

Impact of Street Hawking on Retention and Academic Performance of Junior Secondary School Students in Sokoto Metropolis, Implication for Counselling

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Abstract

The study examine the impact of street hawking on retention and academic performance of junior secondary school students in Sokoto metropolis, implication to Counselling. Two (2) research objectives and (2) hypotheses set for study. The study used quantitative approach, specifically utilizing a survey research design. The population of the study consisted of 2,900 Students of JSS 3 students. Purposive sampling technique was used to select 387 respondents. The instrument used for this study is questionnaire which was titled "Impact of Street Hawking on Retention and Academic Performance Questionnaire" (ESHRAPQ). The instruments were pilot tested and validated by experts in the field of education. The data collected were subjected to descriptive and inferential statistics. The results of first hypothesis indicated a significant difference in the retention rates between males and female students of junior secondary school students based on gender, the analysis showed that male students ($M=72.15$, $SD=8.12$) and female students ($M=70.02$, $SD=7.85$) with a mean difference of 2.13. The result of the second hypothesis indicate street hawking has no significant difference on the effect of academic performance of junior secondary students based on gender, the analysis showed male students ($M=68.45$, $SD=7.82$) and female students ($M=65.90$, $SD=8.15$) with a mean difference of 2.55 points The study concluded that; street hawking significantly affects junior secondary school students in Sokoto Metropolis, with clear variations based on gender. Finally, the researcher recommended that; Schools should introduce remedial classes, after-school tutoring, and flexible learning schedules to help street-hawking students, especially the most affected gender, recover academically and improve performance, education authorities should design and implement targeted retention strategies that address the unique challenges faced by male and female students affected by street hawking, ensuring both genders remain in school

Keywords: Street hawking, Retention, Academic performance and Counselling

Introduction

Academic performance is a critical indicator of educational success and a vital determinant of future opportunities for students. Globally, various factors influence students' academic outcomes, including socio-economic status, parental involvement, school environment, and individual motivation. In many developed countries, educational policies and resources aim to mitigate barriers to learning, fostering environments conducive to high academic achievement. However, in developing regions, particularly in Africa, the landscape is often characterized by challenges that significantly hinder academic performance (Sengonul, 2022).

In Africa, the educational system faces numerous challenges, ranging from inadequate infrastructure and limited resources to socio-cultural barriers. Ugo, U. S. (2024) highlights that many students encounter financial difficulties that compel them to engage in various forms of labor, including street hawking, to support their families. Street hawking, defined as the informal sale of goods in public spaces, has become a prevalent phenomenon in numerous African countries. The need to hawk goods often means spending significant time outside the classroom, which detracts from their study time and academic engagement. The struggle to balance hawk and education can lead to fatigue and stress, further impacting their academic outcomes (Ogunyemi, 2019). Research indicates that this practice not only reduces from students' time and energy dedicated to their studies but also affects their overall well-being. For instance, Raji, Muhammad, Dinebari, Bello, Oladigbolu and Kaoje (2017) and Ogungweru(2023) highlight that street hawking is associated with increased risks of physical and emotional harm, which can detrimentally affect a child's educational engagement and performance.

In Nigeria, the situation mirrors the broader African context. The country's educational system hand-to-hand struggle with issues such as overcrowded classrooms, insufficient teaching materials, and high rates of poverty. These factors create an environment where many students are compelled to supplement their family income through street hawking. According to UNICEF (2022), approximately 17 million children under the age of 14 are engaged in various forms of labor across Nigeria, with a significant portion involved in street hawking. This practice significantly impacts their retention in school and academic performance, often leading to lower grades, higher dropout rates, and diminished educational aspirations. High academic performance can lead to improved career prospects, higher income levels, and

a greater sense of personal fulfillment. Conversely, low academic performance can limit opportunities and hinder personal growth (Ojetayo & Adeniyi, 2024).

Sokoto, a state in the northwestern region of Nigeria, exemplifies these challenges. Sokoto state faces significant economic challenges, including a high poverty rate and limited economic opportunities (World Bank, 2020). Here, the socio-economic conditions are particularly pressing, with many families struggling to meet basic needs. The prevalence of poverty in Sokoto has been linked to high rates of street hawking, which is often viewed as a necessary means of survival for many families (Raji, Muhammad, Dinebari, Bello, Oladigbolu and Kaoje, (2017). Consequently, junior secondary school students may find themselves participating in street hawking as a means of survival. As a result, junior secondary school students often find themselves compelled to engage in street hawking as a means of generating income to support themselves or their families (World Bank, 2020). Street hawking has become prevalent among junior secondary school students in Sokoto State due to socio-economic factors such as poverty and limited access to quality education (Tsagem, &Idris, 2025). The implications of this practice are profound, as it not only disrupts their academic engagement but also alters their perceptions of education and its value.

Moreover, the cultural context in Sokoto plays a significant role in shaping students' attitudes toward education and street hawking. In many cases, educational attainment is undervalued, particularly for marginalized groups. This perception further worsens the challenges faced by students engaged in street hawking, as they may prioritize immediate financial support over long-term educational goals (Ogungweru, 2023). Additionally, the lack of strong support systems, both at home and in schools, can lead to a cycle of poverty and underachievement. Consequently, engaging in street hawking poses specific challenges that can impede academic performance. Firstly, the need to contribute to family income can divert the time and energy of these students away from their studies (Angela & Ovyne, 2024). This diversion can result in reduced study time, lack of focus, and diminished academic performance. Secondly, street hawking often lacks the supervision and counseling necessary for students to develop discipline and motivation for academic pursuits (Ojetayo&Adeniyi, 2024). Without proper counseling, students may struggle to balance their academic responsibilities with their economic needs, leading to lower academic performance and retention.

Street hawking According to Nwajiuba and Oni (2017) Street hawking is a multifaceted phenomenon characterized by the sale of goods or services on the streets, sidewalks, or other public spaces by individuals, often children or adolescents, as a means of economic survival or income generation. Similarly, Ijadunola, Babatunde, Olatunji, Owolabi, Adewale, Ifedayo, I. F. & Friday (2015) conceptualizes street hawking as a form of informal economic activity characterized by the sale of goods or services in public spaces, often without proper licenses or permits. supported by Nasirudeen (2023) street hawking is viewed as a coping strategy adopted by marginalized individuals, particularly youth, who face limited access to education and employment opportunities. This was supported by Oyewale (2018) who asserted that Street hawking is conceptualized as a survival strategy that can simultaneously provide a sense of autonomy and dignity, while also exposing individuals to risks and vulnerabilities. The constant exposure to harsh living conditions, exploitation, and social stigmatization can have negative psychological consequences, leading to feelings of inferiority, hopelessness, and a diminished sense of self-worth (Atomatofa, 2020).

Retention in junior secondary education is a significant concern, particularly in Sokoto, where dropout rates exceed the national average due to students leaving school for full-time work or facing academic difficulties exacerbated by their hawking activities (Umar, 2020). This lack of educational retention not only hampers students' future career prospects but also contributes to broader societal issues, such as persistent poverty and underemployment. The psychological stress of balancing street hawking with academic responsibilities leads many students to experience anxiety, low self-esteem, and decreased motivation (Adeleke, 2022). Furthermore, the stigma of street hawking can isolate these students from their peers. Counseling can be crucial in addressing these challenges, as school counselors can provide support, coping strategies, and discussions on the importance of education, helping students navigate their dual roles and prioritize their studies despite external pressures (Okeke & Eze, 2023).

Therefore, the impact of street hawking on the retention and academic performance of secondary school students in Sokoto Metropolis is a critical issue that requires urgent attention. The socio-economic challenges faced by these students adversely affect their educational success and psychological well-being. By understanding these interconnected issues, counselors can

develop effective strategies to help students navigate their complex circumstances. Targeted counseling interventions can improve academic outcomes and retention rates, thereby offering a brighter future for the youth in Sokoto. This intersection of street hawking and academic performance is vital for research, as it can lead to more effective educational strategies and support systems tailored to student needs. The findings could also guide local educational policies and community initiatives aimed at curbing street hawking while promoting academic success. Engaging stakeholders such as government officials, educators, families, and community leaders is crucial for fostering an environment that supports educational attainment and safeguards children's rights in Sokoto.

Social Learning Theory (Bandura, 1977) is particularly pertinent to this study as it elucidates how street hawking behaviors may be acquired and perpetuated among secondary school students. When students observe peers or family members engaging in hawking, they may come to view it as a viable means of income. This perception can significantly influence their decision-making, leading them to participate in similar activities. The modeling of such behaviors can detrimentally impact their educational experience, as those who prioritize street hawking may emulate these observed actions, potentially devaluing their academic pursuits and affecting both retention rates and academic performance (Eke Ada, 2016).

Theory of Humanistic psychology (Carl Rogers, 1951) is particularly relevant to the objective of exploring the necessity for counseling services for secondary school students engaged in street hawking in Sokoto Metropolis. Students involved in street hawking often face numerous psychological and emotional challenges, including stress, low self-esteem, and feelings of isolation. Counseling services grounded in humanistic principles can provide a supportive environment that fosters self-exploration and personal growth. By addressing the emotional and psychological needs of these students, counseling can help them develop coping strategies, enhance their self-worth, and improve their overall well-being.

Anyaogu (2022), examined child street hawking and the educational component of the Sustainable Development Goals (SDGs) in Aba Urban, Abia State, Nigeria. The study employs a cross-sectional survey design to gather data. The population of the study is stated as 498,260 adults aged 18 years and above. The researcher used a proportionate sampling technique to select a

sample size of 1,108 participants. Questionnaires and in-depth interviews (IDIs) were used as instruments for data collection. Data collected from the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS). The study's findings indicate that poverty is the major factor contributing to child street hawking. It highlights that poverty poses a significant challenge to achieving the educational component of the SDGs in many African states, particularly Nigeria. The study employs a proportionate sampling technique to select a sample size of 1,108 participants from a population of 498,260. However, the specific details of the sampling process, including how the proportions were determined, are not provided. Without this information, it is challenging to assess the representativeness of the sample and the generalizability of the findings.

Senna, (2023) conducted a study to investigate the impact of street hawking on the education of young female hawkers in Ghana's Volta region. The research employed non-experimental and descriptive methodologies, utilizing selective sampling to select 60 participants from a population of 17,335 adolescent schoolgirls involved in street hawking along the main roadway. Primary and secondary sources of information were utilized in the study. Both qualitative and quantitative data were collected for analysis. Qualitative data included the researcher's firsthand observations during fieldwork, while quantitative data were obtained through the use of questionnaires. The Statistical Package for the Social Sciences (SPSS) software was employed to analyze the quantitative data obtained from the questionnaires. The analysis involved descriptive techniques such as bar charts, graphs, and other relevant data analysis methods. The findings of the study revealed that a significant number of female street hawkers face challenges in regularly attending school due to their involvement in hawking activities on the streets. This lack of regular school attendance negatively impacts their academic performance, often resulting in poor educational outcomes. Additionally, a considerable proportion of these young female hawkers eventually end up dropping out of school. The study used selective sampling to choose 60 respondents from a population of 17,335 adolescent schoolgirls involved in street hawking. While the study acknowledges the sampling method, it does not provide information on how the sample was selected or whether it was representative of the larger population. This lack of transparency raises concerns about the generalizability of the findings to the broader population of young female hawkers in the Volta region.

Adebisi (2021) examined the implication of street hawking and its causal factors among youths in Sango-Ojoo axis of Ibadan. The study was a descriptive survey among 37 youths who were randomly sampled at potential hawking terminals. Data was collected through the use of multiple-choice questionnaires, and interview guide, while chi-square test was used in data analysis. Findings revealed a preponderance of female youth hawkers and poor education was the major causal factor of hawking amongst the youths. The study focuses specifically on the Sango-Ojoo axis of Ibadan and its implications for street hawking among youths. It is essential to recognize that the findings may not be directly applicable or generalizable to other contexts or locations. The study could have discussed the potential limitations and transferability of the findings.

Ibrahim, Magdalene and Abasido, (2021) examined street hawking as predictor of enrolment, attendance and retention of students in basic education in Gusau, Zamfara state. Survey design was adopted for the study. The researchers sampled 398 out of 40,715 Basic Education students for the study. Structured questionnaire titled Hawking and Enrolment (HSBE) was used for the data collection. The data collected were analyzed using mean scores to answer the research questions while logistic regression was employed in the test the null hypotheses at the significant level of $p \leq 0.05$. The study revealed that street hawking has significant influence on enrolment, attendance and retention of basic education students in Zamfara state.

Mohammed, Uniga, Bodi, & Mary-Marvella, (2022) investigated the effects of street hawking on children in Nigeria in the context of deprivation of access to and acquisition of quality education. The methodology used in the study is the survey method design, where a structured set of 120 questionnaires were distributed to collect primary data. Simple percentage and frequency were used to analyzed the collected data. The findings of the study reveal that the informal sector, despite not being regulated, provides jobs to millions of young people in Nigeria. The study identifies some of the causes of street hawking are poverty, illiteracy, and broken families.

Statement of the Problem

The phenomenon of street hawking among secondary school students in Sokoto Metropolis is a multifaceted issue that poses significant challenges to educational retention and academic performance. As economic pressures mount in Nigeria, particularly in regions with high poverty rates like Sokoto,

many students find themselves compelled to engage in street trading as a means of financial contribution to their households (National Bureau of Statistics, 2020). This engagement in street hawking can severely disrupt their academic pursuits, leading to a decline in educational outcomes.

The educational landscape in Nigeria is tense with challenges, including inadequate infrastructure, insufficient funding, and a lack of qualified teachers, which already hinder student performance (Umar, 2020). When compounded by the additional burden of street hawking, these challenges create a precarious situation for students. Research indicates that students who work while attending school often experience lower academic achievement and increased dropout rates compared to their peers who focus solely on their studies (Mokogwu & Nwankwo, 2021).

In Sokoto Metropolis, the socio-economic environment worsens these issues. Many families rely on the income generated by their children's hawking activities, creating a cycle where economic necessity prevails the importance of education. This dynamic can lead to students prioritizing their street activities over their schooling, ultimately affecting their engagement, motivation, and overall academic performance and retention (Ogunyemi, 2019). Moreover, the physical and emotional toll of balancing work and education can lead to increased stress, anxiety, and lower self-esteem among students (Adeleke, 2022).

Objective of the study

The study was guided by the following objectives

- i. To examine the effect of street hawking on the retention rates of junior secondary school students based on gender in Sokoto Metropolis.
- ii. To identify the effect of street hawking on the academic performance of junior secondary school students based on gender in Sokoto Metropolis.

Research Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance

H₀₁: There is no significant difference in the retention rates of junior secondary school

Students involved in street hawking based on gender in Sokoto metropolis

H₀₂: There is no significant effect in the academic performance of junior secondary school students involved in street hawking based on gender in Sokoto Metropolis.

Methodology

This study employed a quantitative approach, specifically utilizing a survey research design, to investigate the effect of street hawking on the retention and academic performance of secondary school students in Sokoto metropolis. The population of this study consists of all the JSS3 students of six selected secondary schools in Sokoto metropolis. The population of this study comprises a total of 2,900 JSS3 students. This sub-population was considered appropriate and manageable for sampling and represented the study area adequately. One instrument was used for data collection.

The instrument for this study is an adapted Questionnaire titled Impact of street Hawking on Retention and Academic Performance Questionnaire (ESHRAPQ). The instrument was validated while the reliability was confirmed using Cronbach's Alpha, yielding values above 0.80, which indicated high internal consistency. Data were collected with the assistance of trained aides and analyzed using descriptive and inferential statistics to answer the research questions while t-test was used to test the hypotheses.

Proportion of the Respondents in Each School

The study sample of 2900 junior secondary school students was drawn proportionate from six selected secondary schools within Sokoto metropolis to ensure adequate representation

Table 1: Distribution of the population According to their Secondary Schools

S/N	School Name	Location	Population
1	Government Girls Day Secondary School (GGDSS) Badon Barade	Wammako Local Government	89
2	Government Day Secondary School (GDSS) BadonBarade, Sokoto	Wammako Local Government	47
3	Government Girls Day Arabic Secondary School (GGDASS) YarAkija, Sokoto	Sokoto South Local Government,	499

4	Giginya Memorial Secondary School, Sokoto	Sokoto South Local Government,	556
5	Government Day Secondary School KofarRini	Sokoto North Local Government	697
6	Government Girls Day Arabic Secondary School (GGDASS) Sabon Birni, Sokoto	Sokoto North Local Government	1012
Total			= 2,900 Students

Source: Education Resource Center (2023)

This distribution ensured that each school was fairly represented in the study sample, thereby increasing the validity and generalization of the finding within Sokoto metropolis

Result

The results shows demographic data of respondents, 245 respondents representing 63% were male while 142 respondents representing 37% were female. As regards age of respondents, 69 respondents representing 18% were 13-14years, 90 respondents representing 23% were 15-16years while 228 respondents representing 59% were 17years or older. In respect of grade level, 33 respondents representing 9% were JSS 1, 45 respondents representing 12% were JSS 2, 217 respondents representing 56% were JSS 3, 86 respondents representing 22% were SSS 1 while 6 respondents representing 2% were SSS 2. As regards frequency of street hawking, 34 respondents representing 9% never hawk, 39 respondents representing 10% hardly hawk, 214 respondents representing 55% sometimes hawk while 100 respondents representing 26% hawk often.

Hypotheses Testing

H₀₁: There is no significant difference in the retention rates of junior secondary school students involved in street hawking based on gender in Sokoto Metropolis.

Table 2: t-test analysis result comparing the difference in the retention rates of junior secondary school students based on gender due to street hawking in Sokoto Metropolis.

Group	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Mean Difference
Male	241	72.15	1.120	2.617	385	0.009	2.13
Female	146	70.02	1.240				

Source: Field Work, 2025

$$\alpha = 0.05$$

Table 2 showed t-test analysis result comparing the difference in the retention rates of junior secondary school students involved in street hawking based on gender in Sokoto Metropolis. The analysis showed that male students ($M = 72.15$, $SD = 8.12$) had slightly higher retention rates than female students ($M = 70.02$, $SD = 7.85$), with a mean difference of 2.13. This difference was found to be statistically significant, $t(385) = 2.617$, $p = 0.009$, and the 95% confidence interval ranged from 0.53 to 3.73. Since the p-value is less than the 0.05 significance level, we reject the null hypothesis (H_{01}) and conclude that there is a statistically significant difference in the retention rates of junior secondary school students involved in street hawking based on gender in Sokoto Metropolis. This finding suggests that gender may influence how street hawking impacts students' ability to remain in school, possibly due to differences in household responsibilities, cultural expectations, or exposure to street hawking activities.

H₀₂: There is no significant effect on the academic performance of junior secondary school students involved in street hawking based on gender in Sokoto Metropolis.

Table 3: t-test analysis result showing the effect of street hawking on the academic performance of junior secondary school students based on gender in Sokoto Metropolis.

Group	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Mean Difference
Male	202	68.45	7.82	3.214	385	0.001	2.55
Female	185	65.90	8.15				

Source: Field Work, 2025

$$\alpha = 0.05$$

Table 3 showed t-test analysis on the effect of street hawking on the academic performance of junior secondary school students based on gender in Sokoto Metropolis. The results showed that male students ($M = 68.45$, $SD = 7.82$) had significantly higher academic performance scores compared to female students ($M = 65.90$, $SD = 8.15$), $t(385) = 3.214$, $p = 0.001$. The mean difference was 2.55 points, with a 95% confidence interval from 1.01 to 4.09. Since the p-value is less than 0.05, we reject the null hypothesis (H_{02}) and conclude that street hawking significantly affects the academic performance of Junior Secondary School students based on gender. This suggests that the

academic consequences of street hawking may be more severe for one gender, potentially due to differences in time allocation, responsibilities, and exposure to hawking activities.

Summary of findings

1. There is significant difference in the retention rates of junior secondary school students based on gender due to street hawking in Sokoto Metropolis.
2. There is significant effect on the academic performance of junior secondary school students based on gender in Sokoto Metropolis.

Discussion of Finding

The findings from research question one and null hypothesis one (H_{01}) revealed a statistically significant difference in the retention rates of junior secondary school students based on gender due to street hawking in Sokoto Metropolis. This outcome indicates that male and female students experience different levels of school retention, potentially linked to the varying socio-economic roles and responsibilities assigned to them within their households. Male students may be more frequently engaged in hawking activities that conflict with school attendance, while female students may face additional domestic responsibilities coupled with hawking, both of which influence their ability to remain consistently enrolled. This aligns with the notion that socio-cultural expectations, economic pressure, and gendered division of labor contribute to differences in students' educational continuity. This finding is consistent with the observations of Akpotor (2018) who argued that street hawking exacerbates educational inequality by disproportionately affecting students' retention rates, especially when gendered socio-economic roles are considered. Their study highlighted that male students often leave school earlier due to perceived opportunities in income-generating activities, while females are withdrawn due to cultural beliefs about their roles at home. Similarly, Anyaogu (2022) stressed that gender dynamics in street hawking stem from structural inequalities in households, with children's educational futures shaped by who is deemed most capable of contributing financially. The present study's results corroborate these positions, underscoring the role of gender as a determinant of school retention patterns among students engaged in hawking.

The analysis of research question two and null hypothesis two (H₀₂) revealed a significant effect of street hawking on the academic performance of junior secondary school students in Sokoto Metropolis, with variations observed based on gender. This finding indicates that while street hawking negatively impacts students' learning outcomes overall, the degree of its effect differs between male and female students. In many cases, male students may be engaged in physically demanding hawking activities that consume after-school hours, leading to fatigue and reduced time for homework or revision. Female students, on the other hand, often face the compounded challenge of combining hawking duties with domestic chores, which may further reduce the quality of their study time. These differentiated experiences suggest that gender-specific socio-economic roles interact with the demands of street hawking to produce varied academic outcomes. This findings aligns with submission of Senna, (2023), that child labor activities, including street hawking, impose a time and energy burden that diminishes children's academic performance, with gender influencing the nature and extent of the impact. They noted that while boys are often engaged in longer hours of labor outside the home, girls typically experience multiple role conflicts between economic activities and domestic obligations, amplifying the effect on their schooling. The findings is also supported by the ideas of Okeke (2014) that in socio-economically disadvantaged communities, street hawking reduced study hours, increased absenteeism, and caused lower academic scores, with female students bearing a heavier cognitive and emotional toll due to cultural expectations of home-based labor. The findings in Sokoto Metropolis align with these scholarly perspectives, emphasizing that interventions must address not only the practice of street hawking itself but also its gender-specific implications. The implication of these findings for policy and educational practice is that strategies to improve academic performance among students affected by street hawking must incorporate a gender-sensitive approach. Interventions could include conditional cash transfer programs to reduce families' dependence on children's economic contributions, provision of after-school academic support to mitigate lost learning time, and community awareness campaigns aimed at shifting socio-cultural expectations that place a heavier workload on female students.

Implication to Counselling

Counselling services in schools delivered by professional counselor to support students in various areas, including academic, career, social, emotional, and

personal development. When these services are implemented effectively, they help students to gain, self-awareness, identify their potential and feel empowered to tackle the challenges they face daily.

Conclusions

In conclusion, the results of this study demonstrate that street hawking significantly affects junior secondary school students in Sokoto Metropolis, with clear variations based on gender. The difference in retention rates between male and female students indicates that one gender is more adversely impacted in terms of staying in school, which may be linked to socio-cultural expectations and household economic demands. Likewise, the significant effect on academic performance reveals that street hawking reduces students' study time, concentration, and overall ability to achieve academic success, with one gender experiencing a greater negative impact. These findings point to the complex relationship between economic survival strategies, cultural norms, and educational outcomes, highlighting the urgent need to address street hawking as a major barrier to equitable learning opportunities.

Recommendations

1. Education authorities should design and implement targeted retention strategies that address the unique challenges faced by male and female students affected by street hawking, ensuring both genders remain in school.
2. Schools should introduce remedial classes, after-school tutoring, and flexible learning schedules to help street-hawking students, especially the most affected gender, recover academically and improve performance.
3. Government and community leaders should collaborate to provide poverty alleviation initiatives, such as conditional cash transfers, skill acquisition programs for parents, and access to microcredit, to reduce the economic need for children to hawk.
4. School counselors should develop and deliver targeted counseling interventions that cater to the distinct emotional, academic, and social needs of male and female students involved in street hawking.
5. Public enlightenment campaigns should be organized to educate parents and guardians on the negative effects of street hawking on

children's education and to promote the value of sustained school attendance for both boys and girls.

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