

**A CAUSAL COMPARATIVE STUDY OF FAMILY
DEMOGRAPHY, PSYCHOLOGICAL TRAITS AND
ACADEMIC ACHIEVEMENT OF NIGERIAN
ADOLESCENT GIRLS INVOLVED IN STREET
HAWKING**

HABU ABDULRAHMAN AGO

UNIVERSITI SAINS MALAYSIA

2018

**A CAUSAL COMPARATIVE STUDY OF FAMILY
DEMOGRAPHY, PSYCHOLOGICAL TRAITS AND
ACADEMIC ACHIEVEMENT OF NIGERIAN
ADOLESCENT GIRLS INVOLVED IN STREET
HAWKING**

by

HABU ABDULRAHMAN AGO

Thesis submitted in fulfillment of the requirements

for the degree of

Doctor of Philosophy

July 2018

ACKNOWLEDGEMENT

I am deeply grateful to the Almighty Allah, the Most Gracious and Most Merciful. May peace and blessings of Allah be upon our noble prophet Muhammad (SAW), his companions, and everyone else who follows his footsteps until the day of the resurrection, Ameen.

I would like to sincerely thank all the people who contributed in one way or another to the work presented in this thesis. While it is not possible to thank everyone who helped me to reach this stage in my life, I will try to acknowledge those who made the completion of this work possible.

I would like to express my appreciation to my main supervisor, Assoc Prof Dr Melissa Ng Lee Yen Binti Abdullah, for guiding me in accomplishing this study. Without her supervision, I could not have completed this study. Her knowledge and expertise, constructive feedback, patience, and precious time are also highly acknowledged. I would also like to thank my co-supervisor, Assoc Prof Dr Najeemah Binti Mohd Yusof, for her incisive comments and suggestions, which helped me throughout my work.

Special thanks go to the panel who participated in all my presentations, from the prospectus, proposal defense, and pre-viva, to the viva presentations. The criticisms, corrections, comments, and recommendations provided by this panel will never be forgotten.

I would like to extend my gratitude to the entire management of Yobe state university, Yobe state ministry of sport and culture and Yobe state government at large for supporting my efforts to fulfill my goals.

My deepest love for my parents; my late father may Allah forgive him and reward him with Jannatul Firdaus; as well as for my mother, who undoubtedly

encouraged me to finish my studies. All of them have supported and motivated me to continue my graduate study and included me in their daily prayers. I hope that they feel a sense of pride from my accomplishments and achievements. I would also like to extend my deepest gratitude to my wives and my children, for their support, patience, and understanding that precious family time has had to be sacrificed. The love of my family has given me the motivation to pursue my dreams; may what I do bring honor to them.

A special word of gratitude goes to the entire members of my family for their unlimited and unconditional support. Warm regards to all my colleagues in USM and in Nigeria. I salute them for their assistance and contribution as well as experience-sharing which have enriched me and this work.

Special thank also go to the Dean School of Educational studies Professor Dr Hairul Nizam Ismail and his Deputies for their maximum support toward completing this research.

Finally, I would like to give thanks to Allah once again the Almighty God for making this research a reality.

TABLE OF CONTENTS

Acknowledgement	ii
Table of Contents	iv
List of Tables	xi
List of Figures	xiii
List of Appendices	xv
Abstrak	xvi
Abstract	xviii
CHAPTER ONE – INTRODUCTION	
1.0 Introduction	1
1.1 Millennium Development Goals (MDG) and Education for All	1
1.2 Child Labor	4
1.2.1 Street Hawking: Global Trends	5
1.2.2 Street Hawking in Africa	7
1.3 Impact of Street Hawking from Educational Perspective	8
1.4 Involvement of Girls in Street Hawking	14
1.5 Factors Contribute to Street Hawking in Nigeria	15
1.6 Statement of the Problem	17
1.7 Research Objectives	21
1.8 Research Questions	22
1.9 Research Hypothesis	23
1.10 Significance of the Study	23
1.11 Definition of Terms	25
1.11.1 Street Hawking	25

1.11.2 Family Factor	25
1.11.2(a) Family Demography	25
1.11.2(b) Parental Influence	26
1.11.3 Psychological Traits	26
1.11.3(a) Academic Motivation	26
1.11.3(b) Stress	27
1.11.3(c) Self-esteem	27
1.11.3(d) Resiliency	27
1.11.4 Academic Achievement	28
1.11.5 Adolescent Girls	28
1.11.6 Junior Day Secondary School	28
1.12 Limitation of the Study	29
1.12 Summary	29
CHAPTER TWO - LITERATURE REVIEW	
2.0 Introduction	31
2.1 Street Hawking	31
2.2 Adolescent Girls Development	31
2.3 Family Factor and Involvement in Street Hawking	32
2.3.1 Family Demography	32
2.3.2 Parental Influence	38
2.4 Impact of Street Hawking on School Going Children	40
2.4.1 Psychological Impact	40
2.4.1(a) Academic Motivation	40
2.4.1(b) Stress	44
2.4.1(c) Self-esteem	47

2.4.1(d) Resilience	49
2.5.2 Academic Impact	52
2.5.2(a) Academic Achievement	52
2.6 Relevant Theories Related to the Study	55
2.6.1 Ecological Theory	56
2.6.1(a) Ecological Theory: Psychological impact	61
2.6.2 Theory of Reason and Action (TRA)	63
2.6.3 Self-Efficacy Theory	64
2.6.3(a) Vicarious Experiences	65
2.6.3(b) Verbal Persuasion	65
2.6.3(c) Physiological Responses	66
2.6.4 Resilience Theory	66
2.7 Theoretical Framework of the Study	68
2.8 Conceptual Framework of the Study	74
2.9 Summary	76
CHAPTER THREE - RESEARCH METHODOLOGY	
3.0 Introduction	78
3.1 Research Design	78
3.2 Causal Comparative Research	79
3.2.1 Design and Procedures in Causal Comparative Study	80
3.3 Procedures of Data Collection	80
3.4 Population	82
3.5 Sample Size	82
3.6 Sample of the Study	86
3.7 Research Instruments	89

3.7.1	Instrument for Quantitative Study	90
	3.7.1(a) Academic Motivation Scale	90
	3.7.2(b) Stress Scale	91
	3.7.3(c) Self-esteem Scale	91
	3.7.4(d) Resilience Scale	91
3.8	Validity of Research Instrument	91
	3.8.1 Adaptation	93
	3.8.2 Translation	93
	3.8.3 Verified by the panel	93
3.9	Reliability of Research Instrument	94
3.10	Instrument for Qualitative Study	98
	3.10.1 Procedures taken to Ensure Validity of the Qualitative Data	103
3.11	Quantitative Data Collection	105
	3.11.1 Quantitative Data	106
	3.11.2 Qualitative Data	107
	3.11.3 Document Analysis	109
	3.11.4 Ethical considerations	109
3.12	Tools for Hypotheses Testing	110
3.13	Summary	113
 CHAPTER FOUR - DATA ANALYSIS		
4.0	Introduction	114
4.1	Quantitative Data Analysis	115
	4.1.1 Data Screening and Assumptions Testing	115
	4.1.2 Normality Testing	116
	4.1.3 Difference in Family Demography	119

4.1.3(a) Difference in Parent’s Educational Background	120
4.1.3(b) Difference in Parent’s Occupation	122
4.1.3(c) Difference in Father’s Number of Wives	124
4.1.3(d) Difference in Fathers Number of Children	126
4.1.4 Difference in Psychological Traits (Academic Motivation, Stress, Self-Esteem and Resilience)	128
4.1.4(a) Difference in Academic Motivation	130
4.1.4(b) Difference in Stress	130
4.1.4(c) Difference in Self-Esteem	130
4.1.4(d) Difference in Resilience	131
4.1.5 Difference in Academic Achievement	131
4.1.6 Predictors of Adolescent Girls Involved in Street Hawking	133
4.1.7 Quantitative Data Analysis	135
4.2 Qualitative Data Analysis	136
4.2.1 Characteristics of Participants	136
4.2.2 Parents Influence on the Involvement of Adolescent Girls in Street Hawking.	138
4.2.3 Impact of Street Hawking on Psychological Traits and Academic Achievement of Adolescent Girls.	146
4.3 Summary	154
4.4 Conclusion	154
CHAPTER FIVE – DISCUSSION AND CONCLUSION	
5.0 Introduction	157
5.1 Discussion of Quantitative Findings	158
5.1.1 Differences in Family Demography Between Adolescent Girls Involved	158

And Uninvolved In Street Hawking	
5.1.1(a) Parent Educational Background	158
5.1.1(b) Parent Occupation	159
5.1.1(c) Fathers number of wives	159
5.1.1(d) Fathers number of children	160
5.1.2 Differences in Psychological Traits between Adolescent Girls	161
Involved and Uninvolved In Street Hawking	
5.1.2(a) Academic Motivation	161
5.1.2(b) Stress	162
5.1.2(c) Self esteem	163
5.1.2(d) Resiliency	163
5.1.3 Difference in Academic Achievement between Adolescent Girls	164
Involved and Uninvolved in Street Hawking	
5.1.4 Predictors of Adolescent Girl’s Involvement in Street Hawking	165
5.2 Parents Influence on Adolescent Girls’ Involvement in Street Hawking	165
5.2.1 Socio-Economic Status	166
5.2.1(a) Educational Level	167
5.2.1(b) Occupation	167
5.2.1(c) Family size	168
5.2.1(d) Parents Economic condition	169
5.2.2 Parenting Style	169
5.2.2(a) Authoritarian Parents	170
5.3 Impact of Street Hawking on Psychological Traits and Academic	170
Achievement of Adolescent Girls.	
5.3.1 Psychological Impact	171

5.3.1(a) Negative Psychological Impact	171
5.3.1(b) Positive Psychological Impact	172
5.3.2 Academic Impact	173
5.3.2(a) Negative Academic Impact	173
5.3.2(b) Positive Academic Effect	173
5.4 Connection Between Quantitative and Qualitative Findings	174
5.5 Implications for Further Research	179
5.5.1 Practical Implications	180
5.5.2 Theoretical Implications	181
5.6 Recommendation of the study	185
5.7 Conclusion	186
REFERENCES	188

LIST OF TABLES

	Page	
Table 1.1	Street Hawkers Percentages in Three Latin America Cities	6
Table 1.2	Street Hawkers by Percentages in Three Asia Cities	7
Table 1.3	Street Hawkers Percentages in Nine African Cities	8
Table 3.1	Total Selected Sample Size for Quantitative Study	87
Table 3.2	Sources of the instruments	90
Table.3.3	Cronbach's Alpha Coefficient for the Validation of Questionnaire	96
Table 3.4	Interview Questions for parents	102
Table 3.5	Interview Questions for adolescents girls	103
Table 3.6	Provisions that may be made by a Qualitative Researcher Wishing to Address Guba's Four Criteria for Trustworthiness	104
Table 3.7	Tools for Hypotheses Testing	112
Table 4.1	Normality Test of the variables	116
Table 4.2	Differences in Parent's Educational Background	121
Table 4.3	Chi-Square Tests for difference in parent's educational background	122
Table 4.4	Differences in Parent's Occupation	123
Table 4.5	Chi-Square Tests for difference in parent's occupation	124
Table 4.6	Differences in Father's Number of Wives	125
Table 4.7	Chi-Square Tests for difference in father's number of wives	126
Table 4.8	Differences in Fathers Number of Children	126
Table 4.9	Chi-Square Tests for difference in number of children	127
Table 4.10	Descriptive table for MANOVA Analysis on Differences in Psychological Traits	128
Table 4.11	MANOVA Analysis on Differences in Psychological Traits	129

Table 4.12	Descriptive table for MANOVA Analysis on Differences in academic achievement	132
Table 4.13	MANOVA Analysis on Differences in academic achievement of adolescent girls involved and uninvolved	133
Table 4.14	Logistic regression on predictors of adolescent girls involvement in street hawking	134
Table 4.15	Summary of the Quantitative Results	135
Table 4.16	Total Selected Sample Size for Qualitative Study	137
Table 4.17	Phases of thematic analysis (Braun and Clarke, 2006, p87)	138
Table 4.18	Socio-economic Status on Parents Influence on the Involvement of Adolescent Girls in Street Hawking.	139
Table 4.19	Parenting style influence involvement of adolescent girls in street hawking	141
Table 4. 20	Themes on psychological Impact of Involvement in Street Hawking	147
Table 4.21	Themes on academic Impact of Involvement in Street Hawking	148

LIST OF FIGURES

		Page
Figure 2.1	Ecological System model	60
Figure 2.2	Ecological Theory Related to Psychological Impact	62
Figure 2.3	Theoretical Framework	74
Figure 2.4	Conceptual Framework	76
Figure 3.1	Research Procedure	81
Figure 3.2	Population and Sample	85
Figure 3.3	Selected Subject Size for Quantitative Study	87
Figure 3.4	Selected Subject Size for Qualitative Study	89
Figure 3.4	The triangulation Design Source: Creswell and Clark (2007)	113
Figure 4.1	Normal Probability Plot for Academic Motivation	117
Figure 4.2	Normal Probability Plot for Stress	117
Figure 4.3	Normal Probability Plot for Resilience	118
Figure 4.4	Normal Probability Plot for Self-esteem	118
Figure 4.5	Normal Probability Plot for Academic Achievement	119
Figure 4.6	Difference of parents educational background	121
Figure 4.7	Difference of parents occupation	123
Figure 4.8	Difference of Fathers number of wives	125
Figure 4.9	Difference of Fathers number of children	127
Figure 4.10	Difference of Psychological traits	129
Figure 4.11	Difference in Academic Achievement	132

Figure 4. 12	Parents influence on adolescent girls involvement in street hawking	145
Figure 4.13	Impact of street hawking	153
Figure 4.14	Summary of Qualitative findings	154

LIST OF APPENDICES

- Appendix A: Cover Letter
- Appendix B1: Questionnaire – English Version
- Appendix B2: Questionnaire – Hausa Version
- Appendix C: Interview Protocol and Interview Questions
- Appendix D: Population from Ministry of Education
- Appendix E1: Academic Motivation
- Appendix E2: Stress Scale
- Appendix E3: Self-Esteem Scale
- Appendix F: Summary CV of the Validation Committee
- Appendix F1-F5: General comments of the panel

**SATU KAJIAN KAUSAL-KOMPARATIF DEMOGRAFI KELUARGA,
TRAIT PSIKOLOGI DAN PENCAPAIAN AKADEMIK REMAJA
PEREMPUAN NIGERIA YANG TERLIBAT DALAM PENJAJAAN
JALANAN**

ABSTRAK

Di Nigeria, ramai remaja perempuan yang masih bersekolah perlu bekerja sebagai penjaja jalanan (*street hawkers*). Ia merupakan satu isu pendidikan yang serius dan sukar ditangani oleh pelbagai pihak. Kajian bertujuan mengkaji demografi keluarga, trait psikologi dan pencapaian akademik remaja perempuan yang terlibat dalam penjajaan jalanan di Yobe, Nigeria menggunakan Kajian Kausal-Komperatif. Perbincangan dalam kajian ini diperkuatkan lagi dengan kerangka teori iaitu Teori Sistem Ekologi, Teori Alasan dan Tindakan, Teori Keberkesanan dan Teori Risiko Resilensi. Sejumlah 394 orang responden terlibat dalam kajian kuantitatif yang terdiri daripada dua kategori remaja perempuan yang terlibat dan tidak terlibat dalam penjajaan jalanan. Bagi bahagian kualitatif, remaja perempuan daripada kedua-dua kategori serta ibu bapa mereka telah mengambil bahagian dalam kajian ini. Data kajian dikumpul melalui soal selidik, temu bual dan analisis dokumen. Data dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS), versi 22. Kedua-dua statistik deskriptif dan inferensi telah digunakan untuk menganalisis data kuantitatif. Kekekapan, peratusan, min dan sisihan piawai digunakan untuk menggambarkan profil demografi responden. Statistik inferensi iaitu ujian Khi kuasa dua (*chi-square*), *satu kumpulan di antara Multivariate Analysis of Variance (MANOVA)* dan regresi logistik turut dijalankan bagi menjawab

soalan kajian. Untuk data kualitatif, analisis secara manual menggunakan pendekatan tematik. Hasil ujian khi kuasa dua menunjukkan bahawa terdapat perbezaan yang signifikan dalam demografi keluarga, status sosio-ekonomi dan saiz keluarga antara remaja perempuan yang terlibat dan tidak terlibat dalam penjajaan jalanan. Perbezaan yang signifikan turut didapati dalam pencapaian akademik antara kedua-dua kumpulan remaja perempuan tersebut. Keputusan MANOVA seterusnya menunjukkan bahawa terdapat perbezaan yang signifikan dari segi trait psikologi (motivasi akademik, tekanan, harga diri dan resiliensi) remaja perempuan yang terlibat dan tidak terlibat dalam penjajaan jalanan. Hasil analisis regresi logistik turut menunjukkan bahawa penglibatan remaja perempuan dalam penjajaan jalanan boleh diramal melalui taraf sosio-ekonomi (pekerjaan bapa) dan saiz keluarga (bilangan isteri dan anak bapa) mereka. Dapatan temu bual menerangkan pengaruh ibu bapa terhadap penglibatan remaja perempuan dalam penjajaan jalanan melalui latar belakang sosio-ekonomi dan gaya asuhan mereka. Impak penjajaan jalanan termasuk kesan fizikal dan psikologikal serta kesan akademik turut dibincangkan. Kedua-dua tema positif dan negatif malahan faktor risiko tambahan berkaitan dengan penjajaan jalanan turut dikenal pasti. Dapatan kajian ini memberi maklumat penting kepada guru, ahli psikologi pendidikan, perangka polisi, agensi kerajaan dan bukan kerajaan (NGO) serta badan antarabangsa (cth: UNESCO, UNICEF, UNDP). Implikasi praktikal dan teoritikal kajian turut dibincangkan.

**A CAUSAL COMPARATIVE STUDY OF FAMILY DEMOGRAPHY,
PSYCHOLOGICAL TRAITS AND ACADEMIC ACHIEVEMENT OF
NIGERIAN ADOLESCENT GIRLS INVOLVED IN STREET HAWKING**

ABSTRACT

In Nigeria, many school going adolescent girls have to work as street hawkers. It is a serious and challenging educational issue for many parties. This research aimed to examine the family demography, psychological traits and academic achievement of adolescent girls involved in street hawking at Yobe state, Nigeria using a Causal Comparative Study. The discussion in the study is underpinned by the theoretical framework of Ecological System Theory, Theory of Reason and Action, Self-Efficacy Theory and Risk-Resilience Theory. A total of 394 respondents were involved in the quantitative study comprising of both adolescent girls involved and uninvolved in street hawking. For the qualitative part, adolescent girls from both category as well as their parents have participated in the study. Research data were collected through questionnaire, interview and document analysis. In this study the data was analysed using Statistical Package for Social Sciences (SPSS), version 22. Both descriptive and inferential statistics were employed to analyse the quantitative data. Frequencies, percentages, means and standard deviation were descriptive statistics used to describe the demographic profiles of the respondents. Inferential statistics namely Chi-square tests, One-way between-groups Multivariate Analysis of Variance (MANOVA) and Logistic regression were also used to answer the research questions. For the qualitative data, analysis was conducted manually using the thematic approach. Result of the Chi-square tests showed that there was significant difference in family demography, socio economic status and family size

between adolescent girls involved and uninvolved in street hawking. Significant differences in academic achievement were also found between the two groups of adolescent girls. Result of MANOVA further indicated that there was significant difference in psychological traits (academic motivation, stress, self-esteem and resilience) of adolescent girls involved and uninvolved in street hawking. The result of Logistic regression showed that adolescent girl's involvement in street hawking could be predicted by their socio-economic status (parent's occupation) and family size (father's number of wives and number of children). Interviews findings, on the other hand, explained how parents' influence the involvement of adolescent girls in street hawking through their socio-economic background and parenting styles. The impact of street hawking which include physical and psychological impacts well as academic impact was also unveiled. In fact, both positive and negative themes and additional risks factors associated with street hawking were identified. The study contributes crucial information to teachers, educational psychologists, policy makers, government and non-governmental organizations (NGO) as well as international bodies (e.g., UNESCO, UNICEF, UNDP). The practical and theoretical implications of the study are also discussed.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the investigation of family demography, psychological traits and academic achievement of adolescent girls involved in street hawking at Yobe state, Nigeria using a causal comparative study. The chapter provides the background to the study where it discusses the millennium development goals (MDG) and education for all, child labour, street hawking, global trends, street hawking in Africa, impact of street hawking from educational perspective, involvement of girls in street hawking and factors contribute to street hawking in Nigeria. The chapter also provides the statement of the problem, research objectives, research questions and research hypothesis. The chapter finally discusses the significance of the study, scope and limitation of the study, operational definition of terms and summary of the whole chapter.

1.1 Millennium Development Goals (MDG) and Education for All

The Millennium Development Goals (MDG 2014) reported that girls and Women remain at disadvantaged less likely to progress to secondary school education in the vast majority of African countries. In fact, about 50 percent of girls and women make up almost two-thirds of the 796 million adults without school education. Thus, the United Nations International Children's Emergency Fund (UNICEF) is working with other aid agencies which include governments and United Nations (UN) agencies, to meet the Sustainable Development Goal (SDG) by 2030 to ensure education for all. Today, many countries are making progress already in achieving the goal to provide

education for all. However, the progress is still very slow in low-income and developing countries, for example in Sub-Saharan Africa (MDG 2014, SDG, 2015; Loewe, M., & Rippin, 2015).

Street hawking is one of the common forms of child labor in Nigerian cities where children work from morning to evening. As a result, these children do not have time to stay in schools. Especially adolescent girls and most of them have no choice but to drop out from school at an early age (Awosusi & Adebo 2012). In Nigeria, the problem is more apparent in Northern Nigeria, especially in the northeast zone where the present study was conducted. Most adolescent girls did not complete secondary school education (Ministry of Education, MOE 2014). Discrimination against girls in education still exists in this region. Parents prefer to ensure education for boys rather than girls, there is also higher tendency for adolescent girls to be withdrawn from school either on grounds of socio-economic factor like street hawking or forcible early marriage (Kinanee & Tariah 2005, Ngounoue 2010).

SITAN (2010) observed that Hausa girls from the northern Nigeria face problem to juggle between school work and street hawking. Most of them could not complete their secondary school education, which leads to school dropout. Ayodele and Adebisi (2013) in their study pointed out that adolescent girls involved in street hawking while schooling are likely to have low academic performance and at risk of dropping out from school. The issue of school dropout among adolescent girls must be addressed in order for Africa to narrow the gender gap in education attainment and realize the goal of Education for All (EFA) by 2015 (MDG, 2014). The Nigerian Educational Data Survey (NEDS, 2011) indicated that the monetary cost related labor such as street hawking is one of the leading causes of school drop-out among

girls. It accounts for 40.4% of the drop outs in urban centers and 30.9% in rural areas. According to Aqil (2012) girls and women who have to worked in their childhood as street hawkers, their children will work as street hawkers, passing it from generation to a generation. Therefore, education plays a vital role in social mobility and it is important for girls to have a good education.

The Global Monitoring Report (2006) drew attention to the challenges of girl's education in Nigeria, if international targets set in the MDGs and the Dakar Framework for Action on Education for All are to be met. These international reports identified street hawking as one of the main obstacle to progress in education (MDG, 2006; EFA, 2007)

According to Nseabasi and Oluwabamide (2010), Street hawking is a contradiction of the international convention on the right of the child. It is indeed inhuman and merciless for anyone to engage a child in money-making venture more especially adolescent girls; such a child is denied basic education which is a right for every child. This could most likely be because their parents are illiterate and may not place much value on their children's education. Tide (2010) stated that in most urban centers 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.

According to studies on street hawking among children, Nigerian children are more vulnerable and at risk of adverse effects from child labor due to poverty in life (Alabi & Alabi 2014). Girls particularly are affected by street hawking and school dropout because gender discrimination in Nigeria is still a norm (Ekine 2013). Most parents push girls to street hawking at young age to make ends meet that may affect the target of Education for All by 2015 (Magaji, 2010).

UNESCO (2005) stated that children who work while schooling, often leave school prematurely. Street hawking also affects the children's academic achievement and psychology adversely. UNICEF (2006) reported that Nigerian children engaged in different forms of labor to support their family economy. Statistics showed that as high as 64% of the children work as street hawkers in Nigeria (Femi, 2011). About 45% of these children have dropped out of school and worked full-time as street hawkers to enhance the family economy. On the average, the children contribute 1 USD daily working as street hawkers (Femi, 2011).

1.2 Child Labour

The unacceptable children exploitation at work persists in many regions of the world. The International Labor Organization (ILO, 2005) defines child Labor as any work that deprives children of their childhood, dignity and potentials. Child labors intrude children education, desist or deprive them chance (opportunity) to go to school, forces them to quit school prematurely or obliges them to try to combine their studies with extensive and substantial work. The International Labor Organization (ILO) reported that there were 215 million child laborers worldwide (ILO, 2010). There are still 115 million children involved in hazardous work, and most child labor takes place within the family unit, and some may be hidden from official statistics. The number of child labor in Latin America and the Caribbean was recorded at 9.2 million while Asia and the Pacific regions have the largest number of child Laborers which is estimated to be around 77.7 million. The Sub-Saharan Africa is the continent with the highest rate of child labor. For the overall 5-17 years age group, there are 59 million child laborers in Sub-Saharan Africa (ILO, 2010). Accordingly, the International Labor Organization (ILO), the Sub-Saharan Africa region is the

most concern as more than one in five children or 21% of the 5-17 years age group is involved in child Labor, compares to Latin America and the Caribbean, with 9, then Asia and the Pacific 8%. These statistics show that the higher percentage is in Sub-Saharan Africa region

1.2.1 Street Hawking: Global Trends

Street hawking exists for hundreds of years and it is considered a cornerstone of many cities' historical and cultural heritage. Street hawking involved millions of street hawkers worldwide in the towns that account for as much as 20% of total employment. Street hawkers have formed an integral part of city life for hundreds of years (Bhowmik, 2010). Street hawkers operate in unstable and unhealthy environments and have little voices because there is no legal status for street hawkers, thus, their livelihoods, and education are constantly at a disadvantage (Bhowmik, 2010). In Latin America Colombia, Bogotá City has the highest number of street hawkers, which accounted for 20% of the informal employment (558,000 street hawkers) in 2005; followed by Lima City (Peru) street hawkers accounted for 9% of the total informal employment with about 240,000 street hawkers, who were mostly girls and women. While Caracas City Venezuela, Street hawkers accounted for over 5% of the total economically active population and about 49,000 were girls and women (Herrera et al., 2011) (Table 1.1).

Table 1.1:
Street Hawkers Percentages in Three Latin America Cities

Country	City	Street Hawkers (%)
Colombia	Bogota	20
Peru	Lima	9
Venezuela	Caracas	5

(Source: Herrera et al, 2011)

Table 1.1 indicated the population of the adolescent girls that are engaged in street hawking in three Latin American cities. Bogota city of Colombia has the highest number of street hawkers that accounted for 20%, this was followed by Peru with 9% and the least was Caracas with 5%.

In Asia, the Ministry of Housing and Urban Poverty (India) revealed that there are 10 million street hawkers in India. Mumbai accounted for the highest number of which was estimated to be around 250,000 street hawkers (Bhowmik, 2010). Kaushik and Rahman (2016) mentioned that Delhi has 200,000 street hawkers, Kolkata, more than 150,000 street hawkers and Ahmadabad has recorded 100,000 street hawkers. In Ahmadabad, girls and women made up about 10% of the street hawkers. The data showed that street hawkers were more in Mumbai than in Delhi, Kolkata and Ahmadabad. On 4th March 2014 Street Hawkers Act was passed by Indian President for the protection of livelihood and regulation of street hawkers but the commencement of the Act has not been notified (Kumar, 2014). Moreover, Herrera et al., (2011) stated that street hawkers in Vietnamese cities of Hanoi and Ho Chi Minh City have accounted over 11 percent of total informal employment. In these cities, informal street hawkers as a whole comprise 26% and 35% of total informal jobs in the country. Girls and women comprise more than two-thirds of street hawkers in Hanoi and Ho Chi Minh City. The data showed that Hanoi and Ho Chi Minh City had the same percentage of street hawkers which account for 11%.

Bhowmik (2010) indicated that the report from city authorities, academics, and local Non-Governmental Organizations (NGOs) identified that there are about 90,000 street hawkers in Dhaka city of Bangladesh. An estimated 800,000 street hawkers in Seoul, South Korea; 50,000 street hawkers in Singapore; 50,000 street hawkers in Manila city, Philippines; 47,000 street hawkers in Kuala Lumpur city, Malaysia. According to Rahimah and Suriati's (2013) paper entitled child workers' knowledge and educational rights: a study of child labor in Sabah, Malaysia, is hard to cite the number of children engaged in street hawking in Malaysia. Also, official data on child street hawking is very limited

Table 1.2: *Street Hawkers by Percentages in Three Asia Cities*

Country	City	Street Hawkers (%)
India	Mumbai	14
Thailand	Bankok	11
VietNam	Hanoi	11

Source: Herrera et al., (2011) and Women and Men in the Informal Economy (WIEGO, 2013).

The populations of adolescent girls that are engaged in street hawking in three Asian cities are presented in Table 1.2. The city of Mumbbai in India recorded the highest population of 14%. Both Bankok and Hanoi in Thailand and Vietnam respectively recorded the same population of 11%.

1.2.2 Street Hawking in Africa

In Africa, official statistics estimated that street hawkers formed between 10% and 20% of the total employment and 13% to 25% of total informal employment comprising the total number of informal labor carried out informally by households at given reference period of time by their children (ILO, 2003). Girls and women constitute more than two-thirds of street hawkers in the principal cities estimate for nine African countries and Nigeria with the highest percentage (ILO, 2012).

Table: 1.3:
Street Hawkers Percentages in Nine African Cities

Country	City	Street Hawkers (%)
Nigeria	Lagos	25.0
Togo	Lomé	24.0
Mali	Bamako	19.9
Benin	Cotonou	18.8
Burkina Faso	Ouagadougou	16.7
Ivory Coast	Abidjan	16.0
Madagascar	Antananarivo	15.3
Niger	Niamey	13.5
Senegal	Dakar	13.0

Source: Herrerra et al, (2011) and International Labor Organization (ILO 2012)

From the global perspective, studies show that street hawking in Asian cities (e.g., Kuala Lumpur, Mumbai, Vietnam) and Latin America (e.g, Peru) is regulated by the government and Street Hawking Association have been established in order to protect the interest of the street hawkers (Bhowmik, 2010). Unlike in Africa, street hawking is still an unregulated activity without the involvement of government and association (Umar, 2009).

1.3 Impact of Street Hawking from the Educational Perspective

Street hawking is a significant activity, which serves as a source of livelihood for many people in most developing countries across the world. Children engaged in street hawking because of the poverty to help finance their education and to boost the household income. These children faced a lot of challenges including physical hazard (e.g, leg pains and exposed to the environmental hazard) due to the nature of street hawking activities (Shukurat, 2012).

The problem of street hawking involving children is immense and growing. Wherever poverty exists, street hawking activities function in societies and most striking social and educational issues bothering the developing countries.

Akpan and Oluwabamide (2010) revealed that both boys and girls between aged 12 to 17 years, involved in street hawking. Girls, however, significantly outnumber boys. This is supported by Winnie (2005), who found that in African countries, girls and women dominated street hawking because of limited economic opportunities and gender bias in education. There is a need to assist the vulnerable adolescent girls to stay in school and perform academically in line with the Millennium Development Goals (MDG). The moves will contribute towards poverty eradication, gender equality in education and education for All (Rena, 2009). Olufayo (2006) buttressed this view as children with poor socio-economic parental background were left with no choice than to abandon their right to education withdraw from school and become street hawkers. According to Ekpenyong and Sibirii (2011) and Owolabi (2012), Nigeria cannot manage its resources properly, perpetuating the problem of the socio-economic status of parents that forces their children to street hawking.

According to Alokun (2010), child maltreatment is sometimes called child abuse can be informed of child labor, such as street hawking. Working at young age could have negative physical, psychological, social and emotional effect on a child whereby the survival, safety, self-esteem, growth and educational development of the child are endangered by stress and low self-esteem in decision making. Liborio and Ungar (2010) found that children from poor household or disadvantage background are poor in physical and social resources. They have to work hard to overcome the challenges in life and some of them have no choice but to work as child laborers such as working as street hawkers, to earn a living. Growing up in harsh environment may develop resiliency among these children. Resiliency refers to the inner strength that allows for the physical manifestation of that strength. To help recovery from

disruptions in functioning to differing degrees across multiple domains of life and return to previous level of functioning as a result of certain environmental stressors (Pietrzak & Southwick, 2011; Steinhardt & Dolbier 2008).

In relation to academic motivation, focus was made on the works of Vallerand, Pelletier and Koester (2008) who mentioned that motivation “is conceptually operationalized as the underlying “why” of behavior”. Academic motivation asks the question “Why do you go to school?” Thus, it can be understood as the motivation to ones has to decide for and continue with studies. Academic motivation is almost near to the term ‘motivation to learn` which deals with psychological processes that explain the appearance and evolvment of learning activities and its effects. Conventional research fields are classroom settings and instruction. Evidently academic motivation is also part of academic learning as well as achieving play certainly a role for motivation to study; learning processes are of course a part of education and of academic motivation. A whole body of literature from school and educational psychology exists on learning motivation with emphasis on learning and instruction (Krapp, 1993).

Many studies (e.g., Murton et al. 2008, Paulsen & Feldman, 2005; Valle et al. 2003, Salili et al. 2001, Bures et al. 2000) deal with students’ motivation concerning their learning aspirations and their psychological processes of learning. Nevertheless, learning motivation is not to be confused with academic motivation for the latter focuses absolutely on reasons why individuals decide for and continue with studies. Academic motivation involves making a better selection by students regarding their career orientation with the help of school, inability to see why they go to school and openly, carelessness, being in the process of accomplishing difficult academic activities, showing themselves that they are intelligent persons, continue to learn

about many things that interested them through their studies lack of ability to understand what they are doing in school and wanting to show themselves that they can succeed in their studies (Lam, et al, 2014; Karadağ et al. 2014; Maurer et al. 2013; Stover et al. 2012; Maurer, 2012)

Stress is simply defined as a response to a stimulus that disturbs ones physical or mental balance. In other words, it's an omnipresent part of life. A stressful event can cause the “fight-or-flight” response, causing hormones such as adrenaline and cortical to surge through the body. A little bit of stress, known as “acute stress,” can be exciting—it keeps one to be active and alert. But long-term, or “chronic stress,” can have harmful effects on health. One may not be able to control the stressors in one’s world, but one can alter one’s reaction to them (Janov, 1991). Stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. In other words, it's an omnipresent part of life. A stressful event can trigger the “fight-or-flight” response, causing hormones such as adrenaline and cortical to surge through the body (Janov, 1991). Stress also implies feeling of inferior to other people, thoughts that one cannot push out of his mind, losing interest in most things, unhappy or miserable, attack of panic, feeling weak in the parts of the body, inability to concentrate, taking a long time to fall asleep, or restless sleep, or nightmares, awakening early and not being able to fall asleep again Vescovelli & Ruini; 2014; Toner & Velleman; 2013 Yuen & Toumbourou, 2008; Mora-Ríos & Natera, 2006; Kellner and Sheffield, 1973).

The issue of self-esteem has a long and far-reaching literature in the social sciences. Historically self-esteem has been recognized by many of the leading figures in psychology and sociology such as illiam James and George Herbert Mead as a vital component in educational and occupational achievement as well as cognitive

and affective functioning. It has also long been recognized that self-esteem plays an important part in a range of mental health problems and general well-being (Ellison, 1993). Interest in the issue of self-esteem across different schools of psychology and sociology remains high perhaps because its importance is so widely recognized. A review of literature (Andrews, 1998) identified 1500 articles on the subject of self-esteem. In her review of the literature Andrews (1998) concluded that although the subject of self-esteem has been widely researched and debated, important questions remain regarding definition and measurement, development and maintenance and the relationship between self-esteem and mental health measures. Given the continued importance attached to this subject by researchers from different theoretical traditions, it is likely that interest in self-esteem will remain high in future (Shine, McCloskey & Newton, 2002). Self-esteem implies taking a positive attitude by adolescent girls toward themselves, on the whole, being satisfied by adolescent girls with themselves, wishing to have more respect by adolescent girls for themselves, certainly feeling useless at times by adolescent girls and at times thinking by adolescent girls that they are not good at all (McMillan & Schumacher; 2001; Wylie Blascovich & Tomaka, 1991; Rosenber; 1986; Byrne, 1983; Silber & Tippett, 1965;).

In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self (Hewitt & John, 2009). Self-esteem encompasses beliefs and emotions such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it as "what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as a significant predictor of certain outcomes, such as academic

achievement, happiness, satisfaction in marriage and relationships, and criminal behavior. Self-esteem can apply specifically to a particular dimension or a global extent. Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, and self-integrity.

Resilience is that indescribable quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes. Psychologists have recognized some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to control emotions, and the ability to see failure as a form of helpful feedback. Even after bad luck, resilient people are blessed with such an outlook that they are able to change course and soldier on (Janov, 1991). Resilience is having self-discipline, keeping interested in things, usually finding something to laugh about, getting through hard times, usually looking at a situation in a number of ways, sometimes making oneself do things whether one wants to or not, taking life to have meaning, being not to dwell on things that one can't do anything about, usually finding the way out one when one is in a difficult situation, having enough energy when one is in a difficult situation, doing what one has to do, feeling okay by one if there are people who don't like one and being resilience (Silva, Silva, & Vettore, 2014; Silva et al 2014; Arnetz, Rofa, Arnetz, Ventimiglia, & Jamil, 2013; Arnetz, et al 2013; Abiola & Udofia, 2011; Nishi, Uehara, Kondo, & Matsuoka, 2010; Wagnild & Healthier, 2009; Wagnild, 2009, Nishi et al. 2010).

1.4 Involvement of Girls in Street Hawking

Street hawking among girls is increasing by the fact that they usually go for street hawking in the company of their mates and are not guided by adults. It is a traditional street hawking system, unlike in Indian that have street hawker association exist and the law for the protection of livelihood and regulation of Street Hawkers has been passed (Adeyemi, 2007). For these reasons, Akpan and Oluwabamide (2010) stated that adolescent girl's street hawking in occurs almost on daily basis.

According to Umar (2009), girl's hawkers come to the principal cities in groups and then split into different directions of the city to sell their goods. They remain in the town from early hours of the day to late in the evening hours where they take buses and cars back to their respective villages after the day's sales. Street hawking in this era has deeply eaten the society across the globe. This trend has affected most the people especially parents who due to no fault of their own sending their girls to street hawking. The main reason behind it is to get financial stability and to have at least, two square meals in a day if possible.

In Nigeria, the upsurge in children Street hawking has been attributed to the introduction of the economic policy in Nigeria as the Structural Adjustment Programme (SAP) in 1980 (Okafor, E. E. (2010).

This economic policy affected the country's economy, leading to a massive devaluation of the nation's currency, inflation, low wages and decline in the standard of living and quality of life of most Nigerians; the related decay of public infrastructure, rapid population growth and increase number of unemployment, especially in the urban centers. Consequently, most children have been forced to engage in street hawking to become street hawkers.

The Nigerian Labor prohibits children under the age of 12-17 years to work in the harmful environment. However, the law does not prevent adolescent girls from domestic services; parents seize this opportunity to send young adolescent girls to street hawking (United States Department of Labor, 2011). The Nigeria National Assembly should seriously look into these and other international laws, especially human rights issues that adversely affect the rights and fundamental freedoms of the citizenry. Thus, the problem now is how to effectively enforce and monitor the implementation of these provisions as they affect the adolescent girls' rights in Nigeria. All social rights should be made justifiable in Nigeria so as to empower the less privileged in the society (Onyemachi, 2010). Okafor (2010) estimated that over 4 million Nigerian girls engaged in street hawking activities, working for long hours (average 12 hours a day) in poor and unhealthy conditions. There are several factors that force children to work more especially street hawking such as inadequate economic growth, poverty, unemployment, family demography, over population and lack of education and health care (Ahmad 2012).

1.5 Factors Contribute to Street Hawking in Nigeria

Psychologist, economist and sociologist, suggest causal mechanisms that might explain correlations between family demography, particularly socio-economic status and family size structures, were determinant of children's educational development. Different discipline postulates that children reared family structures will, on average, receive more psychological support as well as social, cultural and economic resources than children reared in others (Jenkins et al, 2013). Therefore, family demography composition includes socio-economic status and family size as predictors of adolescent girl's development and education (Ruggles, 2012). As most Nigeria families live below the poverty line, parents see children most especially

adolescent girls as part of contributors to their household income (Bhat & Rather, 2009).

Parents who are illiterate may not place much value on their children's education as a result denying the basic educational right to their children. Most adolescent girls have to engage in the money-making venture as Street hawking to make ends meet that parent's socio-economic status, occupation and educational level play a significant role in children education (Nseabasi & Oluwabamide 2010). Caldwell (2007) noted that children engaged in street hawking because of poverty, lack of awareness or ignorance of child right, and their psychological development at every stage by their guardians; that is the reason why some adults make unrealistic expectations from them. It was also observed that large family size is a contributory factor to street hawking by children, as most of them do not receive all the attention they need because many children are shared only one man as a father. It is very frequent in the study area (Kembe, 2010).

The family size that has largely poor households has more children involved in street hawking. Parents oblige their children to work because they are not able to manage the demands of a large family size. There are also gender differences in household size. Street hawking depends on the child's age and gender, for example, boys are more likely to attend school than girls. Older siblings often contribute more to the family income (Ahmad, 2012). Educational psychologist has shown interest in investigating the psychological predictors of adolescent's girl's success at school and the primary indicators could be an adjustment to stress. Interest to learn as academic motivation has highlighted self-esteem to become predictors of academic achievement (Zuffianò et al. 2013). It is important for educators to identify student

characteristics mentioned that can be modified in educational practice to promote better academic achievement.

1.6 Statement of the Problem

Street hawking as a source of livelihood across the developing world has often raise a lot of concern regarding, hygiene, slum, crime, health, human and vehicular congestion from government, city authorities, as well as psychological traits and academic achievement of child. Nigeria like other developing countries is experiencing these problems especially among the adolescent girls and boys who are the ones that are mostly engaged in the street hawking.

In Nigeria, street hawking is one of the most popular forms of child labor. It is considered exploitative because of the excessively long hours of trading by the children, which not only affect their academic performance but also prevent them from schooling (Ibanga, 2009). Although few empirical studies have been carried out on street hawking among girls in Nigeria (Agbo, 2017; Abraham, 2011; Adeyemi, 2007); there are few studies that examines the psychological and academic impact of street hawking on adolescent girls in Nigeria. Street hawking appears to be a common phenomenon in Nigeria where girls work during school hours in motor park, highways and market places, but there is little research that establishes and confirms its impact on school going children (Ministry of Education, 2014). In short, no sufficient research has been undertaken to explore the psychological impact of street hawking on children educational development and achievement

Research on street hawkers reveal that street hawking affects children schooling and academic performance because of the long hours spent by children on the street (Ministry of Education, 2014). These children have lesser time for home

work and other educational activities that might affect their overall aspects of development. Therefore, there is need to carry research on adolescent girls street hawkers psychological development. Trekking of long distances during hawking may eventually lead to tiredness and lack of motivation to study (Olutunde, 2013; Ugochukwu et al., 2012; Amoo et al. 2012). As family demography could be an important determinant of child labour, parents' occupation may be one of key factor that affects children's involvement in street hawking. Poor parents cannot afford to pay for children school fees, uniforms or other additional costs. Thus, they compelled to street hawking to pay for the educational resources (Bhat, 2010). According to Umar (2009), in Nigeria street hawking is done almost all the time by young children both males and females. It has been said that the adolescent girl's hawkers come to the cities in groups and then go to different directions of the city to hawk their goods, they remain in the city from early morning to late in the evening when they take buses back to their respective villages after the day's sales (Umar, 2009). Street hawking is seen as a form of child labor which has eaten deep into the society across the globe more especially in this era (Uwhejevwe, 2009). 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 labor, the purpose of doing so is to get financial stability and to eat at least two times a day.

Nigerian Government has adopted and implemented many educational policies (Lawal, 2010) and made education compulsory for all children, but the negative psychological effects and poor performance of school going adolescent girls can ultimately lead them to drop out. Therefore, it is important to investigate the problems faced by school going adolescent girls who are working as street hawkers,

who are at-risk of dropping out before it is too late. Even though, it has been indicated that school dropout rates were higher in 2013 (FRN 2013; Simmons, 2013)

According to the Federal Republic of Nigeria (FRN) about 10.5 million adolescent girls were out of schools in the junior secondary (FRN 2013). Akarro and Mtwewe (2011) reported that the number of Junior Secondary School remains small in developing countries because millions of girls are being forced to work as income contributors to their family survival while trying to stay in school. According to the Millennium Development Goals (MDGs Nigeria, 2010), about 66% of adolescent girl's street hawkers dropped out from school. This affects their future life and education of their children (in the North-East zone of Nigeria)

Street hawking may generate adverse effects on children in terms of cognitive, emotional and social development (Amar et al., 2008). Adolescent girls are in a critical period of psychosocial development. Hence, it is crucial to understand the effects of street hawking on the girl's psychological attributes through empirical studies (Omokhodion et al., 2006). Street hawking also exposed adolescents to a lot of risk and dangers, like in most city centers adolescent girls who are working as street hawkers could easily be knocked down by moving vehicles. Besides, street hawking has denied many children of school despite their ripe age of going to school (Tide Online, 2010).

UNICEF Nigeria stated that these children who work suffer from fatigue, irregular attendance at school, lack of comprehension and motivation, improper socialization, exposure to risk of sexual abuse and high likelihood of being involved in crime. Nwosu (2006) conforms this by stating that during street 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 of street hawking have

on the family and society are that these children who worked as streethawkers may have some psychological problems have dubious character especially the boys as they meet other children or adult with questionable characters in areas like motor parks, stadia and in uncompleted buildings in the town (Danesty and Okediran, 2002). Ebigbo, and Agba, (1990) also stressed that psychological problems another problem which may be related to the fact that sexually transmitted diseases are on the increase as these teenage street hawkers want to be on the reigning fashion will embark into prostitution in other to make money. As they engage in this pre-marital sex, they count all on their gains without counting on the after effect. As these children who are still growing continue to carry goods on their head though the day and some of these loads may be too heavy for their ability, this can affect psychological well being (Nwosu, 2006).

The parental impact on their children's educational aspirations has long occupied centre stage in the sociological literature. Researches by sociologists and economist indicate that parental attitudes have a significant effect on their children's educational aspirations and strongly raise student's achievement and minimize the problem of street hawking. Parental attitudes may therefore have significant relationship on adolescent girls, involved and uninvolved in street hawking on their academic achievement (Houtenvile & Conway 2008; Datar & Mason 2008). If the parental factors toward their children's education are important, then it is vital to understand how these parental factors are shaped.

This study was justifiable because of the significant importance that will be derived in area of developmental psychology. The study is expected to provide further information on the subject matter relating to the psychological and academic

impact of street hawking among adolescent girls in Yobe state. The study identified those psychological and academic impacts.

Arguments and justification of choosing the four psychological variables as the main impact of street hawking in the study area are due to the insufficient literature in these aspects because there are few empirical studies in this area such as street hawking and academic motivation, street hawking and stress, street hawking and self-esteem, street hawking and resiliency street hawking and academic achievement. Therefore, this research intended to fill up the gaps in the literature by unveiling the psychological and academic impact of street hawking on adolescent girls at Yobe State, Nigeria. The following research objectives and questions formulated to guide this research are:

1.7 Research Objectives

1. To compare differences in family demography (socio economic status and family size) between adolescent girls involved and uninvolved in street hawking.
2. To compare the psychological traits (academic motivation, stress, self-esteem, and resilience) of adolescent girls involved and uninvolved in street hawking.
3. To compare the academic achievement of adolescent girls involved and uninvolved in street hawking.
4. To determine whether family demography predict adolescent girl's involvement in street hawking.
5. To determine parents, influence in the involvement of adolescent girls in street hawking.

6. To determine the impact of street hawking on psychological traits and academic achievement of adolescent girls.

1.8 Research Questions

1. Is there any significant difference in family demography (socio economic status and family size) between adolescent girls involved and uninvolved in street hawking?
2. Is there any significant difference in academic motivation, stress, self-esteem and resilience of adolescent girls involved and uninvolved in street hawking?
3. Is there any significant difference in the academic achievement of adolescent girls involved and uninvolved in street hawking?
4. Can family demography predict adolescent girl's involvement in street hawking?
5. To determine parents' influences on the involvement of adolescent girls in street hawking?
6. What are the impact of street hawking on psychological traits and academic achievement of adolescent girls?

1.9 Research Hypothesis

H01a: There is no significant difference in socio economic status (parent's educational background) between adolescent girls involved and uninvolved in street hawking.

Ho1b: There is no significant difference in socio economic status (parent's occupation) and involvement or uninvolvement of adolescent girls in street hawking.

Ho1c: There is no significant difference in family size (father's number of wives) and involvement or uninvolvement of adolescent girls in street hawking.

Ho1d: There is no significant difference in family size (number of children) and involvement or uninvolvement of adolescent girls in street hawking.

Ho2a: There is no significant difference in academic motivation between adolescent girls involved and uninvolved in street hawking.

Ho2b: There is no significant difference in stress between adolescent girls involved and uninvolved in street hawking.

Ho2c: There is no significant difference in self-esteem between adolescent girls involved and uninvolved in street hawking.

Ho2d: There is no significant difference in resilience between adolescent girls involved and uninvolved in street hawking.

Ho3: There is no significant difference in academic achievement of adolescent girls involved and uninvolved in street hawking.

Ho4: There is no significant contribution of family demography in predicting the involvement of adolescent girls in street hawking.

1.10 Significance of Study

The current study is important because it can provide an overall picture of the psychological and educational impact of street hawking on adolescent girls. The

findings will fill in the literature gaps on this subject and will add to the literature base in educational practice, particularly in Nigerian context. The finding is going to be an important document to the Ministry of Education in formulating policies on gender equality and Education for All in Nigeria in specific and in African countries in general. Moreover, the research will provide crucial empirical findings to the Ministry of Women Affairs on the impact of street hawking, which is in line with the Ministry's war against child labor especially among school going adolescent girls.

The study could provide vital information on predictors and impact of child labor to UNICEF, UNDP, UN, UNESCO, USAID, and UNGEI which will help them in planning and implementing intervention programmes to help solve issues related to child labour in particular the abuse of children in street hawking. The findings will also enable researchers who are interested in the area of street hawking to understand parents' influence on adolescent girls' involvement in street hawking and the impact of these socio-educational issues on these children. The findings would be of significance to the school administrators in Yobe State, Nigeria, where the study was carried out. It could help the schools' Parent-Teachers' Association create awareness among parents on the impact of street hawking to their children educational development. In specific, the finding is going to enlighten parents about the differences between adolescent girls who are involved and uninvolved in street hawking based on parental factor, psychological traits and academic achievement. This hopefully will help the parents see the importance of allowing their adolescent girls to complete secondary education to ensure their well-being and brighter future. Moreover, the study will be relevant to school counselors in their role to provide guidance and counseling to adolescent girls more specifically those involved in street hawking to prevent them from dropping out from school. The research will also be