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The Effect Of Street Hawking On Girl Child Education In Katsina Local Government Area Katsina State, Nigeria

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ABSTRACT
This paper provides a concise overview of the research on the effects of street hawking on girl child education in Katsina Local Government, Nigeria. Street hawking has emerged as a significant impediment to the educational advancement of girls in this region. This paper examines the multifaceted impact of street hawking on girl child education, including limited access to formal education, increased dropout rates, vulnerability to exploitation, reinforcement of gender stereotypes, and long-term economic implications. Understanding these challenges is vital for developing targeted interventions and policies that can empower girls to access quality education and break the cycle of poverty. By addressing the intersection of poverty, cultural norms, and economic pressures, society can pave the way for the holistic development of girl children and the overall well-being of the community in Katsina Local Government. The study employed simple percentage and descriptive survey design to analysis for the data collected. The result obtain revealed that there is less intervention to empower girls to access quality education in order to break the rate of poverty.
Keywords: Education, Girl child, Street hawking

INTRODUCTION

Education is widely recognized as a fundamental human right and a key driver of socio-economic development. It plays a pivotal role in shaping the future of individuals and communities, promoting gender equality, and breaking the cycle of poverty. In many parts of the world, including Katsina Local Government in Nigeria, access to quality education remains a challenge, particularly for girl children. This paper aims to shed light on the detrimental effects of street hawking on girl child education in Katsina Local Government and explore the various factors that contribute to this issue.

Katsina Local Government, situated in the western northern Nigeria, is home to a significant population of people, and it faces numerous challenges regarding education, particularly for girls. One of the major obstacles that hinder the progress of girl child education in this region is street hawking. Street hawking refers to the practice of selling goods or services on the streets, often by children and adolescents, as a means of contributing to their family's income or, in some cases, for personal survival. While this practice can have a detrimental impact on all children, it disproportionately affects girls.

The paper delved into the multifaceted effects of street hawking on girl child education in Katsina Local Government, this includes Limited Access to Formal Education, Street hawking often takes up a significant portion of a girl child's time, making it difficult for her to attend school regularly. The need to contribute to the family income can prevent these girls from accessing quality education. Another issue is the Dropout Rates Girls which engaged in street hawking are more likely to drop out of school due to the competing demands of work and education. The result is an increased risk of illiteracy and limited skill development. Next is the Vulnerability to Exploitation and Abuse which

can express as the Girls who engage in street hawking are at a higher risk of exploitation, abuse, and child labour. They are exposed to unsafe working conditions and often fall prey to unscrupulous individuals. More also Reinforcing Gender Stereotypes is the Street hawking perpetuates traditional gender roles, reinforcing the perception that girls should focus on household chores and income generation, rather than education and personal development. Also Economic Implications contributed to the limited education of girls has long-term economic implications for both the individual and the community. A lack of education restricts their employment opportunities and perpetuates the cycle of poverty.

(Senna R., 2022) conducted research that delved into the prevalent practice of street hawking in developing nations, which involves the direct retail sale of goods in bustling urban areas. This phenomenon is widespread, especially in numerous African cities, towns, and district capitals. Senna R's study focused on examining the impact of street hawking on the educational opportunities of young female hawkers residing in Ghana's Volta region.

Street hawking, the practice of directly vending retail products on bustling urban streets, presents a pervasive challenge in developing nations, with African cities, towns, and district capitals being notably impacted. The emergence of street hawking is often attributed to factors such as rural-urban migration, unemployment, poverty, and a growing number of school dropouts. For many, it serves as a means to generate income and supplement household finances. Youth migrating from impoverished rural areas to urban centers in pursuit of non-existent employment opportunities often find themselves resorting to street hawking due to a lack of education and employable skills (Asiedu, et al., 2008).

Across various regions globally, numerous individuals heavily rely, either entirely or partially, on street sales as their livelihood (Skinner, 2008 as cited in Akuoko, 2013). Small-scale trading, particularly on the streets, is a vital component of Africa's informal economy, frequently employed by those with limited education, notably women (Mitullah, 2003 as cited in Akuoko, 2013). Urban streets are teeming with vendors selling a diverse range of goods, including vegetables, furniture, clothing, and technology (Skinner, 2008). Street vending offers a viable source of employment for urban residents with modest education and financial resources, facilitating accessibility for disadvantaged populations (Mitullah, 2003).

The growth of street vending in Africa is influenced significantly by urbanization and migration, as individuals from rural areas flock to cities in pursuit of non-existent job opportunities. This phenomenon is observable in major urban centers such as Accra, Kumasi, Sekondi-Takoradi, and Tamale, where street hawkers often congregate near convenient market areas and churches, particularly on Sundays, to attract buyers (Duh, 2004 as cited in Akuoko, 2013). According to Asiedu and Agyei-Mensah (2008), the primary drivers of street hawking in Ghana include rural-urban migration, unemployment, and a growing population of school dropouts. Young individuals from economically challenged rural regions migrate to urban centres with the hope of securing employment but ultimately become street hawkers peddling goods on major city streets (Asiedu and Agyei Mensah, 2008 as cited in Akuoko, 2013).

A concerning trend emerging in Nigeria is the involvement of children in street hawking, known as child street trading, child street hawking, juvenile street hawking, or child street vending (Ashimolowo, Aromolaran & Inegbedion, 2010; Mathias & Dada, 2013; Udoh & Joseph, 2012; Ugochukwu, Okeke, Onubogu & Edokwe, 2012). Children are often preferred over adults for hawking goods due to their perceived lower propensity for criminal activities and their affordability as labor for employers (Arhedo, Aluede & Arhedo, 2011; Anumaka, 2012). This trend has led to a growing number of children engaging in daily street hawking activities, while their peers attend school, raising significant concerns.

Objectives of the Study

This study situates the effect of street hawking on girl child education in Katsina local government area Katsina state, Nigeria. Since the problem of street hawking cannot be tackled at ease, this survey has the following objectives:

i. Determine the prevalence and patterns of street hawking among girls in Katsina, including the age at which they start.
ii. Examine how socioeconomic factors like household income and parental education levels influence the relationship between street hawking and education.

iii. Investigate the role of cultural and societal norms in either encouraging or discouraging girls' education and their involvement in street hawking.

iv. Assess the existing policies, if any, related to street hawking and girls' education in Katsina and make recommendations for policy changes or interventions.

RESEARCH METHODS

This provide the details of the study area and the population, data collection methods and the statistical analysis methods.

The Study Area/Population

The research study area is Katsina Local Government of Katsina State which is the north-western geopolitical zone of Nigeria. The research focused mainly on teenage girls in the Katsina metropolis. As quantitative approach is assumed to amass the appropriate data of study, considering the recent estimated population by population commission, Katsina local government have 429,400 populations. Survey questionnaires have been administered among the respondents in some remote area of the Katsina Metropolis.

Data collection

In this study, Convenience sampling techniques have been applied. The data gathered was used as obtained using questionnaire from the respondents of the study in some selected locations. Pearson correlation test have also been used to test the hypotheses.

Statistical Analysis

The data that is collected from this study is subjected to statistical analysis using Statistical Package for Social Sciences (SPSS) Version 23. For Windows. Comparisons have been made using t-test. Relationship was showed. The research also uses descriptive statistics in the analysis and presentation of data.

RESULTS AND DISCUSSION

This research used questionnaire and interview for collecting data. Two hundred (200) questionnaires were administered to the girls and filled by the researcher since majority of the respondent cannot read and write. That is why we were able to recover our questionnaire 100% from the respondent.

Demographic profile of the respondents

This section analyzed personal data of the respondents under the study. The data include: Age, Religion, Family background as well as the respondents Educational Level.

Table 1: Demographic characteristics of participant

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10	12	8.0	8.0	8.0
	11-15	87	58.0	58.0	66.0
	16-19	51	34.0	34.0	100.0
	Total	150	100.0	100.0	
	Education Level				
	Non- Formal education	39	26.0	26.0	26.0
	Primary Education	63	42.0	42.0	68.0
	Secondary Education	48	32.0	32.0	100.0
	Total	150	100.0	100.0	
	Family Background				
	Poor	135	90.0	90.0	90.0
	Intermediate	15	10.0	10.0	100.0
	Total	150	100.0	100.0	
	RELIGION				
	Islam	144	96.0	96.0	96.0
	Christian	5	3.3	3.3	99.3
	Traditional	1	.7	.7	100.0
	Total	150	100.0	100.0	

The demographic characteristics of the participants are shown in Table 1. Out of the total 150 participant 12(8%) of them are from 5-10 years, 87(58.0%) are between 11 – 15 years, 51(34.0%) are 16 – 19 years. Next is the level of educational status of the participant which result to 39(26%) were non formal educated that means they attend school, while 63(42%) were primary school students and some that even stop the school from primary school. Meanwhile about 48 (32%) where attending the secondary school even with the hawking on street.

Very reasonable number 135(90%) are from poor family as only 15(10%) are from intermediate family, as none of the respondent come from the rich family at the time of taking the data for the research.

Considering the fact that the research was taken where the majority practice the Islamic religion, therefore 144(96.0%) are Muslim, 5(3.3%) as only 1(Traditional religion)

Table 2: The prevalence and patterns of street hawking among girls in Katsina, including the age at which they start.

Questions	Yes	%	No	%
The extent of girl child engagement in street hawking can be changed over time	132	88.0%	18	12.0%
The street hawking affect girls' school attendance and their ability to complete their formal education	141	94.0%	9	6.0%
Girls who combine street hawking with schooling, faces specific challenges in their academic performance	122	81.3%	28	18.7%
There are long-term consequences of limited education on girls who are engaged in street hawking, in their future opportunities and socioeconomic status.	75	50.0%	75	50%

The analysis on the prevalence and patterns of street hawking among girls in Katsina, including the age at which they start show that 132 (88.0%) with higher percent agreed and strongly agreed that The extent of girl child engagement in street hawking can be changed over time, While 18 (12.0%) disagreed, then 141 (94.0%) agreed that The street hawking affect girls' school attendance and their ability to complete their formal education, 9 (6.0%), then a good number of respondent 122 (81.3%) agreed that Girls who combine street hawking with schooling, faces specific challenges in their academic performance. While 75(50.0%) each agreed and disagreed There are long-term consequences of limited education on girls who are engaged in street hawking, in their future opportunities and socioeconomic status.

Table 3: How socioeconomic factors like household income and parental education levels influence the relationship between street hawking and education.

Questions	Yes	%	No	%
The family income levels influence the girls engaging in street hawking.	119	79.3%	31	20.7%
The parents' educational backgrounds play role in whether their daughters are more likely to be involved in street hawking rather than attending school.	89	59.3%	61	40.7%
The cost of education, including school fees, uniforms, and textbooks, impact the decision of families to send their girls to school or engage them in street hawking.	141	94.0%	9	6.0%
The cultural and traditional norms related to gender roles and responsibilities intersect with socio-economic factors to influence girls' choices between street hawking and education.	96	64.0%	54	36.0%

Table 3: analysed How socioeconomic factors like household income and parental education levels influence the relationship between street hawking and education, the analysis show that 119 (79.3%) agreed that The family income levels influence the girls engaging in street hawking. And only 31(20.7%) disagree with that. Very good number of the respondents 89(59.35) also agreed that The parents' educational backgrounds play role in whether their daughters are more likely to be involved in street hawking rather than attending school. Considering the cost of life in Nigeria 141 (94%) accept that The cost of education, including school fees, uniforms, and textbooks, impact the decision of families to send their girls to school or engage them in street hawking. And only 9(6.0%) do not accept the idea. On cultural and traditional norm, 96(64%) agreed that the cultural and traditional norms related to gender roles and responsibilities intersect with socio-economic factors to influence girls' choices between street hawking and education.

Table 4: the role of cultural and societal norms in either encouraging or discouraging girls' education and their involvement in street hawking.

Questions	Yes	%	No	%
Traditional roles and expectations shape the decision of families to involve their daughters in street hawking.	98	65.3%	52	34.7%
Cultural beliefs and values perpetuate the practice of street hawking among girls.	111	74.0%	39	26.0%
societal attitudes toward the education of girls versus boys impact the choices made by families regarding street hawking and formal schooling.	113	75.3%	37	24.7%
Marriage expectations and early marriage customs play in influencing the educational opportunities of girls who engage in street hawking.	100	66.7%	50	33.3%
Community and religious leaders influence the practice of street hawking among girls and the acceptance of this practice within the local culture.	71	47.3%	79	52.7%

Table 4 analysed and discuss the role of cultural and societal norms in either encouraging or discouraging girls' education and their involvement in street hawking**.** the results show that 98(65.3%) agreed that Traditional roles and expectations shape the decision of families to involve their daughters in street hawking and 52(34.7%) disagreed while 111(74.0%) goes with the idea Cultural beliefs and values perpetuate the practice of street hawking among girls, as 37 (24.7%) disagreed another important issue is the marriage expectation as 100(66.7%) agreed that Marriage expectations and early marriage customs play in influencing the educational opportunities of girls who engage in street hawking While 50 (33.3%) disagreed. The finally community influence is another factor, as 71(47.3%) agreed while 79 (52.7%) disagreed that Community and religious leaders influence the practice of street hawking among girls and the acceptance of this practice within the local culture

Table 5: The existing policies, if any, related to street hawking and girls' education in Katsina and make recommendations for policy changes or interventions

Questions	Yes	%	No	%
Government policies and regulations are in place to address girl child street hawking.	50	33.3%	100	66.7%
Are Financial incentives programs provided by the government to encourage families to send their girls to school.	32	21.3%	118	78.7%
Awareness and sensitization campaigns should be conducted by the government to inform families and communities about the importance of girls' education and the risks associated with street hawking.	146	97.3%	4	2.7%
Government should collaborate with non-governmental organizations and community-based initiatives to address girl child street hawking and promote education.	147	98.0%	3	2.0%

Table 5 analysed the existing policies, if any, related to street hawking and girls' education in Katsina and make recommendations for policy changes or interventions the results show that only 50(33.3%) agreed that Government policies and regulations are in place to address girl child street hawking, while 100(66.7%) did not agreed with that considering the higher number of street hawking. The higher number of the respondent 147(98.0%) agreed that Government should collaborate with non-governmental organizations and community-based initiatives to address girl child street hawking and promote education and only few 3(2.0%) oppose the idea. Almost the number 146(97.3%) accept that Awareness and sensitization campaigns should be conducted by the government to inform families and communities about the importance of girls' education and the risks associated with street hawking.

CONCLUSION

Street hawking can have a significant negative impact on girl child education in Katsina Local Government Area, Katsina State. The practice of street hawking often forces young girls to miss out on their formal education, as they are engaged in selling goods on the streets to support their families. This conclusion is supported by existing research and general knowledge of the challenges associated with street hawking, which include irregular school attendance, limited time for studying, and exposure to various risks.

RECOMMENDATION

Based on the findings and insights from the research, the following recommendations has been made to Katsina state government to address the challenges and issues identified to:

- Increase awareness about the negative impact of street hawking on girl child education among parents, guardians, and the community and Collaborate with local NGOs, community leaders and schools to organize awareness campaigns to educate parents and children on the importance of education.
- Establish scholarship programs and financial aid initiatives specifically aimed at supporting girls from families engaged in street hawking to ensure their access to education and encourage the government and NGOs to provide grants, subsidies or income-generating activities for parents, enabling them to send their daughters to school.
- Introduce flexible schooling arrangements, such as evening classes, for girls who may have to engage in street hawking during the day to help their families financially and collaborate with local schools to create a supportive environment for girls who are re-entering the education system after a period of street hawking.
- Provide vocational and life skills training programs to equip girls with the skills they need to secure better employment opportunities in the future, reducing their reliance on street hawking.
- Support parents engaged in street hawking by offering training and resources to improve their economic prospects and reduce their dependence on their daughters' earnings.

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