



Hawking and Students' Academic Performance in Christian Religious Knowledge Among Secondary Schools Students

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ABSTRACT:

This study investigates hawking and students' academic performance in Christian religious studies (CRS) among secondary school students in Obio/Akpor Local Government Area, Rivers State. The objectives of the study is to x-ray the relationships between secondary school students and their parents/guardians, child abuse and the extent of students (children) involvement in hawking, and implication of hawking to students' academic participation and performance. The study's population was all the secondary schools students from Rivers State Government owned secondary schools in Obio/Akpor Local Government Area. Purposive sampling technique was used to choose 20 students between the ages of 10 – 18 years per secondary school from 10 selected secondary schools; to make the sample size of 200 secondary school students for the study. The instrument for data collection was self-structured four points Likert scale questionnaire designed to measure and elicits responses on effect of hawking on academic performance from respondents. The reliability of the instrument was determined through test-retest method, initial and final scores of the instrument were correlated using Pearson's Product Moment Correlation and a coefficient of 0.78 was obtained, considered high enough and justified the use of the instrument for this study. The three research questions and hypotheses proposed to guide the study were analyzed using simple linear regression at 5% significance level, and with the aid of IBM statistical package.

Key Words: Hawking, Academic, Students, Performance, Christian religious studies, Secondary Schools, Parents, Guardians.

Introduction

Children are regarded as important element of development as their welfare serves as an index of social and economic development (UNESCO, 2004). However, some of them are denied the right to have good welfare and survive properly by being engaged in some form of child labour or the other. Apart from hawking, children are made to partake in several other forms of child labour by their parents and guardians in a bid to support the family ameliorate harsh economic situations. One of the most common forms of child abuse in the developing countries is hawking. In Nigeria this form of child labour is widespread in the streets, all over the states and so becomes a major menace in the Rivers State capital and environs in particular. Okon (2005) asserted that a street child is regarded as any child who may have parents or guardians in a locality, but live and work on the street at the expense of schooling with the aim of earning a livelihood for themselves or their families.

International Labour Organization - ILO (2015), defined Child labour as work that deprives children of their childhood, potentials and dignity, and is harmful to both the physical and mental development of the child. Hawking is moving to sell things by going from place to place asking people to buy them. Hawking involves canvassing for sales items carried along the street and from house to house and in public spaces. Okeke (2015) asserted that stimulated by the increase in the spiraling poverty and the worsening economic situations, hawking is a common phenomenon on the streets of Nigerian cities. Those involve in the act of hawking are mostly males and females secondary school students below the age of 18 years. As posited by Nseabasi & Oluwabamide (2010), street hawking is a negation of the international convention on the right of the child. It is indeed inhuman for anyone to engage a child in money making ventures as to deny such a child the right to basic education. Children who engaged in street hawking are deprived of a lot of things among others, the opportunity of proper parental upbringing. Besides, being turned down from being in school and participate actively in academic activities because of the long hours they are expected to hawk on the streets. Even though most child hawkers may be students in secondary schools, the activity of hawking adversely affects their academic performance.

Although, hawking can contribute to economic growth and development; the associated risk and the negative consequences on children supersedes the economic positive aspect of it. Some of these secondary school students who hawk on the street are exposed to a lot of hazards, such as being robbed of their day's cash sales, involvement in street fight incidents, physical harassment, sexual abused or rape by criminally minded adult and being cheap targets of kidnapping particularly for rituals purposes, being groomed for criminal activities and even death.

In these periods of decline in academic performance of secondary students in some Nigerian states due to hawking and others ills of child labour, the

result of this study will be relevant to parents/guardians, families, youth leaders, churches, social clubs, non-governmental organizations, guidance-counselors, governments at all tiers etc. The study will reveal information to be used to manage the welfare and development of children to ameliorate the factors contributing to academic poor performance. Besides, it will offer useful suggestions on how to control social interactions of children in a bid to ensure peaceful and nuisance free society.

Socio-cultural theory of cognitive development and ecological systems theory are two theories that relates and in which this study is anchored on. Lev Semyonovich Vygotsky developed the Socio-cultural theory of Cognitive Development in 1934 and it was adopted in this study because it will help us understand the welfare, treatment, behaviours, wellbeing, and academic performance of secondary school students. Nevid (2003) stated that to Vygotsky, children are born as culturally blank slates and culture serves as the frame work through which the child understands the world. Nevid (2003) further stated that Vygotsky was concern primarily with how children come to understand their social world. He believed cultural learning is acquired through a gradual process of social interactions between children and parents, guardians, teachers and other members of the culture. These interactions provide the basis for acquiring knowledge children need to solve everyday challenges, meet the demands the culture imposes on them, and learn the skills, values, and behaviours valued by the given culture. In Vygotsky's view, the adult is the expert and the child the novice, and the relationship between them is one of Teacher (Tutor) and Student.

Goldstein & Naglieri (2020) posited that Vygotsky's argued in the Cognitive Development theory that cognitive abilities are socially guided and constructed. It implies, culture serves as a mediator for the formation and development of specific abilities, such as learning, memory, attention, and problem solving. It is proposed that culture-specific tools play an integral role in the way children organize and think about the world. As suggested by Berk (2007) that in Vygotsky's theory, children undergo certain stage wise changes. For instance, when children enter school, they spend much time discussing language, literacy, and other academic concepts – experiences that encourage them to reflect on their own thinking. As a result they gain dramatically in reasoning and problem solving.

McLeod (2020) summarized the postulates of Vygotsky's theory as follows: Cognitive development varies across cultures and its importance depends on the culture and social context for learning. Cognitive development stems from guided learning within the zone of proximal development as children and their partner's co-construct knowledge. Considerably, social factors contribute to cognitive development. The environment in which children grow up will influence how they think and what they think about, as adults are an important source of cognitive development. Adults transmit their culture's tools of intellectual adaption that children internalize.

The Ecological Systems theory was introduced by Urie Bronfenbrenner in the 1970s and it was adopted for this study because it will help to unearth the influence the environmental systems have on a developing child as applicable to secondary school students involved in hawking and how it affect their academic performance. The ecological system theory focuses on the quality and context of the child's environment. The basis of the theory is that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature (Paquette & Ryan, 2001). Guy-Evans, (2020) stated that the theory identifies five environmental systems with which an individual interacts – microsystem, mesosystem, exosystem, macrosystem, and chronosystem

The Microsystem refers to the institutions or environments like family, school, religious institutions, neighborhood, and peers etc and groups that impact on the child's development immediately or directly (Wekipidia, 2021). The Microsystem is a thing that has direct contact and influence on the child in their immediate environment, such as parents, siblings, teachers and school peers. Guy-Evans (2020) stated that relationship in a microsystem are bidirectional, meaning the child can be influenced by other people in their environment and is also capable of changing the beliefs and actions of others people too. For instance, if a child has a strong nurturing relationship with their parents, it will have a positive effect on the child. On the other hand, distant and unaffectionate parents will have a negative effect on the child (Guy-Evans, 2020).

The mesosystem consists of interconnections between the microsystems, such the relationship between the family and teachers or child's peers and the family which encompasses the children find themselves (Wikipedia, 2021). It is, in essence, a system of microsystems and as such, involves linkages between home and school, between peer group and family, and between family and community. Guy-Evans (2020) affirmed that the mesosystem encompasses the interactions between the child's microsystems, like the child's parents and teacher, or the interactions between school peers and siblings. The microsystems don't function independently, but are interconnected, interdependent and assert influence upon one another. According to the ecological systems theory, if the child's parents and teachers get along and have a good relationship, this should have positive effects on the child's development, compared to negative effects on development if the teachers and parents do not get along (Guy-Evans, 2020)

Wikipedia (2021) asserted that the exosystem consists of links between social settings that do not involve the child. As a component of the ecological systems theory, the exosystem incorporates other formal and informal social structures, which do not themselves contain the child, but indirectly influence them as they affect one of the microsystems. It implies people and places that children may not directly interact with and may still have an impact on their lives, such places and people may include the parent's workplace, parent's friends, extended family members, mass media and neighbourhood the children live in. These are environments in which the child is not actually involved, and are external to their experience, but nonetheless affects them anyway (Guy-Evans, 2020). For instance, a child's experience at home may be influenced by their parents' experiences at the work place. If a father had a dispute with his boss at work and continually denied promotion by different boss at the work place it may affect the development of the child. The father might come home and may be aggressive to his children and mistreat them at home , resulting in a negative effects on the children's development (Guy-Evans, 2020).

Guy-Evans (2020) suggested that the macrosystem focuses on how cultural elements affect a child's development, such as socioeconomic status, wealth, poverty, and ethnicity. Thus, culture that individuals are immersed within may influence their beliefs and perceptions about events that transpire in life. The macrosystem doesn't refer to the specific environments of one developing child, but the already established society and culture which the child is developing in like socioeconomic status, ethnicity, geographic location, and ideologies of culture (Guy-Evans, 2020). For instance, a child living in under the Boro Park flyover would experience a different development than a child living in comfortable GRA Phase One environment in Port Harcourt. Besides, children in war-torn areas will experience a different kind of development than children in a peaceful environment.

Guy-Evans (2020) stated that the chronosystem is the fifth and final level of Bronfenbrenner's ecological systems theory which consists of all the environmental changes that occur over the lifetime which influence development, including major life transitions and historical events. These may include normal life transitions such as starting school, but can also include non-normative life transitions such as parents getting a divorce or having to move to a new house. Chronosystem level adds the useful dimension of time and demonstrates the influence of both change and constancy in the children's environments which may include a change in family structure, address, parents' employment status, as well as immense society changes such as economic cycles and wars (Guy-Evans, 2020).

Paquette & Ryan (2001) explained that the ecological system theory looks at child's development within the context of the system of relationship that forms his or her environment. The theory defines complex layers of environment, each having an effect on a child's own development and it has recently been renamed "Bioecological systems theory" to emphasize that a child's maturing biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2001). Bronfenbrenner sees the instability and unpredictability of family life we've let our economy create as the most destructive force to a child's development (Addison, 1992 & Paquette & Ryan, 2001). Children do not have the constant mutual interaction with important adults necessary for their development and if the relationship in the immediate microsystems breaks down, the child will likely not have the looks to explore others parts of his environment. These deficiencies show themselves especially in adolescence as anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison, 1992 and Paquette & Ryan, 2001).

As a result, this study's specific objectives aims to x-ray the relationships between secondary school students and their parents/guardians, child abuse and the extent of students (children) involvement in hawking, and implication hawking to students' academic participation and performance.

Research Questions

The study was guided by the following research questions, thus:

- (i) What extent does parents/guardians' child abuse influence students' involvement in hawking?
- (ii) What extent does street hawking affect Students' academic participation in Christian religious studies (CRS) in secondary schools in Obio/Akpor LGA?
- (iii) How does Street hawking affect Students' academic performance in Christian religious studies (CRS) in secondary schools in Obio/Akpor LGA?

Hypotheses

Three hypotheses were postulated for the study, viz:

- (i). Parents/Guardians' Child abuse significantly influence students' involvement in hawking.
- (ii). Hawking significantly affect students' academic participation in Christian religious studies (CRS).
- (iii). Hawking significantly affect students' academic performance in Christian religious studies (CRS).

METHODOLOGY

The study's population was all the secondary schools students from Rivers State Government owned secondary schools in Obio/Akpor Local Government Area of Rivers State. Purposive sampling technique was used to choose 20 students between the ages of 10 – 18 years per secondary school from 10 selected secondary schools; to make the sample size of 200 secondary school students for the study. The students of the age bracket of 10 – 18 years were targeted because they are the most vulnerable. The essence is that, the secondary school students' sample shares the same or very similar characteristic or traits in terms of age, sex, gender, background, occupation, class, parents or guardians, financial status, street hawking, student academic participation and student performance etc. Purposive sampling also known as judgemental, selective or subjective sampling is a sampling technique in which researcher relies on personal judgment to enable them obtain representative sample using a sound judgment. (Dudovskiy, 2011; Alchemer, 2021).

The data was collection with a self-structured four points Likert scale questionnaire designed to measure and elicits responses on hawking and academic performance from respondents. The reliability of the instrument was established using 20 students randomly sampled from other local government areas not used in the study. The research instrument was administered twice at interval of two weeks to justify the use of the instrument for

the study. The scores of the two tests were obtained and its reliability was determined through test-retest method. The initial and final scores of the instrument were subjected to Pearson's Product Moment Correlation and a coefficient of 0.78 considered high enough was obtained to justify the use of the instrument.

The research questions were justified and accepted by the use of mean and standard deviation (SD). With the aid of IBM statistical package for social sciences, hypotheses 1, 2, 3 and 4 were tested using Pearson product moment correlation (PPMC) at 5% significance level

Presentation and Discussion of Results

Hypothesis One

H_a: Parents'/Guardians' child abuse significantly influences students' involvement in street hawking.

Table 1.0: Influence of parents'/guardians' child abuse on students' involvement in hawking.

S/N	Research Question Measuring Items	SA	A	D	SD	TOTAL	Grand Total	CR Mean	Remark
1	My parents/guardians prefer me to hawk or sell goods than going to school.	120	75	3	2	200	713	3.6	Accepted
2	Hawking or Selling of goods during schools hours helps my parents to raise money for my schools fees.	85	75	2	16	200	629	3.1	Accepted
3	Hawking or selling of goods for my parents/guardians during school hours is affecting my behaviour negatively.	70	80	3	20	200	600	3.0	Accepted
4	My parents/guardians' level of education, unemployment and the poor environment we live is affecting my academic performance in school.	120	70	8	2	200	708	3.5	Accepted
5	Parents'/Guardians' socioeconomic status significantly affects students' academic performance.	130	65	4	1	200	733	3.7	Accepted
6	My parents/guardians prefer me to hawk or sell goods than going to school.	90	70	2	15	200	633	3.2	Accepted

Table 1.0 above indicates that the accepted critical mean of 3.6 corresponds to my parents/guardians prefer me to hawk or sell goods than going to school., and the accepted critical mean of 3.1 corresponds to hawking or Selling of goods during schools hours helps my parents to raise money for my schools fees, 3.0 accepted critical mean agrees to hawking or selling of goods for my parents/guardians during school hours is affecting my behaviour negatively, 3.5 accepted critical mean coincides to my parents/guardians' level of education, unemployment and the poor environment we live is affecting my academic performance in school., while the accepted critical mean of 3.7 corresponds to Parents'/Guardians' socioeconomic status significantly affects students' academic performance., whereas accepted critical mean of 3.2 relates to parents/guardians prefer me to hawk or sell goods than going to school.

Statistical Result

Table 1.1: Simple linear regression analysis on Parents'/Guardians' child abuse significantly influences students' involvement in street hawking.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.954 ^a	.911	.910	.88245

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1570.035	1	1570.035	2016.195	.000 ^b
	Residual	154.185	198	.779		
	Total	1724.220	199			

a. Dependent Variable: Students' Involvement in Hawking

b. Predictors: (Constant), Parents/Guardians' Child Abuse Influence

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12.151	.578		-21.007	.000
	Parents/Guardians' Child Abuse Influence	2.313	.052	.954	44.902	.000

a. Dependent Variable: Students' Involvement in Hawking

Interpretation

The result in table 1.1 shows that there is a positive relationship between the independent and the dependent variable with R-value of (.954). The R-square which is coefficient of determination is (.911). This is an indication of the independent variable (Parents'/guardians' child abuse influence) in predicting the percentage of effect of the dependent variable (Students' involvement in street hawking). In other word, 91.1 percent of the variation in the dependent variable can be explained from the independent variable (Parents'/guardians, child abuse influence). The F-ratio value in the ANOVA table is 2016.195 which is significant at 0.000, since the probability value (0.000) is less than 0.05 percent level of significant. We reject the null hypothesis and accept the alternative that Parents'/guardians; child abuse influence actually contributes to students' involvement in street hawking in secondary school in Obio/Akpor LGA. This can be interpreted by the majority of the respondents' responses indicating that hawking of goods make them regret living with their parents or guardians and feeling that they are not loved, maltreated and wish to run away from home.

Discussion of Hypothesis one (H₁) result: Simple linear regression was used in analyzing hypothesis one which state that parents'/guardians' child abuse influence students' involvement in street hawking. The result of the analysis revealed that parent'/guardians' significantly influenced students' involvement in street hawking ($R = .954$; $R^2 = .911$; $F = 2016.195$; $t = 44.902$; $p < 0.05$). This is in agreement with Akpan & Oluwabamide (2017) study which identified parents, government and society as culpable in the challenge of child labour confronting children in Nigeria. Oyeleke, Eboraka, & Okocha (2021) carried out a study on *Street hawking among children and the findings were that parental conflict, single parenting, child fostering and hawking mothers were significantly responsible to child abuse and street hawking*. Udoh & Joseph, (2012) stated that juvenile street hawkers develop maladjusted patterns of behaviour, which in turn impair their academic, moral, social, physical and psychological growth and development thus affecting their future negatively. Furthermore, Akpan & Oluwabamide (2017) averred that child labour is notably caused by poverty, broken homes, unemployment, bad governance, and culture in Nigeria. Agbo, (2017) researched on the health and educational consequences of child labour in Nigeria and the findings revealed that poverty, greed, broken family and others as some of the causes of child labour in Nigeria. It implies that if children and as a secondary student are maltreated like being beaten, denied to eat, sell on the streets, locked out of house, disallowed to sleep well, do work till late hours and suffer from other forms of child abuse they are like to also be asked to involve in hawking in an effort to provide income to the family.

Research Question Two:

H_a Hawking significantly affects students' academic participation in Christian Religious studies (CRS).

Table 2.0 Hawking affect Students' academic participation in Christian religious studies (CRS)

S/N	Research Question Measuring Items	SA	A	D	SD	TOTAL	Grand Total	CR Mean	Remark
1	Selling (hawking) of goods/items do not allow me to attend school regularly, participate in all academic activities,	90	70	25	15	200	633	3.2	Accepted
2	When I do not sell or hawk goods, I attend school promptly and it enables me to participate in all academic activities,	85	75	24	16	200	629	3.1	Accepted
3	Selling (hawking) of goods/items on the street affects my active participation in teaching, learning and understanding of Christian Religious studies (CRS) particularly because I use to be absent from class.	70	80	30	20	200	600	3.0	Accepted
4	Hawking to help my parents/guardians raise money for family use lead to my bad behaviours, illegal or immoral acts,	120	70	8	2	200	708	3.5	Accepted
5	Hawking significantly affects students' academic participation in Christian religious studies in secondary schools.	130	65	4	1	200	733	3.7	Accepted
	Selling (hawking) of goods/items do not allow me to attend school regularly, participate in all academic activities,	130	65	4	1	200	733	3.7	Accepted

Table 2.90 above shows that the accepted critical mean value of 3.2 corresponds to selling (hawking) of goods/items do not allow me to attend school regularly, participate in all academic activities; 3.1 accepted critical mean value relates to when I do not sell or hawk goods, I attend school promptly and it enables me to participate in all academic activities; 3.0 accepted critical mean corresponds to selling (hawking) of goods/items on the street affects my active participation in teaching, learning and understanding of Christian Religious studies (CRS) particularly because I use to be absent from class, 3.5 accepted critical mean conforms hawking to help my parents/guardians raise money for family use lead to my bad behaviours, illegal or immoral acts, 3.7 accepted critical mean corresponds to hawking significantly affects students' academic participation in Christian religious studies in secondary schools, whereas the accepted critical mean value of 3.7 agrees to selling (hawking) of goods/items do not allow me to attend school regularly, participate in all academic activities.

Statistical Result

Table 2.1: Simple regression analysis on Hawking significantly affects students' academic participation in Christian Religious studies (CRS).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.864	.864	.84077

a. Predictors: (Constant), Hawking Affects

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	891.991	1	891.991	1261.855	.000 ^b
	Residual	139.964	198	.707		
	Total	1031.955	199			

a. Dependent Variable: Students' Academic Participation in CRS

b. Predictors: (Constant), Hawking Affects

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.207	.399		.519	.604
	Hawking Affects	1.269	.036	.930	35.523	.000

a. Dependent Variable: Students' Academic Participation in CRS

Interpretation

The regression result in table 2.1 revealed that the regression coefficient of R-value is (.930), which indicates that there is a strong positive relationship that exists between hawking effects and students' academic participation in Christian religious studies (CRS). The model summary table shows that R-square regression coefficient is (.864), which indicates that hawking accounts for 86.4 percent of the total variation on students' academic participation in CRS. The ANOVA table shows the F-ratio for the regression model that indicates the statistical significance of the overall regression model. The F-ratio value is 1261.855 which is statistically significance at the 0.000 level. Since the probability value (P-v= 0.000) is less than 0.05 percent, we reject the null hypothesis and upheld the alternative. This means, there is a significant effect of street hawking on students' academic participation as majority of the respondents; indicated that hawking of goods items do not allow them to attend school on time and regularly and participation in all academic activities. Also, in the coefficient table under the unstandardized indicates that for every unit that street hawking increase, low students' academic participation will also increase by 36 units.

Discussion of Hypothesis Two (H_a) result: Simple linear regression was used in analyzing hypothesis two which state that hawking significantly affect students' academic participation in Christian religious studies (CRS). The result of the analysis revealed that hawking significant affected students' academic participation in Christian religious studies (CRS) – (R = ; R² = %; F = ; t = ; p < 0.05). The above hypothesis in agreement with McKenzie (2019) affirmed that poverty has become one of the most prevalent indicators of academic achievement in schools. Oluwale (2017) further argued that the attendant educational and socioeconomic effects of child labour in Nigeria include dropping out of school, truancy, cheating in examinations, half-baked school products, rape, abortion, broken homes, health hazards, population growth, increase unemployment and underdevelopment. This entails that hawking of goods/items do not allow regularly participate of academic activities in school, discourages learning and understanding of all the subjects taught by teachers. Therefore, hawking of goods/items on the street affected the active participation of secondary school students in teaching, learning and understanding of Christian Religious studies (CRS).

Research Question Three

H_a Hawking significantly affect students' academic performance in Christian Religious studies (CRS).

Table 3.0: Hawking affect Students' academic performance in Christian religious studies (CRS)

S/N	Research Question Measuring	SA	A	D	SD	TOTAL	Grand Total	CR Mean	Remark
1	I hawk (sell) goods/items and also happily attend school regularly, concentrate, learn and understand all the subjects taught by my teachers in class.	120	70	8	2	200	708	3.5	Accepted
2	Hawking (selling) of goods/items on the street does not allow me to attend school happily, concentrate, learn and understand all the subjects taught by my teachers in class.	85	75	24	16	200	629	3.1	Accepted
3	Hawking does not affect my academic performance (test/exams scores) in all the subjects my teachers taught me in school.	70	80	30	20	200	600	3.0	Accepted
4	Hawking discouraged me to attend school, study, and result to my poor test/exams scores and my academic performance in Christian Religious studies (CRS).	130	65	4	1	200	733	3.7	Accepted
5	Hawking significantly affects students' academic performance in Christian religious studies in secondary schools.	120	75	3	2	200	713	3.6	Accepted

Table 3.0 above, reveals the critical mean value of 3.5 which tally to the fact that I hawk (sell) goods/items and also happily attend school regularly, concentrate, learn and understand all the subjects taught by my teachers in class., 3.1 is in accord to hawking (selling) of goods/items on the street does not allow me to attend school happily, concentrate, learn and understand all the subjects taught by my teachers in class, 3.0 agrees to hawking does not affect my academic performance (test/exams scores) in all the subjects my teachers taught me in school, 3.7 corresponds to hawking discouraged me to attend school, study, and result to my poor test/exams scores and my academic performance in Christian Religious studies (CRS), whereas 3.6 corresponds to hawking significantly affects students' academic performance in Christian religious studies in secondary schools.

Statistical result**Table 3.1:** Simple regression analysis of hawking affects students' academic performance in Christian religious studies (CRS)**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	.549	.546	1.39323

a. Predictors: (Constant), Hawking Affects

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	467.342	1	467.342	240.762	.000 ^b
	Residual	384.338	198	1.941		
	Total	851.680	199			

a. Dependent Variable: Students' Academic Performance in CRS

b. Predictors: (Constant), Hawking Affects

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.386	.662		.584	.560
	Hawking Affects	.919	.059	.741	15.516	.000

a. Dependent Variable: Students' Academic Performance in CRS

Interpretation

The regression result in table 3.1 revealed that the regression coefficient of R-value is (.741), which indicates that positive relationships exist between hawking affects and students' academic performance in Christian religious studies (CRS). The model summary table shows that R-square regression coefficient is (.549), which indicates that hawking accounts for 54.9 percent of the total variation on students' academic performance in CRS. The ANOVA table shows the F-ratio for the regression model that indicates the statistical significance of the overall regression model. The F-ratio value is 240.762 which is statistically significance at the 0.000 level. Since the probability value ($P-v = 0.000$) is less than 0.05 percent, we reject the null hypothesis and upheld the alternative. This means, there is a significant effect of street hawking on students' academic performance as majority of the respondents; indicated that hawking of goods items do not allow them to attend school happily, concentrate, learn and understand all the subjects taught by teachers in class. Also, in the coefficient table under the unstandardized indicates that for every unit that street hawking increase, low students' academic performance will also increase by 59 units.

Discussion of Hypothesis Three (H_a) result: Simple linear regression was used in analyzing hypothesis three which state that hawking significantly affect students' academic performance in Christian religious studies (CRS). The result of the analysis revealed that hawking significant affected students' academic performance in Christian religious studies (CRS) – ($R = ; R^2 = \% ; F = ; t = ; p < 0.05$). This agrees with Ubah & Bulus (2014) study on effect of street hawking on the academic performance of students which revealed that street hawking has negative effect on students' academic performance in social studies. However, the implication of the findings is that if hawking can affect students negatively in social science, then it can equally affect the students in Christian religious studies and other subjects. Nduka & Duru (2014) affirmed that unemployment and poverty were factors contributing to hawking activities. Besides, street hawking poses numerous risks and hinders educational development. Farauta & Yumba (2013) confirmed that the effect of hawking on student academic performance in practical agriculture was poor and that there was very low rating score of the academic performance in practical agriculture of students that are involved in street hawking. The implication of this finding is that student will perform poor with low rating score in subjects, including Christian Religious Studies taught in school due to effect of hawking. This connotes that hawking of goods/items on the street does not allow students to attend school happily, concentrate, learn and understand all the subjects taught by their teachers in class. Hence, hawking discouraged students to attend school regularly and concentrate in their studies which results to poor test/exams scores; and poor overall academic performance in Christian Religious studies (CRS).

Conclusion

Hawking is merely seen as petty trading activities for the survival of low income earners who use the opportunity of carrying out mobile sales of goods to raise income to sustain and meet family needs. However, the negative implication of hawking far outweighs the positive implications; particularly the negative impact created to the lives and future of children and particularly secondary school students in Obio/Akpor local government Area of Rivers State.

From the findings of the study, it is observed that hawking have caused a lot of destruction to too many children in Nigeria. Secondary school students hawk because of parents'/guardians' unemployment, child abuse and maltreatment like beating, denial to eat, lock out of house, disallowed to sleep well, forced to work till late hours inclusive of lack of basic family needs, lack of food and suffering from hunger, poverty, low level of income to withstand bills; low standard of education of parents'/guardians', poor medical care, insecurity, and the kind of environment the family lives amongst others. The consequences of hawking by secondary school students are exhibited through bad behaviours like losing interest to attend school promptly/regularly, committing illegal or immoral act, minor crimes of stealing and smoking through influence of peers; being groomed for armed robbery and alteration of vision for active study to excel academically which hinders the students' academic participation and performance.

The study concludes that hawking is a social menace that should be urgently curbed to save the lives of young children from being destroyed by adults who regards the income generated through it more than the future useful lives of the hawkers. The menace of hawking has turned to a cankerworm that has eaten deep into the fabric of society in diverse destructive ways. It is believed that most criminally minded secondary students and children are traceable to the negative effect of hawking.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

The child right act yet to be adopted by all local governments and states of the Federation should further be strengthen to protect children against child labour and abuse by parents, guardians and all adults. Besides, more laws to protect the right of children, apart from the child right act should be enacted in all straters of legislatives arms in Nigeria, to further consolidated, empower and mandate a combined team of Government Agencies to monitor the street of cities, urban areas and communities to arrest abused children. And such children should be in custody of government social welfare centres for care and educational sponsorship; while their parents/guardians are made to face the required punishment as prescribed by relevant laws.

Enlightenment campaigns against hawking and the dangers of involving children in hawking should be carried out routinely by Chairmen of Councils and Councilors' at intervals in the various communities and wards that make up the 23 local government areas of Rivers State.

The Federal/States Ministries of Education, Universal Basic Education Boards and Management of various secondary schools in Rivers State should craft policies to identify educationally deficient children (students) and traced the root causes and use extra-time to teach, improve the performance and sustain the students' vision of excelling academically to reduce the rate and/or to entirely stop the dangers caused by hawking.

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