norms	25	23	-0.248	0.116	NS
3)	Street hawking and societal norms	23	21	0.154	0.214	NS
4)	Street hawking and societal norms	25	23	0.336	0.05	NS
5)	Street hawking and societal norms	25	23	0.193	0.178	NS
6)	Street hawking and societal norms	25	23	0.222	0.143	NS
7)	Street hawking and societal norms	25	23	-0.353*	0.042	S
8)	Street hawking and societal norms	25	23	0.500**	0.005	S
9)	Street hawking and societal norms	25	23	-0.053	0.401	NS
10)	Street hawking and societal norms	22	20	-0.304	0.054	NS

The null hypothesis is accepted with no relationship between street hawking and societal norms in eight schools.

Discussion

The result in table 1 showed a very significance relationship exist between street hawking and academic performance of the girl child in eight schools because P-Value is less than 0.05 level of significance this findings agrees with the early studies that street hawking affect academic performance of the girl child.

The result in table 2 portray high and very significance relationship between street hawking and parents socio economic status in girl child street hawking as shown in nine schools which the P-Value is less than 0.05 level of significance is in line with early studies. While table 3 showed absence of relationship between street hawking and societal norms with the P-Value is greater than 0.05 level of significant in eight schools. Finding is not consistence with the earlier research finding that indicate significance relationship between street hawking and societal norms which means that the awareness campaign on education of the girl child has reached the parents.

Conclusion

The impact of socio economic condition of parents as poverty is core factor that force the girl child to street hawking which shows hawking under the guide of subsistence family income. It was recommended that government should provide free basic education, provide scholarship to aid the dis advantage parents and create job employment for them.

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