INFLUENCE OF HAWKING TIME AND STUDY HABITS ON JUNIOR SECONDARY SCHOOL STUDENTS` ACADEMIC PERFORMANCE IN SOCIAL STUDIES, IN NASARAWA STATE, NIGERIA

By

Averson BULUS

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

NIGERIA

AUGUST, 2016

INFLUENCE OF HAWKING TIME AND STUDY HABITS ON JUNIOR SECONDARY SCHOOL STUDENTS` ACADEMIC PERFORMANCE IN SOCIAL STUDIES, IN NASARAWA STATE, NIGERIA

By

Averson BULUS

B. Ed Social Studies (ABU) 2008

MED/EDUC/45689/2012-2013

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATES STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN SOCIAL STUDIES IN THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATIONAHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

AUGUST, 2016

DECLARATION

I hereby declare that this dissertation has been written by me and it is a record of my research work. This dissertation has not been presented in any previous publication for a degree. All quotations are indicated and all sources of information acknowledged by references

…….. **……..**

Averson BULUS Date

CERTIFICATION

This dissertation entitled: Influence of Hawking Time and Study Habits on Junior Secondary School Students` Academic Performance in Social Studies, in Nasarawa State, Nigeriasubmitted by Averson Bulus meets the requirement governing the award of Master of Education in Social Studies of Ahmadu Bello University Zaria and it is approved for its contribution to knowledge.

…… ……..

Professor M.C. Ubah Date

Chairman, Supervisory Committee

…… …….....

DR H.I. Bayero Date

Member, Supervisory Committee

…… ……

DR A. Dalhatu Date

Head, Department of Arts and Social Science Education

…… ……...

Professor K. Bala Date

Dean, School of Post Graduate Studies

DEDICATION

This dissertation is dedicated to my beloved mother and father (in loving memory), loving wife, Esther and children, Ayimo`aba, David-Livingstone, and Atari.

ACKNOWLEDGEMENTS

I am eternally grateful to almighty God for His guidance, protection and grace all through this study. The guidance and encouragement of supervisors of this research work: Professor. M. C. Ubah (major); and DR H.I. Bayero (minor) is appreciated with deep sense of gratitude. The researcher also, wishes to extend his gratitude to lecturers in Social Studies section DR. R.P. Khan, DR. I. D. Abubakar (Sectional Head) and Y. J. Shinkafi.

I am pleased to use this opportunity to appreciate and remember my beloved father late B. Y. Abimiku who provided the foundation for my education and wished I excel greater and my mother late Esther L. Bulus who laboured tirelessly all through my studies.I acknowledge with deep gratitude the love and support of my wife, Mrs Esther A. Bulusand I will continue to appreciate, cherish and love you. I appreciate my children Ayimo`aba, David-Livingstone and Atari thank you for bearing with me I love you. Also, I am grateful to my siblings Martina, Andoka, Allu and Timothy.

I acknowledge the support and guidance of Professor R. Bako, Professor J. N. Kwassau, and DR A. I. Shika, DR U. A. Ginga of the faculty of education ABU Zaria.Also, I am grateful to Mrs Cecilia Abashi, Mr Bulus Embu Envulapa and Mr Ashiki Godwin Masin for their encouragement, support and professional assistance which contributed to the success of this study.

The researcher owes enormous appreciation to the chief inspector of education of Akwanga, Nassarawa Eggon and Wamba AIO respectively and also the principals and staff.I am grateful to Mrs Lamido, Mary Buba, Mrs Paulina Abbas, Mr Jerry Ayuba, Mr Namo Ayuba,Mal Abdullahi Saidu Baba (Gamji) and the Magajis` for their kind gesture and encouragement which contributed immensely to the success of this study. The

company of colleagues/course mates such as: Mr Ayuba David Yusuf, Ms Eunice O. Agbo, Mr Balarabe Abdu Giwa and Mr Shuaibu Godabe are highly appreciated.

ABSTRACT

This study is entitled: “Influence of Hawking Time and Study Habit on academic performance in social studies in Nasarawa state. The purpose of the study was to identify the study habit and the influence of hawking time on academic performance of students. The study was guided by six research questions and six hypotheses were formulated and tested at 0.05 significance level. Descriptive research design of survey type was adopted in this study. The target population of the study were all the JSS three students who involved in street hawking in Nasarawa North Senatorial District. The total population is 965 students of both sexes. A sample of 284 students was drawn from the population through purposive sampling technique. The sample size was determined by applying Yamane`s (1967) formula of determining sample size. Two instruments: questionnaire and test items were used to obtained data for the study. Data collected from the study were analysed using frequency, simple percentage, mean, standard deviation, t-test and ANOVA. The study found among others that:Junior secondary school Social Studies students had average study habit base on their gender and age; Junior secondary school Social Studies students who hawk in the morning before school hours and those who hawk in the afternoon after school hours had average study habit while those who hawk on weekends/Holidays have good study habitFrom this study, three null hypotheses (H0: 1, 2 and 4) were retained while three null hypotheses (H0: 4, 5 and 6) were rejected. Arising from the findings of the study the following conclusion was made among others: junior secondary school Social Studies students who involved in street hawking on weekends/Holidays had better study habits than their counterparts who involve in street hawking every day in Social Studies in Nasarawa State; and junior secondary school students who involved in street hawking on weekends/Holidays had better academic performance in Social Studies than their counterparts who involve in street hawking

every day in Nasarawa State. The study recommends among others that: street hawking by students should be restricted to weekends/holidays and parents should ensure that the students have some hours to rest and study and during the last week of holidays the students should be free from hawking to revise their notes in preparation for resumption; and students who involved in street hawking should be treated as those with special needs. During teaching and learning, teachers should give them special attention by: encouraging them to participate; help them develop positive academic self-concept and self-esteem; and make the classroom conducive for learning.

TABLE OF CONTENTS

COVER PAGE……..…i

TITLE PAGE.....ii

DECLARATION.....iii

CERTIFICATION.....iv

DEDICATION.....v

ACKNOWLEDGEMENTS.....vi

ABSTRACT.....viii

TABLE OF CONTENTS.....x

LIST OF TABLES.....xiii

LIST OF APPENDICES.....xv

LIST OF ABBREVIATIONS.....xvi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.....1

1.2 Statement of the Problem.....4

1.3 Objectives of the Study.....5

1.4 Research Questions.....5

1.5 Null Hypotheses.....6

1.6 Significance of the Study.....7

1.7 Scope of the Study.....8

CHAPTER TWO : REVIEW OF RELATED LITERATURE

2.1 Introduction.....9

2.2 Theoretical Framework 10

2.3 Concept of Social Studies 11

2.4 Concept of street hawking..... 14

2.5 Concept of Academic Performance 22

2.6 Hawking time and duration..... 31

2.7 The Concept of study Habit 32

2.8 Influence of Study Habit on students` Academic Performance 33

2.9 Review of Empirical Studies..... 34

Summary.....47

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 48

3.2 Research Design..... 48

3.3 Population of the Study..... 49

3.4 Sample and Sampling Procedure 49

3 .5 Research Instrument..... 50

3.6 Procedure for Data Collection..... 52

3.7 Procedure for Data Analysis 53

CHAPTER FOUR:DATA PRESENTATION AND ANALYSIS

4.1 Introduction 54

4.2 Analysis of Bio data and Answering of Research Questions..... 54

4.3 Summary of Major Findings 73

4.4 Discussion 74

CHAPTER FIVE :SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 80

5.2 Summary 80

5.3 Conclusion 84

5.4 Recommendations 85

5.5 Contribution to Knowledge 86

5.6 Suggestion for Further Study 87

REFERENCES 88

APPENDICES 93

LIST OF TABLES

TABLES PAGE

Table: 1 Population of JSS three Students involved in street Hawking in Nasarawa North Senatorial Zone 49

Table 2: Distribution of sample schools and students 50

Table 3: Distribution of Respondents by Gender 54

Table 4 Distribution of Respondents by Age..... 54

Table 5 Distribution of Respondents by Hawking Time 55

Table 6: Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies Male and Female students involved in Street Hawking..... 56

Table 7 Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies students involved in Street Hawking based on their different Age Groups..... 57

Table 8: Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies students involved in Street Hawking based on their different Hawking Time 59

Table 9: Mean and Standard Deviation of Males and Females Academic Performance Scores in Social Studies..... 61

Table 10: Mean and Standard Deviation of Academic Performance Scores in Social Studies of Respondents based on their Age Group..... 61

Table 11: Mean and Standard Deviation of Academic Performance Scores in Social Studies of Respondents based on their Hawking Time 62

Table 13: Summary of t-test Analysis for the Mean Study Habit Scores of Males and Females Social Studies Students..... 63

Table 14: Summary of ANOVA for Respondents based on their Age Groups 64

Table 16 Summary of t-test for Mean Academic Performance Scores of Male and Female Respondents 68

Table 17: Summary of one-way Analysis of Variance (ANOVA) for the Academic Performance of students of different Age groups in Social Studies 69

Table 18: Summary of one-way Analysis of Variance (ANOVA) for the Mean Academic Performance of students of different Hawking Time in Social Studies 71

LIST OF APPENDICES

APPENDIX **PAGE**

I Yaro Yamane`s Formula of Determining Sample Size……...98

II Junior Secondary School Students Study Habits Questionnaire (JSSSHQ)...99

III Social Studies Academic Performance Test (SSAPT)……...102

IV Social Studies Academic Performance Test Marking Scheme..... 108

V Lesson Plan……...…109

VI Analysis out-put……...…….123

LIST OF ABBREVIATIONS

AIO	Area Inspectorate Office
ANOVA	Analysis of Variance
BECE	Basic Education Certificate Examination
ERC	Education Resource Centre
GIM	Guided Inquiry Method
GJSS	Government Junior Secondary School
JSS	Junior Secondary School
JSSCE	Junior Secondary School Certificate Examination
MST	Motivational Systems Theory
NGO	Non-Governmental Organization
SSAPT	Social Studies Academic Performance Test
SHI	Study Habit Inventory
JSSSHQ	Junior Secondary School Students Study Habits Questionnaire
PSSHI	Palsane and Sharma Study Habit Inventory
UNICEF	United Nation Children Education Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Child-Street hawking is a common phenomenon in Nigeria today. This is more prevalent in the urban areas. Hawking is a form of trade in which the seller (hawker) carry wares (commodities or goods) from one place to another in search of prospective buyers. Child-Street hawking refers to the selling of goods carry out by a person below the age of eighteen (child-street hawker).Among child-street hawkers are school going children (in-school child-hawkers) who out of necessity combine schooling with economic activities despite its consequences.

The phenomenon of child street hawking attracted concern from government, Non-Governmental Organizations (NGO), teachers and school administrators. Studies show that children combine schooling and hawking to contribute to family survival, purchase learning materials and pay school fees (Johnson, & Ihesie, 2015). Literature suggest that parent allow their children in to hawking due to the prevailing harsh economic situation in Nigeria (Akpan, & Oluwabamide, 2010; Shailong, Onuk, & Beshi, 2011; Ayodele, & Olubayo-Fatiregun, 2014; and Clark &Yesufu, 2014; idris, Yahaya, Sambo, Muazu, & Isa, 2014). Empirical study shows a significant relationship between parents' occupational level and street hawking among children (Dada, 2013). Given this situation, it is unlikely that child-street hawking could be put to end any sooner.

In recent times, in-school child-street hawking has been an area of wide research (Iorvaa, 2007; Ashimolowo, Aromolaran & Inegbedion, 2010; Faruta, &Yambuk, 2013; Bosah, Offem, & Obumneke-Okeke, 2015 and Johnson, & Ihesie, 2015) due to the concern about their academic performance. Academic performance is a key aspect of educational system. It is a yardstick through which students' progress, teacher`s

effectiveness and over all educational standard is determine. It could be defined as the ability of the students in school work which meet or exceeds the expected grades. Generally, child-street hawking has been assumed to be one of the factors influencing academic performance of students in school.

Researchers such as: Akpan, and Oluwabamide, (2010); Ashimolowo, *et al* (2010); Ubajaka, Duru, Nnebue, Okwaraoha, andIfeadike, (2010);Ekpenyong, andSibiri, (2011); and Johnson, and Ihesie, (2015) call for legislation against child-street hawking in Nigeria. This suggests that when child-street hawkers are barred from hawking it enable them the time to concentrate on school work. Thought it is desirable to discourage any activity that will interfere with schooling of the children, however, it is not feasible when such activity is the means of livelihood in the absent of other alternatives (Omokhodion, Omokhodion & Odusote, 2006; Anumaka, 2010). Insisting on exclusive schooling for children from low income or unemployed parents will likely: hinders enrolment; leads to withdrawal and drop out of school due cost of schooling and need for survival. Given the above situation it is better to allow school going children to engage in income generating activity while they continue schooling than not to be in school at all (Okpukpara, Chine, Uguru, & Nnaemeka, 2006). Moreover, there are in-school child-street hawkers that perform betterin academic work. Recent study reveals that while 35.7 % of the students had worse grade, 31.2 had better grades and 33.1 had no change in their grades since they began hawking in the street (Johnson, & Ihesie, 2015).This implies that despite the challenges that associated with combining school and work, there are students who perform better. This situation is not unrelated to factors that minimized the effects of combining schooling and hawking.

Effect of hawking on in-school children can be reduced when hawking time is minimized (Omokhodion *et al.,* 2006). It is not unlikely that academic performance of child-street hawkers would be better when parent regulate hawking time and monitor

school work. Hawking time is the period in which students carry out hawking. This could vary based on schedules of school work and/or convenience. Studies suggest the in-school students` hawking time could be: before school hours; after school hours; before and after school; and weekend/holydays (Education Research Network for West and Central Africa (ERNWACA), 2010; Ubah, & Bulus, 2014). Hawking time could determine students: attendance in school; participation in extracurricular activities; amount of time for study at home and rest. These are factors that are likely to influence academic performance of students.

Study habit is also an important factor influencing academic performance of students. Literatures suggest study habit and students' academic performance has been area of concern in education. Study habit has been defined as "external activities which serve to activate and facilitate the internal process of learning (Tunde, Oke, &Alam, 2010). It could be said to be the method students adopt to learn. A study habit is associated with time management, homework and assignment, reading and note-taking, concentration; preparation for examination and teacher consultation. Empirical studies reveal that there is a relationship between a students` academic performance and their study habits (Ola, & Morakinyo, 2009; Bashir, & Mattoo, 2012; Cerna, & Pavliushchenko, 2015). Studies on students effect of study habits on academic performance that are available are in relation to chemistry (Tunde, *et al.,* 2010; Ogunkola, & Garner-O'Neale, 2015), information and communication technology (ICT) (Mbah, 2010), English Mathematics and Sciences (Oluwatimilehin, & Owoyele, 2012) parents occupation (Aditya, & Ghosh, 2014) and type of school and type of family (Chand, 2013). It appears that Study on study habits and academic performance in Social Studies is non-existent. There is therefore, the need to carry out this study to fill in the gap in literature.

Studies abound on Junior Secondary School (JSS) students` academic performance in Social Studies. These studies focus mainly on identifying improved teaching method that will enhance academic performance of students in Social Studies (Edinyang, & Ubi, 2012). There is therefore, the need to explore the contributions of study habits in relation to hawking time to see whether it could possibly serve as an intervention to students who engage in street hawking. Thus, this research aims at making comparative analysis of effect hawking time and study habits on the academic performance of students in social studies with a view to determine which of the hawking time is associated with good study habit and will contribute towards improved performance of street hawkers in Social Studies.

1.2 Statement of the Problem

In-school child-street hawking attracted concern from government, Non-Governmental Organizations (NGO), teachers and school administrators and researchers call for legislation against child-street hawking in Nigeria. It is supposed that the ban would enable school going children concentrate on school work for improve academic performance. However, the prevalent of child-street hawking appears to on the increase as each day pass by. Thought it is desirable to discourage any activity that will interfere with schooling of the children, however, it seems not feasible when such activity is the means of livelihood in the absent of other alternatives. The cost of schooling and need for the children to contribute to family survival is hindering school enrolment, withdrawal and drop out of school of students from poor background. Given the above situation it is better to allow school going children to engage in income generating activity while they continue schooling than not to be in school at all. It became necessary to find ways in which the academic performance of the children will be better while they combine hawking and schooling. Thus, this research aims at comparative analysis of effect

hawking time and study habits on the academic performance of students in social studies with a view to determine which of the hawking time is associated with good study habit and will contribute towards improved performance of street hawkers in Social Studies.

1.3 Objectives of the Study

The main purpose of this study is to make a comparative analysis of Junior Secondary School students` study habits and hawking time on academic performance in Social Studies in Nasarawa State, Nigeria. The specific objectives are to:

i. Find out the study habit of males and females Junior Secondary School Social Studies students in Nasarawa State.
ii. Find out the study habits of Junior Secondary School Social Studies students based on different age groups in Nasarawa State.
iii. Find out the study habits of Junior Secondary School Social Studies students based on different hawking time in Nasarawa State.
iv. Determine the academic performance of Junior Secondary School students in Social Studies based on gender in Nasarawa State.
v. Determine academic performance of Junior Secondary School students in Social Studies based on different age groups in Nasarawa State.
vi. Determine academic performance of Junior Secondary School students in Social Studies based on different hawking time in Nasarawa State.

1.4 Research Questions

The following research questions guides the present study:

i. What is the study habit of male and female Junior Secondary School Social Studies students in Nasarawa State?
ii. What is the study habits of Junior Secondary School Social Studies students based on different age groups in Nasarawa State?

iii. What is the study habits of Junior Secondary School Social Studies students based on different hawking time in Nasarawa State?

iv. What is the academic performance of Junior Secondary School students in Social Studies based on gender in Nasarawa State?

v. What is the academic performance of Junior Secondary School students in Social Studies based on age in Nasarawa State?

vi. What is the academic performance of Junior Secondary School students in Social Studies based on hawking time in Nasarawa State?

1.5 NULL Hypotheses

The following hypotheses were raised and testing at a significance level of $p \leq 0.05$:

i. There is no significant difference between the mean study habit scores of male and female Junior Secondary School students in Social Studies in Nasarawa State.

ii. There is no significant difference between the mean study habits scores of Junior Secondary School students in Social Studies based on different age groups in Nasarawa State.

iii. There is no significant difference between the mean study habits scores of Junior Secondary School students in Social Studies based on different hawking time in Nasarawa State.

iv. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their gender in Nasarawa State.

v. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on different age in Nasarawa State.

vi. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on different hawking time in Nasarawa State.

1.6 Significance of the Study

The study sought to find out the influence of hawking time and study habit on academic performance of students. The findings of this study therefore, are expected to contribute to the understanding of situation of in-school child-street hawkers and ways of handling it to ensure improvement in their academic performance while combining schooling and hawking. It is hope that, this study will benefit school administrator, teachers, Parent Teachers Association (PTA), parents/guardians and researchers.

- To the school authorities, the findings of this study are expected to be useful in planning guidance and counselling to students involve in street hawking.
- To the teacher the findings of the study are expected to be useful in teaching of students. For example the teacher when delivering lesson will consider the street hawker as those with special needs and give them more attention and encouragement to participate in the lesson.
- To the Parent Teachers Association the findings of this study are expected to be useful as adviser to the parents. For example parents can be advised to monitor the academic progress of their children and provide them supportive environment such as; learning material, enough time to rest, and assistance in home work.
- To the researcher, the findings of this study are expected to provide information for further study.

1.7 Scope of the Study

This study was delimited to Northern Senatorial District of Nasarawa state. The target population was all the Junior Secondary School three students who engage in street hawkers. Only students from public schools in the area are considered in this study. The study involved only day secondary schools. The schools are more suitable for the study because boarding schools confine the students in the boarding house in which participation in income generating activity like street hawking is less likely. More so, only urban schools were considered due to due to security challenge in rural areas in Nasarawa state as a result of the conflict between herdsmen and farmers of some of the school in rural areas were closed at the time of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is devoted to review of relevant literature related to the present study and empirical related studies. It therefore focuses on the following sub-topics:

- Theoretical Framework
- Concept of Social Studies
- Concept of Street Hawking
- Prevalence of Street Hawking in Nigeria
- Causes of Street Hawking in Nigeria
- Concept of Academic Performance
- Street Hawking, Risk Exposure and Academic Performance
- Street Hawking, Truancy, and Academic Performance
- Parent Socio-Economic Status and Academic Performance
- Gender Differences in Academic Performance
- Hawking Time and Duration
- Concept of Study Habit
- Influence of Study Habit and Academic Performance
- Review of Empirical Studies

- Summary

2.2 Theoretical Framework

Martin Ford's Motivational Systems Theory (MST). This theory focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. MST attempts to describe the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides (Pintrich & Schunk, 1996). Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

$$\text{Achievement} = \frac{(\text{Motivation} \times \text{Skill})}{\text{Biological Structure}} \times \text{Responsive Environment}$$

The formula proposes that actual "achievement and competence are the results of a motivated, skilful, and biologically capable person interacting with a responsive environment" (Ford, 1992, p.70). The motivational systems theory does not attempt to replace or supersede any of the existing theories. Instead, it attempts to organize the various motivational constructs from different theories into one model. The main constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behaviour episode, there are four major prerequisites for effective functioning:

1. The person must have the motivation needed to initiate and maintain the activity until the goal directing the episode is attained.
2. The person must have the skill necessary to construct and execute a pattern of activity that will produce the desired result.

3. The person's biological structure and functioning must be able to support the operation of the motivation and skill components.
4. The person must have the cooperation of a responsive environment that will facilitate progress towards the goal (Ford, 1992).

This theory suggests that better achievement is the result of motivated and responsive environment a student is living in (Campbell, 2007). Responsive environment constitutes areas of the components of study habits which include: time management; home support; teacher; and consultation. Mendezabal (2012) submits that it is "…study habits and attitudes that ultimately bring about the desired performance…" Student who combines schooling and work needs to develop a desirable study habit to be able to have better academic performance.

2.3 Concept of Social Studies

Social Studies is relatively new compare to other disciplines in Nigeria, however, it emergence in the country was greeted with wide acceptance and is being used in meeting a number of necessities. The introduction of Social Studies in to the Nigerian educational system, was to augments the deficiencies in the inherited educational system of the colonialist (Ossai, 2014) and as a solution to emerging societal problems and to bring about national development and integration (Oyebola, 2014). Nigerians during the colonial system of education were not presented with the real situation of the immediate environment they live in (Mezieobi, & Mezieobi, 2013) in which they became incapable of surviving with the skills they acquired. Social Studies then became the suitable discipline which fills the gap. Ediyang, Ubi and Adalikwu (2012) asserts that Social Studies is aimed at inculcating the necessary skills, competencies and intellectual capabilities the learners will use for a healthy living in the society. Couple with the above, Bashiru (2013) posits that, Social Studies presents the dynamics of "values,

interest and attitudes" such that will help the learners in decision making on matters affecting them. Thus, Social Studies is a discipline that equips the learner with the tools necessary for their survival in the society.

Social Studies in Nigeria have been view as a problem solving discipline. Basuwa (2014: 51) looks at Social Studies as a "curriculum designed specifically for the study of man and how his problems are solved". Haruna and Liman (2013) pointed out the kinds of societal problems which Social Studies would equip man to solve to include: militarism, terrorism, selfishness, callousness, greed, lop-sidedness, cheating, embezzlement, and resource mismanagement. Since its introduction in to the country, Social Studies serve as a medium for integration, national development as well as curbing social problems (Oyeniyi, 2014). Social Studies is therefore, a discipline that is designed to solve the evolving everyday problems of man in the society. Researchers such as; Mezieobi (2014) and Olubadewo (2014) view Social Studies as an integrated field of study. In clarifying the integrated nature of Social Studies, Olubadewo (2014: 98), pointed out that, "It is a social science that overlaps other social sciences, like sociology, political science, history, economic, geography, religious studies, psychology, anthropology and civics". This should not be misconstrue as a merger of the social science subjects, rather , Social Studies derives ideas from the social sciences that bothers around man in relation to its environment and design the subject to solve the problem of man (Irikana, & Ibeh, 2014). It was made clear, for the avoidance of doubt, Social Studies is a peculiar subject that has a "...distinct objectives, content, approaches and methods" (Nuhu, 2014:19) and a particular target.

There is no consensus as to what should be the universal definition of Social Studies. Social Studies Educators such as; Baraya and Malcolm (2014) and Justus (2014) observes that there is no universally accepted definition of the subject in Nigeria, as it has

been defined in deferent ways by deferent authors. Mezieobi, Fabura and Mezieobi (2008) made a collection of some of the definitions and categorised them in to twelve groups. The lack of universally accepted single definition of Social Studies has been an issue of concern to authorities in the discipline in Nigeria. The contention for a single definition of Social Studies has been said to be "...intense since its emergence as a field of study" (Justus, 2014:p94). In recent times, Mezieobi and Mezieobi (2011) laments that, with many definitions of Social Studies by deferent people, Nigeria lacks professional definition of the subject. Mezieobi and Mezieobi, (2011) suggests that, for a better professional practice, Nigeria must have a unified definition of Social Studies. While some Social Studies Educators were concerned about the numerous definition of the subject, Irekana and Ibeh (2014) did not see it to pose any threat to the profession and attributes the different views by scholars to the dynamic nature of the subject. Contributing to the idea of universally accepted definition, Tikumah (2009:2), admonishes that "...the effort being exerted on the endless search for a universal definition of Social Studies are better diverted, instead, to highlighting the practical uses of the subject". Referring to the synthesis of the various of Social Studies, Zakari (2014) draws attention to the fact that, all the definitions revolves around man in relation to his environment and to conclude the matter, Tikumah (2009:2) submits that "...their discrepancies (in the definitions) are little more than using different word to describe the same thing – man in his environment". Nuhu (2014) acknowledges the lack of a universal definition of Social Studies, but argue that, many scholars have made concerted effort to conceptualise the subject.

Synthesis of the definitions of Social Studies giving by deferent authors shows that it is conceptualized based on the nature of the subject and/or its purpose. Ololobou cited in Zakari (2014) view Social Studies as an organised, integrated study of man and his

environment, both physical and social, emphasizing on cognitive, functional skills and desirable attitudes and action for purpose of producing an effective citizen. Nuhu (2014) conceptualised Social Studies as a field of study that deals with integrated knowledge and experience concerning human relation for the purpose of citizenship education. The above definitions conceptualised Social Studies base on the nature of the subject (integrated field of study) the purpose it serve (for effective citizenship).

Akinola (2014) define Social Studies as the planned and unplanned process by which individuals acquire values, skills and knowledge which will make them useful to themselves and society at large. In the view of Tom (2014) Social Studies is a discipline aimed at developing decision-making, including knowledge skills for reflective thinking and participation in democracy. Adaralegbe cited in Akinola (2014) view Social Studies as a problem-solving approach discipline. Onuoha, Onuigbo and Ugwuanyi (2014) perceive Social Studies as a discipline that brings the reality of everyday societal living to the students. In the view of Zakari (2014) Social Studies is concern with study of man and his interaction with social and physical environment. In the perspective of Gele cited in Gele and Gele (2014) Social Studies is an organized systematic study of people`s interaction and influence for positive development of their immediate and general society in question. According to Baraya and Malcolm (2014) Social Studies is a process of education which emphasizes the relationship human being has with their physical and social world. All the definitions are conceptualised on the basis that Social Studies is a means through which the individual acquires the competency necessary for survival in which he/she apply to relate with their environment.

2.4.1 Concept of street hawking

A synthesis of literature shows that there are other names street hawking is been refer to among are; small and medium scale trade (Eghosa, 2010), street trading (Amoo,

2012), street vending (Mittulah, 2005), which however, has the same meaning and can be used interchangeably. There is no single universal definition of the concept street hawking; it has been defined differently by many researchers but portraying the same meaning. Asare (2010) sees street hawking as an act of selling retail goods directly on busy city streets, while to Amoo (2012), is displaying of wares by the road side, carrying head pan or raising a sample of wares to the commuters while the vehicle are moving. Umar (2009) define street hawking as the selling of things along the roads and from one place to the other. The above definitions give a picture of what is visible in the pattern of present day hawking. Unlike in the past when hawkers move from house to house and around the market place, now high ways are the major spot of hawking due to large number of commuters every day. Street hawking therefore, is a small scale trade in which the seller move around in search for prospective buyer from house to house, public offices, institutions and mainly motor parks and busy pedestals.

For the purpose of this study, street hawking is referring to hawking by school-going children except otherwise stated. A child is a person male or female who is below the age of eighteen. In literature, hawking involving children is referring to differently but holds the same meaning. It being refer to as child street-trading (Ashimolowo, *et al* 2010), teenage hawking (Eghosa, 2010), juvenile street hawking (Udoh & Joseph 2010), child street vendor (Ugochukwu, 2012) and child street hawking (Dada, 2013).Therefore, child street-hawking can be interchangeable with street hawking which is the act of selling wares by children. A hawker is someone who engage in street hawking, however when the person is a child, it can refer to as; juvenile hawker (Ayodele, & Olubayo-Fatiregun, 2014), child street-vendor, (Ugochukwu, 2012), child hawker (Akighir, 2013), and child street-trader. To distinct the child hawker by gender, it can be refer to as male child-hawker (if it is a boy) and female child-hawker or girl-child hawker (if it is a girl).

Street hawkers are categorised based on the mode they practice their trading. The Ministry of Urban Development and Poverty Alleviation cited in Ayodele and Olubayo-Fatiregun, (2014) classifies hawkers in to; those who hawk wares on regular basis and those who are irregular hawkers. The child street hawkers were observe to be regular, that is those who hawk wares every day before and/or after school, and even the whole day (Ebigbo, 2003), and irregular, that is those who hawk on weekends (Ayodele & Olubayo-Fatiregun , 2014) and when on holiday. Also, the different pattern in with hawkers carry out their trade is distinguishable. It has been pointed out that street hawkers "...may be stationary in the sense that they occupy space on the pavements or other public/private spaces or, they may be mobile in the sense that they move from place to place (Bhowmik, 2005:2256). Some hawkers could be said to be stationary-mobile in the sense that they keep their goods in a particular place where they sale for some times and after a while they pick few of the items and rush to meet/or search of customers.

Hawking has no permanent site or place. Street hawker's patronage to a place depends on how long the situation enabling the gathering and/or access to prospective consumers last. Street hawkers always move to locations where they would meet large customers and make good sell of their wares. It was observed (by this researcher) street hawkers suddenly disappeared in Ubbe village along Akwanga-Lafia road, in Nasarawa state, when the check point mounted by mobile police officers was removed. Before the relocation of the check point out of the area, large number of street hawkers roams in the area as from 6 am to 9pm daily causing obstruction, not only to moving vehicles but also to walking passers-by. The hawkers are now seen going to Endehu-Gida ten kilometres away from Ubbe where another check point was set up. Those who hawk at construction site disappear when work stop or completed. Street hawkers choice of place is always purposive and timely and as asserted Solomon-Ayeh, King, & Decardi-Nelson, (2011)

they do not locate their place of hawking haphazardly. Most street hawkers as observed locate themselves along main roads and streets, near shopping centres or at corners where they can be seen by pedestrians and motorist (Mittulah, 2004:7).

Another issue relating to street hawking is the sustainability and expansion of the activity. The persistence of street hawking defies its restriction by authorities and the emergence of modern retailing (Solomon-Ayeh, 2011). Literature suggests that the survival of street hawking activities is owing to a number of factors. Researchers the world over, such as: Anumaka, (2012), Shailong, *et al.,* (2011), Mitullah, (2005), Bhowmik, (2005), Kwankye, *et al.* (2007), all concur that street hawking is a major source of income to poor families. Empirical study (Nduka, & Duru, 2014) on the menace of street hawking in Aba, found that, children engage in hawking to support themselves and their families. This could be said to be the core factor surviving street hawking across the globe as it is a means of lively hood many people. Also, the service street hawking provides to the teeming urban population people contributes immensely to its survival. Asare`s (2010:2) assertion buttress this fact when it says that:

> *... in today`s fast paced world, people rarely have time to travel to the market centres to shop hence hawking provides timely and affordable services because goods are sold at relatively cheaper prices although the quality of such products cannot easily be verified. Additionally, patronizing from these hawkers is convenient and cost effective because products are sold as single items and not in bulk making it quite affordable and there are no limits to hawkers` times making the very accessibly...*

Corroborating the above point, Bhowmik (2006) submits that, "...lower income groups spend a higher proportion of their income in making purchases from street vendors mainly because their goods are cheap and thus affordable". He concluded that were it not for prevalence of street hawking, urban poor situation would have been worst. Reasons abound for the survival of street hawking in Nigeria. In the first place, most Nigerians

have a habit of eating while on transit. Commuters hardly eat before boarding vehicle and while on transit, orders the driver to stop so that they can buy food. The poor nature and network of roads in Nigeria has also, made maters worst as it takes several hours to cover short distance due to pot holes, check points "stop over" and congestion in which people become hungry even when they have eaten before taking off. It has also, been observe, most Nigerians get up to work as early as 5am to avoid heavy traffic and end up having breakfast while on transit. In addition, low income earners as well as people who do menial jobs prefer to buy from hawkers because it is cheaper and sold in small quantity and items can be obtained at any time. The above sustains the continuous existence of street hawking.

In spite of the benefits of street hawking to the society and families of hawkers, the activity is generally regarded as illegal (though tolerated) and hawkers treated as criminals. It has been said that street hawkers are subjects of hostility (Mitullah, 2005) and constant raid (Bhowmik, 2005) in public places by authorities. In institution of learning where hawking has been banned hawkers faced frequent raids, harassment and sometimes brutally handled/ flogged by security personal. This is the case in Ahmadu Bello University, (main campus) Zaria, (on several occasions witnessed by this researcher) where hawkers and the securities are in constant race and when caught the wares are trampled by the security, an action that would lead to further brutality on the hawker at home for loss of items. In trying to escape from being caught by authorities the hawkers fall in to high risk situation. Abanyim, (2012:1) witnessed such event and narrated:

> *It`s a hot afternoon in front of a bank. A young teenage boy carrying a tray with his wares breezes past like lightning, jumping into the tarred road and continuing his race into the lane. Wondering what might caused such a flight, I saw two young men from the Abuja Environmental Protection Board (AEPB) hurtle from another direction*

> *in a very corporal enforcement drive. Fortunately, there was no oncoming vehicle. Such was not the case for another orange hawker last November, who was killed in Abuja by a vehicle while trying to escape from the agents of the AEPB*

This has been the horrible situation hawkers faced in attempt to clamp down on them while on the street carrying out their business.

Socio-demographic characteristic of street hawkers have been widely considered by researchers. Age and sex of hawkers are the aspects that are of more concern. It is observe, children below the age of seven are involved in street hawking. Udoh and Joseph (2010) posit that "Most children start hawking at a very tender age, when they are still in their formative years". This is the age at which these children are groomed on strategies of hawking. Usually, the kid hawkers carry lighter goods and follow the lead hawker behind who introduce them to locations and customers. The younger hawkers are also, taught on how to handle finances by the older (Shukurat, 2012). Adeyemi cited in Ayodele and Olubayo-Fatiregun (2014) acknowledges that young street traders were usually attached with an adult guide.

Empirical studies (Ashimolowo, 2010; Dada, 2013) documented the age distribution of street hawkers which shows that some children were into street hawking when they are six year old. It is easier for a parent to convince younger children to hawk and to be diligent than the adolescent who's attention is more playing. On the sex of street vendors, when one observes these children, especially in the north, would accept that more girls than boys are involved in street vending. In literature, controversy abounds in the involvement of children in street hawking on the basis of gender. While researchers such as Femi (2011) and Shukurat (2012) argue that more girls than boys are involved in street trading, Ugochukwu, *et al.,* (2012) found that boys outnumbered girls whereas Egbibo, cited in Ayodele and Olubayo-Fatiregun (2014: 22) "saw no difference

between female and male representation in child labour". The above contradiction, one may say, resulted from choice of subjects of study and location and could not necessarily be a perspective of the whole country. Situation such as this presents a challenge that call for a thorough study to ascertain gender proportion in street hawking.

2.4.2 Prevalence of Child-Street Hawking in Nigeria

There may not be available study or record which shows when child-street hawking stated in Nigeria, however, it is a common knowledge that right from the seventies (1970) children have been engaged by parents in transporting and/or sales of farm produce and as well on their own look for fire wood to sell in the city to meet their personal needs. In Nigeria today the incidence of child-street hawking is wide spread (Ebigbo, 2003) and despite the public enlightenment campaign in the media and the signing in to law child right act in some states, the menace continue to flourish unabated. The effort by government agencies to stop the practice especially in the cities did not yield any considerable result. Instead the number of children who enter in to street trading is on the increase as each day pass by. The estimated fifteen million children engaged in various form of labour in Nigeria (UNICEF-Nigeria, 2007; Femi, 2011) include those who hawk goods in the street. A child is an individual under the age of eighteen years old (Shailong, *et al.*, 2011). Children at age below ten are found to be engaged in street hawking in Nigeria (Ugochukwu, Okeke, Onubogu, & Edokwe, 2012). This shows that hawking in the street has been part of the children`s way of life right from early child hood which could make it difficult for them to quit the practice.

Every day school age children roam in the street advertising and selling goods from morning to evening. This situation has been found to be on the increase in Nigeria (Ekpenyong, & Sibiri, 2011). Literature reveals that these children are commonly seen hawking at road junction, high ways, markets, in buses, motor parks and check points

(Shailong 2011; Femi, 2011; Ubah, & Bulus, 2014). Also, construction site, schools, hospitals, public offices and events like religious or political rally are places, street hawkers commonly patronised.

2.4.3 Causes of Child-Street Hawking in Nigeria

The synthesis of literatures shows a consensus that poverty is mainly the cause of involvement of school going children in street hawking (Kwankye, Nyarko, & Tagoe, 2007; Udoh & Joseph, 2012; Osonwa, Adejobi, Iyam, & Osonwa, 2013). Beside poverty, street hawking is attributed to; urbanization and modernization (Dada, 2013), population growth and migration (Ugochukwu, 2012), failure in core family values and weakness of the instrument for the protection of children (Unicef-Nigeria, 2007). Unemployment, family size, greed and illiteracy are other factors that could cause involvement of children in street hawking. It is pertinent to state that, most of these factors are tie to the existence of poverty the family. Findings of empirical studies indicates varying factor as the causes of students involvement in street hawking. This could be said to be so due to peculiar situation, characteristics or home background of the individual hawker. Whatever the reason that pushes children into the street to hawk, it is for the sole purpose of contributing to family income, survival or to meet personal needs.

Parental lost, through separation, divorce or dead, has been the reason some children involve in income generating activities (Femi, 2011). In a study (Dada, 2013), it was found that 20% of the respondents (child street hawkers) lost either one or both of their parent. It further pointed out that, the loss of parent heighten the burden -economic and social- in the family. In the situation of loss of parent, the child is left with no option than to hawk wares in the street for the purpose of survival. The study (Dada, 2013), also, found significant relationships between:

i. Parents/guardian`s educational level and street hawking among children;
ii. Parents/guardian`s occupational level and street hawking among children; and
iii. Parents/guardian`s family size and street hawking among children.

Education and occupation correlates and it determine income level of a family. Parent with little or no formal education earns little income, due to lack of employable skills, which cannot meet the family needs. In this situation, parent force their children into street hawking to supplement family income (Kwankye, Nyarko, & Tagoe, 2007). Commenting on the involvement of children in street hawking, Nduka, and Duru, (2014:138) states that, 'parental influence could have influenced their choice to engage in hawking ...". There are, however, a number of children who's decision to fall into the street was not influenced by their parent, but the prevailing situation. As well there children who are push in to hawking by their desire to make money at early age (Shailong, 2011).

A study (Usman, 2010), of street hawking and socio-economic dynamics of nomadic girls of northern Nigeria indicates that, the causes of street hawking were both economic and social. Economic causes found in the study include; family gender division of labour, poverty, preparation for self-reliance and economic independence and to supplement family income and on the other hand, religious teaching on self-reliance in preparation for early marriage, to finance wedding expenses, acquire material possession as child bride, family honour, to cater for personal needs, for socialization of the girl and to expose girls to suitors are the social causes of street hawking (Usman, 2010).

2.5.1 Concept of Academic Performance

Academic performance is a key aspect of education system. It is a yardstick through which students' progress, teacher`s effectiveness and over all educational

standard is determine. Academic performance can be measured through some instruments (Sikhwari, 2014) such as examination and test and the marks, grades and percentage obtained are giving as the results (Awan, Noureen, & Naz, 2011). This result is, what is used to determine student progress, teacher`s effectiveness and the standard of education. Academic performance of students is conceived as the reflection of their ability in academic work (Okeke, & Attah, 2010). Olibie and Ezeoba (2013) see it as how well a student performs in test and examination. The scores of the students indicate their performance which could be either low or high depending on the standard that is set. Student's score that meets the standard or is above is said to be good or excellent performance and scores below is a poor performance. Asikhia (2010:230) define poor academic performance as a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard

Academic performance of a student is a key to educational progress. It determines whether the student will be due for admission, promotion and transition or not (Nyagosia, et al 2013). One other thing tie to academic performance is that it indicates teacher's effectiveness. Akiri (2013) submits that academic scores of students` are predictors of teachers` effectiveness. This means that high academic performance of students indicates the teacher is effective while poor academic performance indicates teachers` ineffectiveness. The view of Olorundare (2011) is in that direction but, noted that a student could possibly have a good grade in a class of ineffective teacher likewise, in a class an effective teacher, a student could possibly fail. Factors that contribute to teachers' effectiveness according to Oredein (cited in Akiri, 2013) includes; teachers relationship with students, teaching experience and qualification, which influence on teaching and learning could be positive or negative that would in either good or poor academic performance (Akiri, 2013). Academic performance of student has been used to

describe the quality or standard of the educational system. The prevailing poor performance of students in school and public examination has been seen as the outcome of poor quality of the educational system in Nigeria. Educationist such as Olorudare (2011:4) doubt if the poor performances of students as witness now is not "a reflection of the institutional and structural qualities in the schools".

2.5.2 Street Hawking, Risk exposure and Academic Performance

Street hawking is associated with exposure to risk which commonly results to health consequences that have a resultant effect on the academic performance of the children. Street hawking is a rigorous activity. It was observed the child street hawkers walk along distance carrying heavy goods every day under different weather condition. Street hawking has been recognised as a hazardous activity that has high risk on human life (Akpan, & Oluwabamide, 2010; Amoo, 2012; Ayodele, & Olubayo-Fatiregun, 2014). Fetuga (2007) pointed out that besides being harmful; hawking interferes with the schooling of the child street hawkers. The risk street hawkers are exposed to include but, not limited to road accident, sexual abuse, diseases kidnapping, being victims of ritual and antisocial behaviour (Ugochukwu, 2012; Amoo, 2012; Akighir, 2013).

Largely, Street hawking is mostly done by the road side which make the hawkers vulnerable to road accident (Okoye, & Tanyi, 2009). Ayodele and Olubayo-Fatiregun (2014:22) pointed out that "accident involving hawkers is inevitable when one looks at their various risk behaviours ..." The risk behaviour of hawkers is clearly seen while chasing moving vehicles (Agbanyi, 2012) and going in and out of traffic to advertise or sale their wares (Femi, 2011). Others includes: attempting force entry of a moving vehicle; carelessly alighting buses after making sale and hawking in robbery scene (Ayodele and Olubayo-Fatiregun 2014) Cases of street hawkers involved in road accidents have been identified in empirical studies. In a study of Child Street vendors in

Nnewi, Nigeria, Ugochukwu, *et al.,* (2012) found that a significant number of children in the study area have been involved in road accident while hawking. Similarly, Akpan and Oluwabamide (2010) found that children involved in road accident almost every day in Uyo metropolis. Hawkers who are involved in accident would miss classes a lot and while in the class the trauma could impede concentration the result which will be poor achievement.

Hawking activity is characterised by walking long distance and hawking all through the day. Going through the syntheses of theoretical literature, researchers (Femi, 2011; Dada, 2013; Abisoye, 2013) shows that street hawkers are often exposed to harsh weather and unhealthy condition. The child street hawkers usually, walk a long distance to get to location where they meet customers. The lucky few, whose home is close to hawking location, escape walking long distance, however, the hawking around if put together would also amount to walking long distance. It is observed some of these children do walk distance of five to seven kilometres to and fro hawking location every day carrying goods too heavy for their age. Those who claim to be smart do board vehicle or bike to hawking location of which they do out smart customers (by inflating prices of wares or defrauding customers of their change) to recover money paid for the transport fare. These children set out to hawking in cold hours of the morning, through the hot sun of the day till the cold hours of the night daily. They do not border to observe the cloud to see whether it is going to rain as so long as the customers are out there, they carry out their business even when it is raining (Agbanyim, 2012). In a study Akpan and Oluwabamide (2010) reveals that hawkers in Uyo are exposed to extreme weather condition such being under the sun and in the rain while hawking.

The hawkers' experience of long hours of hawking, walking long distance and exposure to extreme weather condition impose great risk to their health which could

impedes learning leading to poor achievement in school. Walking long hours, according to Okoye and Tanyi (2009) is responsible to fatigue and impairs intellectual development. Ashimolowo (2010) posits that the stress experienced by these children do result to poor concentration in class and poor health. The effect of this Fetuga (2007:933) observes is "...reduced learning achievement..." Poor state of health of students has been found to be responsible for poor academic performance in school (Okeke, & Attah, 2010).

Street hawking also exposed the hawkers to antisocial behaviour. Street hawking is a threat to family socialisation as these children while in the street depends on peers and other adults learning values, attitude and behaviour that are against the societal accepted ones. Okoye and Tanyi (2009) assert that child street hawkers learn bad behaviour from adult in the public. The antisocial behaviour hawkers are exposed to in the street is identified as robbery, smoking drinking, being sexually active, cultism and vulgar language (Abisoye, 2013; Nduka, and Duru, 2014). The association of street hawking and antisocial behaviour is also, area of empirical studies. Udoh and Joseph (2012) in a study of street hawkers in Uyo, found that street hawking create room for moral laxity and predispose the hawkers to stealing. In another study of street hawkers in Nnewi, Ugochukwu (2012) observed that street hawkers were involved in smoking, cigarettes and marijuana in the area. The above findings are a reflection of the moral decadence among street hawkers in the whole of the county. Other risk factor which street hawking exposes the hawkers to is sexual abuse which has tendency of negative impact on their performance in school.

2.5.3 Absenteeism/Truancy, Street hawking and Academic Performance

Absenteeism has been refer to as persistent absence from school (Musa, 2014) while truancy is the deliberate practice of staying away from school, classes or lesson

(Idowu, & Durosaro, 2010). This behaviour affects attendance in school which has been a factor influencing students' academic performance (Nyame, 2010). Abraka, cited in Anumaka, (2010) "found that 22% of student`s academic performance was influence by attending classes in secondary schools in Delta state of Nigeria." Street hawking has been a root cause of students playing truant and/or absent themselves from school. A study, (Ashimolowo, Aromolaran, & Inegbedion, 2010) indicates that, 79.2% of respondents admitted that their attendance in school have been affected due to the rigours of street hawking. Similarly, Shailong, Onuk and Beshi (2011) in their study, found that, 60% of the subjects report to school late and are not regular as a result of fatigue. It is also pointed out that, some of the times students are seen in their school uniform hawking goods in the street during school hours (Ubah, & Bulus, 2014), "which also affects their school attendance" (Arhedo, Aluede, & Arhedo, 2011: 21). Udoh and Joseph (2012) in their study found that street hawking does significantly contribute to truancy among the street hawkers in Uyo metropolis. It is glaring that involvement of students in street hawking made them to be irregular in school and develop truant behaviour which impact negatively on their performances. In fear of being punish for absconding from school or arriving late, the child street hawker may decide to stay away from school or entering classes (Shailong, 2011; Arhedo, 2011) and by doing this constantly it develop in to a habit. The result of this is that, the students' misses what have been taught and are most likely to perform poorly (Ekpenyong, & Sibiri, 2011). In a study, by Musa, (2014) on absenteeism and truancy and their impact on academic performance of students, it was found that, there is a significant impact of absenteeism and truancy on academic performance of students in Ogun state. Involvement of students in street hawking result in absenteeism and truancy influence their academic performance.

2.5.4 Parent Socio-Economic Status and Academic Performance

The family is the first environment of the child in the society and parent holds the key to the education of their children. Parents determine the kind of education, type of school and the level of education a child attends which however, depends on the socio-economic statuses they fall into. Okoji (2013:5163) shows that Nigerian society falls in to high socio-economic status which consists of the upper and middle classes and low socio-economic status which consists of the lower class. It has been shown that education, occupation and income are factors that determine socio-economic status of a family and the three correlates (Nicholas-Omoregbe, 2010; Okoji, 2013). Highly educated people are more likely to be engaged in occupation that earn them higher wages because they acquired skills that made them more resourceful while those who are less educated finds employment in occupations that offer lower income. The scenario might be the reason attributed to classification of people into high or low socio-economic status. Adeyemo and Babajide (2012:4) pointed out that, the social and economic worth of people in the society is determined by their socio-economic status and this status is a "powerful indicator" of their children's achievement in school. In agreement to the notion that socio-economic status affects achievement, Azhar (2013) asserts that students of high socio-economic status perform better than those from low socio-economic status. Socio-economic status of parents has been an aspect that is widely researched in determining the factors influencing academic achievement of students (Adeyemo, & Babajide, 2012; Azhar, 2013). Rothman, cited in Akinsanya, Ajayi and Salomi (2014) submits that, parental educational level, occupational status and family income are socio-economic factors that are "critical" and "important factors associated with the educational achievement of children" (p.100). The above, according to Akinsanya (2014) are among the frameworks academic achievements of students were studied.

Orji, (2013) study the effect of socio-economic status of parents on educational attainment of female secondary school students in Rivers state of Nigeria, and found that educational status of parents has significant effect on educational achievement of their children. Educated parents know the value of education and so therefore, have interest in the schooling and success of their children unlike the less educated parents who are less interested. Parents' encouragement, interest and expectation on their children schooling impacted greatly, negatively or positively on their progress in school (Tambawal, 2010; Akinsanya, *et al* 2014). Children whose parent cares less about their schooling are more likely to be truant in school. A study (Sara, Mburza & Dukku, 2012) reveals that, it is the children of the less educated parent that mostly shows truant behaviour in school. Students with truant behaviour often not pay attention in class during lesson, submit assignment and show up in school regularly which will have negative impact on their academic performance (Nyame, 2010). Children from educated home are less likely to involve in truancy because their parent pay attention to their schooling and would not tolerate truant behaviour (Sara, *et. al.*, 2012).

A study (Nicholas-Omoregbe, 2010) found a relationship between parent's income level and students' success in school. It further submits that the higher the income of parents, the more likely it motivates its children to learn at school and consequently to succeed in learning. This is because students from high income families receive enough learning materials, school fee and other personal needs are adequately provided. In a situation where academic needs of students could not be catered for, as the case always is among poor family income, the students are more likely to be frustrated and unmotivated to learn leading to academic disability (Basil, 2007). Lack of motivation is said to be one of the most critical factors affecting learning of students (Sikhwari, 2014:19). Sikhwari further pointed out that:

> *...students who are unmotivated to learn are not enthusiastic in their learning effort. They may be inattentive during the lesson and not organised or revise the learning material. Note taking may be done haphazardly or may not at all. They may note monitor their level of understanding or ask for help when they do not understand what is being taught.*

Lending support to above findings, a study, (Akinsanya, *et. al.*, 2014) found that; parents` education and occupation has significant influence on the academic achievement of students. They concluded that students who come from high ranking occupation families do performs better than those who are from low ranking occupation families. Educated parent have capacity for increase income due to engagement in high ranking occupation which enables the family better nutrition, home environment and a healthy happy home. Parents of low occupation are not concern with food of high nutritional value causing poor health status which can affect the academic performance of their children (Machebe, & Ifelunni, 2014). Okeke and Attah (2010) in a study found that poor state of health of students is the factor responsible for poor academic performance of the students.

2.5.6 Gender Differences in Academic Performance

In literature and as well empirical studies, gender difference in academic performance of students is an area of concern in Nigeria and the world over. However, an over view of position of authorities in the academia on the difference in academic performance of students on the basis of gender indicates that they are contradictory (Dayioglu, & Turut-Asik, 2004; Ren, & Hagedorn, 2012; Obeka, 2013). While some shows that female students outperformed their male counterpart others shows the opposite and as well, there are those who finds that there is no significant difference in academic performance between male and female (Dania, & Eboh, 2013).

In a study (Olibie, & Ezeoba, 2013) on effect of Guided Inquiry Method (GIM) on academic performance of students in Social Studies, the difference in between male and female students was examine and the result shows that there was no significant difference between the mean score of male students and that of female counterpart taught Social Studies with GIM. A number of studies, such as: Dayioglu, and Turut-Asik (2004), Nyame (2010), Obeka (2013) Abdullahi (2013), Balarabe (2013), Ibrahim and Sambo (2013) and Abdulssalam (2013) also, found no difference between the performance of female and male students. Though the above studies indicate no difference in academic performance on the basis of gender, however, the reason each suggested for this position differs. Contrary to the finding of studies above, which holds that there is no significant difference between the academic performance of male students and that of their female counterpart, a study (Dramanu, 2012) in Ghana, examine the academic performance of students on the basis of gender, the result indicates a statistically significant difference between the performance of male students and that of their female counterpart in Junior High Schools in Ghana. The male students with a mean score of 53.59 outperformed their female counterpart who had 51.23. A number of studies (Azhar, Nadeem, Naz, Perveen, & Sameen, 2013; Nsofor, & Ala, 2013) lay credence to this view. This shows that there is no position that can be single out as most reliable and applicable to all situations.

2.6 Hawking Time and Duration

Street hawking is observed to have a pattern of involvement or practice by the hawkers. The pattern has to do with time or period in which the children take to hawking. Usually, children that involve in street hawking are those who attend day schools. Someday schools operate in the morning while others in the afternoon. This has enable some of these children to be in the school in the morning and hawk in the afternoon

while others wards learning hawk in the morning before attending school in the afternoon. Some parents, who thought hawking in the morning before going to afternoon school or otherwise, would affect the children schooling allow them to hawk only during weekends and when on holiday. From the above, the hawkers can be categorised in to:

1. every day hawkers; and
2. Weekends and holidays hawkers.

Dada (2013) observes that hawkers attend either morning or afternoon schools and engage in hawking out of school time. Oyinye cited in Ayodele and Olubayo-Fatiregun (2014) share similar view and added that some children hawk during the weekends. Looking at the available literature, it is evident that not much study has been done specifically on pattern of street hawking base on time or duration. It is however, pertinent to find out the difference in academic performance of the students.

2.7 The Concept of Study Habit

Study habit is an important concept in academics and could be regarded as a tool for academic success. Achievement in school work is associated with study habit of learners. It determines how well a student learns and how dedicated he/she is to school work. Study habit is not in-born in students but develop over time consciously or unconsciously. Over the years, study habit is an area of research and found to be one of the correlates of academic performance. Study habit has been defined as "series of study activities embark on by students to ensuring learning effectiveness" (Yahaya 2003: 221). This implies that, study habit is an effort made by students towards better learning. Study habit have been described (Chand, 2013) as a technique used by students to aid them in achieving school work. Akpan and Emaye (2015) refer to study habit as the behaviour

pattern students develop for studying and academic progress. Study habit, therefore, is an effort made or pattern adopted by students which aid them towards better learning.

2.8 Influence of Study Habit on Students` Academic Performance

Study habit has been given much attention due to its influence students` academic performance. Study habit developed by students could be effective or ineffective. Study habit that is effective will enable students to achieve higher while ineffective study habit comes with lower achievement. Study habit therefore, has relationship with students' academic performance. Researchers are interested in identifying and recommending study habit that is effective leading to academic progress.

Literature shows that study habit affects students' academic performance either positively or negatively. Chand, (2013) submits that a good study habit leads students to better achievement. It has also, been pointed out (Akpan & Emaye 2015) that bad study habit leads to poor achievement. This goes to show that students need to have the knowledge and/or apply effective study habit for them to have better performance. In the view of Osa-Edoh and Alutu (2012) it is either because of lack of knowledge of good study habit or not employing good study habit that even student of high intelligence do not perform better in school work. Aditya and Ghosh (2014) observe that "to study effectively, it is not only necessary for the students to be interested in the subjects of study, but also to possess the knowledge and effective methods of study.

The influence of study habit on academic performance of students is an area of empirical studies. Akpan and Emeya (2015) in a study of "Effect of Study Habit on Academic Achievement of Agricultural Science Students in Senior Secondary Schools in Rivers State, Nigeria" found a significant relationship between good study habit and academic achievement (X^2 cal. = 22.5 > X^2 tab. = 7.81, df 3 at 0.05). The findings of other studies (Osa-Edoh, & Alutu, 2012; Anwar, 2013; Onuekwe, 2015) corroborates the

above finding. The situation is not different in the case of students in post-secondary school. Mashayekhi, et al (2014) study "The relationship between the study habits and the academic achievement of students in Islamic Azad University of Jiroft Branch" and found a significant positive correlation between study habits and academic achievement (r=0.175, p=0.009). Given counselling to students on study habit also, influence their academic performance of study. Prior empirical study (Abdullahi, Atsua, Amuda, & Ago, 2013) on "Study Habit Counselling and Academic Performance of Senior Secondary School Students in Maiduguri, Nigeria" reveals a statistically significant between the academic performance of students exposed to study habit counselling and their counterpart who are not exposed ($t_{cal.} = 5.16 > t_{tab.} = 1.66$, df 98 at 0.05). On the influence of gender study habit, Ehiozuwa and Anaso (2013) carry out an "Assessment of Study Habits of Senior Secondary School Science Students in North West Zone of Nigeria" and found that there is a difference (to the advantage of the males) between the studyhabits of male and female secondary school science students in North West Nigeria ($t_{cal.} = 9.294 > t_{tab.} = 1.96$, df 1,794 at 0.05). The finding of Rajashekhar, and Halayannavar, (2014) corroborates the above.

2.9 Review of Empirical Studies

Due to the wide spread prevalence of child-street hawking in Nigeria and the increasing declining academic performance of students, empirical studies have been carryout which continuously indicate that study habit sub-scales, teacher consultation time allocation exercise, concentration, note taking reading and assignments constitutes factors that are influencing academic performance of students. Empirical studies were reviewed below which shows the similarities and differences that exist compare to the present study in the aspect of: purpose of the study; research questions/hypotheses; research design; population of the study; sample and sampling technique; instrument of

data collection and statistical tools used in the data analysis. Also, findings and recommendations of the various studies reviewed were stated.

Mashayekhi et al (2014) study "The relationship between the study habits and the academic achievement of students in Islamic Azad University of Jiroft Branch". The study employed descriptive correlation study design. The study population was all the undergraduate students of Islamic Azad University Jiroft Branch. A sample of 220 students were randomly selected and studied from both College of Humanities and Agriculture. The instruments used for collection of data included demographic information on checklist and study habits questionnaire title: Palsane and Sharma Study Habit Inventory (PSSHI). T-test and Pearson correlation were used to analyse the data collected. The study reveals that: 1) there was a significant positive correlation between Score of study habits and academic achievement($r=0.175$, $p=0.009$); 2) there was a correlation between the dimension of memory and gender, female students had higher scores in memory than male students ($P = 0.043$, $r =0.139$). The study recommended "that those involved with student education and academic culture by teaching the students in this context, to take effective steps to improve the quality of students' education". The similarities and differences between the study by Mashayekhi et al (2014) and the present study are thus:

Similarities

i. Both studies finding the relationship between study habit and academic performance;
ii. Both study adopted descriptive survey design;
iii. Both study made used of questionnaire for data collection;
iv. Both studies employ t-test in data analysis.

Differences

i. While the above study`s target population is undergraduates students, that the present study is junior secondary school students;
ii. The above used a sample of 220 students drawn through random sampling technique, however, the sample in the present study is 284 students drawn through purposive sampling;
iii. While the data on academic performance was obtained from students` academic record, the present study used test items; and
iv. In addition to t-test, the above study used Pearson correlation co-efficient whereas the present study in addition to t-test used Regression and ANOVA.

Onuekwe (2015) conducted a study in Enugu state to determine the "Influence of Study Habits on the Academic Achievement of Students in Home Economics in Junior Secondary Schools in Enugu State". The study raised three research questions and two hypotheses which were answered and tested. A survey research design was used for this study. The target population of the study was 7,172 junior secondary school 3 (JSS 3) students in Home Economics. The Taro Yamane`s formula was used to determine the sample size of 379 from the population of the study. Multistage sampling which involved stratified simple random sampling technique was used to select 9 intact classes that had 388 students. The data for the study was collected through researcher-made questionnaire. Both descriptive (mean and standard deviation) and inferential statistics (multiple correlation and analysis of variance) statistics were used to answer the research questions and test the null hypothesis (at significance level of 0.05) respectively. The study revealed that scores of study habits that prevail among Home Economics student are poor, average and good study habits. The study reveals a positive correlation between study habits and academic achievement of secondary school Home Economics students.

It was recommended that teachers of Home Economics should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning. The similarities and differences between the study by Onuekwe (2015) and the present study are thus:

Similarities

i. Both studies focus in finding the relationship between study habit and academic performance;
ii. Both the above study and the present adopted survey research design;
iii. Both the above study and the present study used Yamane formula in determining sample size;
iv. Both study employ researcher-made questionnaire for data collection;
v. Both studies analysed data with descriptive statistics -mean and standard deviation and inferential statistics - analysis of variance.

Differences

i. The above study have three questions and two hypotheses, while the present study have seven research questions and seven hypotheses;
v. While the above study`s target population is junior secondary school Home Economics students, that of the present study is junior secondary school Social Studies students;
vi. The above used a sample of 397 students drawn through Multistage sampling which involved stratified simple random sampling technique, however, the sample in the present study is 284 students drawn through purposive sampling;
vii. While the data on academic performance was obtained from students` academic record, the present study used test items; and

viii. In the above study multiple regressions were used in addition to t-test, while in the present study t-test was used in addition to ANOVA.

Oluwatimilehin and Owoyele (2012) conducted a research on "Study Habits and Academic Achievement in core Subjects among Junior Secondary School Students in Ondo State, Nigeria". The aim was to determine the relationship between various aspects of study habits including homework and assignments, time allocation, reading and note taking, study period procedures, concentration, written work, examination and teacher consultation and students' achievement in English language, Mathematics, Integrated Science and Art. The study formulated one hypothesis. The descriptive research design of an ex post facto approach was used in the study. The population of the study is the entire JSS 2 student in public schools in Ondo state. A sample of 300 JSS 2 students was drawn from the population using simple random sampling technique. Data used in the study were collected through two instruments: 1) Study Habit Inventory and 2) standardized test items. The data were analysed using correlation and stepwise linear regression analysis. The study reveal that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and assignments were regarded as less integral to students' academic performances. The study therefore, recommends regular counselling services to train students on study skills strategies in order to boost their study habit and enhance their academic achievement. The similarities and differences between the study by Oluwatimilehin and Owoyele (2012) and the present study are thus:

i. The above study and the present study both focuses on the relationship between study habits and academic achievement of students;
ii. Both study adopted survey research design;
iii. Both studies employs two instruments for data collection; and

iv. Both study used linear regression statistics to analysed data.

Differences

i. The target population in the above study was the entire JSS 2 student in public schools in Ondo state while the target population in the present study comprises the entire junior secondary school 3 students who involve in street hawking in Nasarawa state;

ii. The above study draws a sample of 300 JSS 2 students using simple random sampling technique while the present study draws a sample of 284 JSS 3 students through purposive sampling technique; and

iii. In addition to linear regression, the above study used correlation; while the present study used in addition to linear regression t-test, mean and standard deviation.

Anwar (2013) conducted "A Correlational Study of Academic Achievement and Study Habits: Issues and Concerns". The study formulated two hypotheses. Descriptive survey research design was employed in the study. The population of the study comprises the entire senior secondary school students of Lucknow city of U.P. (India). A sample of 200 SSS XI students was selected through purposive random sampling technique. A study Habit Inventory (SHI) was employed to determine the study habits of the students. Prior examination records of the students were used to measure their academic achievement. Mean, standard deviation and Pearson's correlation were statistical tools used to analyse the data. The study reveals a positive relationship between academic achievement and study habits and the degree of relationship is high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement. The study recommends that necessary study skills should be taught to our students with a view to improving their academic

performance. The similarities and differences between the study by Anwar (2013) and the present study are thus:

Similarities

i. Both the study by Anwar (2013) and the present study focus on study habit and academic Achievement of students;
ii. Both study adopted descriptive survey research design;
iii. was employed in the study; and
iv. both study obtained it sample through the use of purposive sampling technique;
v. Both studies used mean and standard deviation statistical tools to analyse the data collected.

Differences

i. the study by Anwar (2013) formulated two hypotheses only while the present study raised seven research question and formulated seven hypotheses;
ii. the population of the study comprises the entire senior secondary school students XI students in Lucknow city of U.P. (India) while the population of the present study comprises of the entire JSS 3 students in public schools in Nasarawa state;
iii. In the above study a sample of 200 SSS XI students was used while in the present study a sample of 284 JSS 3 students was used;
iv. In the above study prior examination records of the students were used to measure their academic achievement while the present study used test-items to obtained the students` academic performance; and
v. In addition to Mean and standard deviation, the above study used Pearson's correlation statistical tool to analyse the data while the present study used t-test and linear regression in addition to Mean and Standard Deviation.

Abdullahi (2010) conducted a "Comparative Study of Kwara State Students` Study Habits in English Language: Counselling Implication". The purpose of the study was to

compare study habits of Kwara state secondary school students in English language for in order to examine its implication for counselling. The study formulated four hypotheses which were tested at significance level of 0.05. The study used expos-factor causal comparative study design. The target population of the study is senior secondary school English students. A sample of 200 students (boys and girls) drawn through random sampling technique were used in the study. Data used for the study were obtained through adapted study habit inventory and test scores of SSCE mock, and were analysed with t-test statistics. The study found:

1. a significant difference in reading and note taking between day and boarding students` study habits;
2. a significant difference between illiterate home and literate home background of students` study habits in time allocation, study period procedure and concentration;
3. a significant difference between low and high socio-economic status background of students` in study habits and academic achievement in English test score; and
4. A significant difference between unsuccessful and successful students in study habits variable of concentration.

The similarities and differences between the present study and that of Abdullahi (2010) are thus:

i. Both studies focus in finding the relationship between study habit and academic performance;
ii. Both study employ questionnaire for data collection;
iii. Both studies analysed data with descriptive statistics -mean and standard deviation and inferential statistics – t-test.

iv. Both studies draw their subjects from secondary school.

Differences

i. The purpose the study by Abdullahi (2010) was to compare study habits of Kwara state secondary school students in English language for in order to examine its implication for counselling, while the purpose of the present study was to compare the relationship between Social Studies student hawking time study habit and academic performance so as to identify hawking time that would be better and recommended.

ii. formulated four hypotheses, while the present study have seven research questions and seven hypotheses;

iii. While the above study`s target population is senior secondary school English Language students, that of the present study is junior secondary school Social Studies students;

iv. The above used a sample of 200 students drawn through random sampling, however, the sample in the present study is 284 students drawn through purposive sampling;

v. While the data on academic performance was obtained from students` academic record, the present study used test items; and

vi. In the present study in addition to t-test, ANOVA, mean and standard deviation used regression in analysing data while the above study used t-test, mean and standard deviation only.

Ehiozuwa and Anaso (2013) conducted a comparative study on "Assessment of Study Habits of Senior Secondary School Science Students in Northwest Zone of Nigeria". The purpose of the study was to identify the causes of poor performance by

Nigerian students in public examination in recent times. The study raised six research questions and five hypotheses which were answered and tested at alpha value of 0.05 respectively. Quantitative descriptive survey design was used in the study. The target population of the study comprises all SS II students who offered the three basic secondary schools' science subjects of Biology, Chemistry, and Physics in both private and public schools. A sample of 1,796 students was selected from 22 secondary schools in four North West states through stratified random sampling. The study adapted Bakare's (1977) Study Habit Inventory for obtaining data on students study habits and the data on academic achievement was obtained from their first term's school results scores. The independent t-test and one way Analysis of Variance (ANOVA) statistics were employed for data analyses. All the null hypotheses were rejected indicating that difference exists between the study habits of male and female, older and younger, private and public schools', low and high academic performing, and among the students in the four states. The study recommends that school counsellors, teachers, administrators, examination bodies and governments should carry out routine study needs assessment of secondary school science students, teach students how to study, and how to prepare and use personal time-table in effective study. The similarities and differences between the present study and that of Ehiozuwa and Anaso (2013) are thus:

Similarities

i. Both studies are interested in the relationship between students` study habit and their academic performance.
ii. Both study adopted descriptive survey design.
iii. The target population of both studies are students of post-primary school.
iv. The study employed Study Habit Inventory for obtaining data on students study habits.

v. Both studies used t-test and one way Analysis of Variance (ANOVA) statistics for data analyses.

Differences

i. The study above raised six research questions and five hypotheses while, the present study raised seven research questions and hypotheses respectively.

ii. The target population of the above study comprises of all SS II students who offered the three basic secondary schools' science subjects of Biology, Chemistry, and Physics in both private and public schools whereas, in the present study, the population comprises of all the junior secondary school III Social Studies students in public schools.

iii. A sample of 1,796 students was selected from 22 secondary schools in four North West states in the above study while in the present study, a sample of 284 students were selected from nine selected schools in Northern Senatorial district in Nasarawa state.

iv. The sample of the above study was obtained through stratified random sampling technique while in the present study the sample was obtained through purposive sampling technique.

v. The above study adapted Bakare's (1977) Study Habit Inventory for obtaining data on students study habits and the data on academic achievement was obtained from their first term's school results scores while in the present study, the Study Habit Inventory for obtaining data on students study habits was researcher made and the data on academic achievement was obtained through test-items administered on the students.

Abisoye (2013) researched on the prevalence of child-hawkers in motor parks in Ibadan municipality. The study, found that, 93% of the respondent attributed their involvement in street hawking to poverty. Also, the study reveals that the respondents rated their performance as either average or fair but, not excellent. It pointed out that, lack of concentration in class work due to fatigue and stress from hawking, leads to poor academic performance. The study recommends that legislation against street hawking during school hours or if already in place should be made effective. The similarity of study by Abisoye (2013) and the present study is that both focus on school age children who involved in street hawking. On the other hand the present study differs from that of Abisoye (2013) in the following ways:

i. While the study by Abisoye`s target population were hawker in motor park in Ibadan municipal in Oyo state, that of the present study is all the JSS III students in Akwanga AIO, Nasarawa state.
ii. The above study used a sample size of 60 respondents drawn from three motor parks through accidental sampling while the present study`s sample size is 284 subjects drawn from two purposively selected schools.
iii. The data for the study in Abisoye (2013) were collected through in-dept interview while the present study will used test item for data collection.

A study by Olibie, and Ezeoba, (2013) examines the effects of Guided Inquiry Method (GIM) on students` performance in Social Studies in Anambra state. The study employed quasi-experimental design and one hundred and sixty three JSS students (81 males, 82 females) randomly drawn from four schools constituted the subjects. The study used two instruments to collect its data: 1) a test item of thirty items titled: Social Studies Achievement Test and 2) Classroom Observation Rubric. The three Research question raised in the study was answered with the use of Arithmetic mean, Standard Deviation,

Mean gain scores and qualitative analysis while t-test and analysis of co-variance were used to test the two hypotheses formulated for the study. The study shows that students taught Social Studies with the Guided Inquiry Method obtained a mean gain score of 16.34 while their counterpart taught with traditional method obtained a mean gain score of 4.37. The performance of students taught Social Studies with GIM was higher than that of their counterpart taught with lecture method. The study also, found that there was no significant difference between the mean scores of male and female taught Social Studies with the GIM.

The area of similarities between the above study and the present study are thus:

i. both studies focus on academic performance of JSS III students;
ii. both studies are interested in finding out the difference in the academic performance between male and female students in the experimental group;
iii. both studies adopts quasi-experimental design;
iv. both studies collects its data for the study through test item; and
v. In both studies descriptive and inferential statistics were used to analyse data for the study.

On the other hand, the present study differs from the study of Olibie and Ezeoba (2013) in the following ways:

i. The focus of study by Olibie and Ezeoba (2013) was to find out the effect of Guided Inquiry Method on students' academic performance whereas the present study is on finding out the effects of street hawking on the academic performance of students.
ii. while the present study will be carry out in Nasarawa state, the study by Olibie and Ezeoba (2013) was conducted in Anambra state;

iii. the above study adopts quasi-experimental design that employ pre-test and post-test while the present study adopts quasi-experimental design that employ post-test only; and

iv. The above study sampled 163 subjects through stratified random sampling technique while the present study would have a sample size of 284 subjects selected through purposive sampling technique.

Summary

From the above review of related literature; attempts were made to look in to the concepts of street hawking, study habit, academic performance and Social Studies. It was seen that street hawking is a form of trade in which the trader carry wares from place to place advertising and/or displaying for public view. This was usually done along the major high ways and motor parks. Academic performance entails progress of students as indicated by scores after being tested. Study habit is an important concept in academics which is regarded as a tool for academic success. Achievement in school work is associated with study habit of learners -which determines how well a student learns and how dedicated he/she is to school work. Social Studies as a subject of study in JSS have been giving a core and compulsory status in Nigeria. This is due to the fact that the subject has been used as a medium through which the necessary skills, attitude, values and competency needed to survival of the individual in its immediate environment is being transmitted. Other topics that were reviewed include prevalence of street hawking, causes of street hawking, street hawking truancy and academic performance, study habit and academic performance and street hawking and risk exposure. Generally, the literature suggests that good study habit is associated with better academic performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, outline of the how this research was carryout is presented. It follows thus:

- Research design
- Population of the study
- Sample and sampling technique
- Research instrumentation
- Validation of instrument
- Reliability of the instrument
- Data Collection procedure
- Statistical analysis procedure

3.2 Research Design

This study adopted the descriptive research design of survey type. This type of design allows the researcher to use a sub set of a population as sample (Nworgu, 2006). It also, allows the use of questionnaire for collection of data from respondents (Fwang'le, 2015) and attempts to describe all aspects of respondents' perception and/or opinion (Nwanna, 1990). The choice of the above research design was therefore considered appropriate in this study because the data was collected from a sample representative of the population who are students spread over northern senatorial district of Nasarawa state.

3.3 Population of the Study

The target population of the study comprises of the entire JSS III Social Studies students that involve in street hawking in Nasarawa north Senatorial District in Nasarawa State. The study area consisted of 51 Junior Secondary Schools with a population of 965 (male, 502 and female 463) JSS three students who engage in street hawking. The JSS three students are the target because they were in the final year preparing for Basic Education Certificate Examination (BECE) and it is presumed they would be able to respond to the study habit inventory and test items with little or no guidance. Summary of the population in the three local government areas that constitute Nasarawa North Senatorial District is presented in table 1.

Table: 1 Population of JSS three Students involve in Hawking in Nasarawa North Senatorial Zone

S/N	LGA	No of School	Male	Female	Total
1	Akwanga	16	191	181	372
2	Nassarawa Eggon	21	229	210	439
3	Wamba	14	82	72	154
Total		51	502	463	965

3.4 Sample and Sampling Procedure

This study used a sample of 284 students drawn from three sample schools in each of the three Local Government Areas (LGA) that constitute the study area. The sample size was determined by applying the formula for determining sample size by Yamane (1967). Purposive sampling technique was used to sample the schools and subjects for the study. The choice of this technique is to allow the researcher obtain data from subjects most suitable for the study (Okoye, & Tanyi, 2007). The sample Schools

are located within LGA headquarters in the study area. The distribution of sample schools and students is illustrated in table 2.

Table 2: Distribution of sample schools and students

S/N	School	Students		Total
		Male	Female	
1	Government Junior Secondary School, Akwanga North	12	18	30
2	Government Junior Secondary School, Akwanga Central	22	25	47
3	Government Junior Secondary School, Akwanga South	14	15	29
4	Government Junior Secondary School, N/Eggon (RCM)	19	26	45
5	Government Junior Secondary School, N/Eggon (Pilot)	22	19	41
6	Government Junior Secondary School, N/Eggon (Islamic)	18	20	38
7	Government Junior Secondary School, Wamba North	5	7	12
8	Government Junior Secondary School, Wamba Central	10	16	26
9	Government Junior Secondary School, Wamba (CMS)	7	9	16
Total		**131**	**153**	**284**

3 .5 Research Instrument

For the purpose of collecting data for this study, two research instruments were used. There were: (a) Junior Secondary School Students Study Habits Questionnaire (JSSSHQ) and Social Studies Academic Performance Test (SSAPT).

(a) Junior Secondary School Students Study Habits Questionnaire instrument (JSSSHQ)

The Junior Secondary School Students Study Habits Questionnaire was developed by the researcher for the purpose of eliciting the opinion of the students and from which their study habit could be described. This instrument consists of twenty two (22) items regarding the six study habit sub-scales which include: Time management (4 items), Home Support (4 items), Reading and Notes Taking (4 items), Concentration (3 items), Preparation for Test and Examination (4 items) and Consultation with Teacher (3 items). A Likert scale of 1 to 4 of always, frequently, sometimes, and rarely was used in scoring responses of the respondents in the order of 4, 3, 2, and 1 respectively, or the reverse depending on whether the item is a positive or negative one.

(b) Social Studies Academic Performance Test (SSAPT)

The Social Studies Academic Performance Test (SSAPT) contained three sections (A B and C). Section A consisted of subjects` bio-data and information concerning their parents' educational level and occupational status. Section B contained information regarding the students involvement in street hawking while section C is twenty five (25) multiple choice items with four options (a, b, c, & d) from which the subjects were expected to select the correct option. Each item on the SSAPT is scored one (1) mark and a subject can obtained a maximum of 25, (1 x 25) marks, and a minimum of zero 0, (0 x 25) marks.

3.5.1 Validation of Research Instrument

To ascertain the face and content validity of the instrument, the test item was submitted to Social Studies lecturers in the Department of Arts and Social Science Education and research expert for critique. After making the necessary correction, the instrument was submitted to the supervisor for further scrutiny. The comments and observation of the supervisors was taken care of and then the final draft was submitted.

3.5.2 Reliability of the Instrument

(a) To obtain the reliability of the Junior Secondary School Students Study Habits Questionnaire (JSSSHQ) instrument, it was pilot tested through a test-retest exercise method on students (N = 30; 15 boys 15 girls) who are not part of the study. The test item was administered to the students twice in the interval of two weeks. A Pearson`s correlation was computed using SPSS16 to assess the test-retest reliability of the test score, r (30) = 0.79.

(b) To obtain the reliability of the Social Studies Academic Performance Test (SSAPT) instrument, it was pilot tested through a test-retest exercise on students (N = 30; 15 boys 15 girls) who are not part of the study. The test item was administered to the students twice in the interval of two weeks. A Pearson`s correlation was computed using SPSS16 to assess the test-retest reliability of the test score, r (30) = 0.83.An instrument is considered reliable if the calculated reliability co-efficient is to 1 (Spiegel, and Stevens, 1999).This indicates that the above instruments with reliability co-efficient r (30) = 0.79 and r (30) = 0.83 respectively are reliable. In this case they are considered suitable for the study.

3.6 Procedure for Data Collection

The Junior Secondary School Students Study Habits Questionnaire (JSSSHQ) instrument was administered and retrieved. After that, the students were taught some selected concept from JSS three syllabus for a period of seven weeks. The researcher recruited 9 research assistants, one in each sampled school who helped in teaching, administration and collection of the instruments. At the end of seven weeks, the Social Studies Academic Performance Test (SSAPT) item was administered to the subjects who responded to it and was retrieved by the researcher and the research assistants.

3.7 Procedure for Data Analysis

The researcher employed different statistical tools in analysing the data obtained for this study. The bio data obtained were analysed using Simple percentages and frequency table. While the research questions were analysed using: statistical mean and standard deviation. Mashayekhi, *et al.* (2014) criterion of classifying students` study habits was adopted. Mean study habits scores of less than 30 implies poor study habit while mean study habits score of 31 to 59 implies relatively desirable or average study habit and mean study habits score of 60 and above implies desirable or good study habits. The independent t-test and ANOVA were used to analyse the null hypotheses. The total marks scored by each student on the test item was divided by the total items (25) and multiplied by 100.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the analysis of the data collected for the study. The results are presented in four sections (4.2, 4.3, and 4.4). The result in section 4.2 focuses on the analysis of bio data followed by the answering of the research questions then hypotheses testing. Summary of major findings is in section 4.3 and discussion of the findings of the study followed in 4.4.

4.2 Analysis of Bio data and Answering of Research Questions

Analysis of Bio data

The bio data of obtained in the study from the students is analysed using frequency and percentage. This is presented as follows.

Table 3: Distribution of Respondents by Gender

Gender	Frequency	Per cent
Male	151	53.2
Female	133	46.8
Total	284	100.0

Table 3 shows the distribution of the respondents by their gender. Out of the total number of students involved in the study, 151 or 53.2% were male while 131 or 46.8% were female. In the distribution male respondents outnumbered their female counterparts.

Table 4 Distribution of Respondents by Age

Age Range	Frequency	Percent
12-13	42	14.8
14-15	119	41.9
16-15	123	43.3
Total	284	100.0

Table 4 shows the distribution of respondents by their age ranges. Of the total number (284) involved in the study, 42 or 14.8 % were between 12 and 13 years while 119 or 41.9% were between 14 and 15 years and 123 or 43.3% were between 16 and 17 years.

Table 5 Distribution of Respondents by Hawking Time

Hawking Time	Frequency	Percentage
Morning	157	55.3
Afternoon	65	22.9
Weekends/Holidays	62	21.8
Total	284	100.0

Table 5 shows the distribution of respondents by their Hawking Time. Of the total number (284) involved in the study, 157 or 55.3 % involved in hawking in the morning while 65 or 22.9 % involved in hawking in the afternoon and 62 or 21.9 % involved in hawking on weekends/Holidays.

Answering of Research Questions

Six research questions that were raised in chapter one guides the study and the results were analysed by statistical mean and standard deviation. They are as follows:

Research Question 1:

What is the study habit of male and female Junior Secondary School Social Studies students in Nasarawa State?

In order to answer this research question, the mean score and the standard deviation of male and female respondents were computed. Table 6 presents the mean scores for the two groups.

Table 6: Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies Male and Female students involved in Street Hawking

Study Habit	Male			Female		
	N	X	SD	N	X	SD
Time Management	151	9.36	1.975	133	9.46	2.340
Home Support	151	8.81	2.387	133	8.70	1.767
Reading and Note Taking	151	9.75	1.897	133	9.92	1.695
Concentration in Class	151	7.64	1.293	133	7.62	1.336
Preparation for Examination and Test	151	10.35	2.572	133	10.50	2.350
Consultation with Teachers	151	8.42	2.311	133	8.56	2.079
Mean Study Habit Score	151	54.34	9.367	133	54.76	8.459

Table 6 shows that female respondents had a slightly higher mean score in all the study habit components than male respondents with the exception of concentration in class where male respondents had a slightly higher mean score than female respondents. This implies that, female respondents slightly have high level of time management, home support; Reading and Note Taking; Preparation for Exam/Test; and Consultation with Teachers than male respondents however the male respondents have slightly higher level of concentration in class than female respondents.

The table also, reveals that for male respondents, preparation for examination and test component had the highest mean score(10.35) while concentration in class had the lowest mean score (7.64). This implies that male respondents have higher level preparation for examination and test and a lower level of concentration in class. Also,

for the female respondents, the table reveals that preparation for examination and test component had the highest mean score (10.50) while concentration in class had the lowest mean score (7.62). This implies that female respondents have higher level preparation for examination and test and a lower level of concentration in class.

On the mean study habit score, the table reveals that male had mean study habit score 54.34 while female respondents had mean study habit score 54.76 which indicate that the mean study habit score is less than 60. This means that both male and female respondent have average study habit. Therefore, male and female junior secondary school Social Studies students who involve in street hawking in Nasarawa State had average study habit

Research Question 2:

What is the study habits of Junior Secondary School Social Studies students based on different age groups in Nasarawa State?

In order to answer the research question, the mean score and the standard deviation of the respondents based on different age groups were computed. Table 7 presents the mean scores for the groups.

Table 7 Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies students based on different Age Groups

Study Habit	Age Group 1			Age Group 2			Age Group 3		
	N	X	SD	N	X	SD	N	X	SD
Time Management	42	8.76	2.070	119	9.60	2.164	123	9.45	2.139
Home Support	42	8.83	2.117	119	9.53	2.062	123	7.99	1.897
Reading and Note Taking	42	9.33	1.776	119	10.14	1.622	123	9.71	1.936
Concentration in Class	42	7.81	1.469	119	7.08	1.098	123	8.10	1.251
Preparation for Exam/Test	42	9.55	2.520	119	10.91	2.470	123	10.24	2.359

Consultation with Teachers	42	8.33	2.496	119	9.07	2.078	123	7.98	2.096
Mean Study Habit Score		52.62	9.546		56.32	8.610		53.47	8.806

Age Group1 (12-13) Age Group2 (14-15) Age Group3 (16-17)

Source:

Table 7 shows that, respondents in age group 2 had a higher mean score than those in age group 3 and age group 1 in: time management, home support; Reading and Note Taking; Preparation for Exam/Test; and Consultation with Teachers. The implication is that, respondents age group 2 have high level of time management, home support; Reading and Note Taking; Preparation for Exam/Test; and Consultation with Teachers than the other groups. Also, respondents in age group 3 had a slightly higher mean score in concentration in class than those in age group1 and age group 2. This implies that the respondent age group 3 have high level of concentration in class than the other groups.

The table also, reveals that within respondents age group 1, Preparation for Exam and Test had the highest mean score (9.55) while concentration in class had the lowest mean score (7.81) which implies that they have a high level of Preparation for Exam/Test and low level of concentration in class. Similarly, respondents age group 2, Preparation for Exam/Test had the highest mean score (10.91) and concentration in class had the lowest mean score (9.08) which implies that they also, have a high level of Preparation for Exam and Test and low level of concentration in class. Respondents age group 3, had higher mean sore (10.24) in Preparation for Exam/Test and lower mean score (7.99) in home support which implies that they also, have a high level of Preparation for Exam and Test but low level of home support.

On the mean study habit score of respondents, the tables hows that age group 1 had 52.62 while age group 2 had 56.32. The mean study habit score of age group 1 and age group 2 is below 60 which indicate that they both have average study habit. This

means that junior secondary school Social Studies students who involve in street hawking in Nasarawa State age 12-13 and age 14-15 had average study habit.

Research Question 3:

What is the study habits of Junior Secondary School Social Studies students based on different hawking time in Nasarawa State?

In order to answer this research question, the mean score and the standard deviation of the respondents were computed. Table 8 presents the mean scores for the groups.

Table 8: Mean and Standard Deviation of Study Habits Scores of Junior Secondary School Social Studies students based on different Hawking Time

Study Habit	Hawking Time 1			Hawking Time 2			Hawking Time 3		
	N	X	SD	N	X	SD	N	X	SD
Time Management	157	9.18	2.278	65	8.28	1.023	62	11.16	1.570
Home Support	157	7.29	1.359	65	9.75	.884	62	11.45	1.111
Reading and Note Taking	157	9.38	2.043	65	9.63	.720	62	11.19	1.199
Concentration in Class	157	8.14	1.222	65	7.11	1.187	62	6.87	1.063
Preparation for Exam/Test	157	9.78	2.425	65	9.42	1.144	62	13.10	1.555
Consultation with Teachers	157	7.15	1.978	65	9.77	1.115	62	10.53	.783
Mean Study Habit Score		50.92	9.256		53.95	2.328		64.31	3.873

Hawking time: 1= Morning, 2 =Afternoon, 3 = weekends/holidays

Table 8 shows that, respondent hawking time 3 had higher mean score in: time management; home support; reading and notes taking; preparation for examination and test; and consultation with teacher than respondents in other groups however, in concentration in class the mean score is lowest. This implies that respondents in hawking time 3 have high level of time management; home support; reading and notes

taking; preparation for examination and test; and consultation with teacher and but have low level of concentration in class than respondents in other groups.

The table also, reveals that within respondents hawking time 1, Preparation for Exam and Test had the highest mean score (9.98) while consultation with teacher had the lowest mean score (7.15) which implies that they have a high level of Preparation for Exam/Test and low level of consultation with teacher. Regarding respondents hawking time 2, the table reveals that, consultation with teachers had the highest mean score (9.77) while concentration in class had the lowest mean score (7.11) which implies that they have high level of preparation for exam and test and low level of concentration in class. Also, regarding respondents hawking time 3 the table reveals that preparation for exam and test had the highest mean score (13.10) while concentration in class had the lowest mean score (6.87) which implies that respondents hawking time 3 have high level of preparation for exam and test and low level of concentration in class.

On the mean study habit score of respondents, the table shows that hawking time 1 had 50.92 while hawking time 2 had 53.95 and hawking time 3 had 64.31. The mean study habit score of hawking time 1 and hawking time 2 is below 60 while the study habit of hawking time 3 is above 60. This means that junior secondary school Social Studies students who hawk in the morning before school hours and those who hawk in the afternoon after school hours had average study habit while those who hawk on weekends/Holidays have good study habit.

Research Question 4:

What is the academic performance of Junior Secondary School students in Social Studies based on their gender in Nasarawa State?

In order to answer this research question, the mean academic performance score and the standard deviation of male and female respondents were computed. Table 9 presents the result.

Table 9: Mean and Standard Deviation of Males and Females Academic Performance Scores in Social Studies

Gender of Respondents	N	Mean	Std. Deviation
Male	151	46.11	12.325
Female	133	47.29	12.036
Total	284	46.66	12.183

Table 9 shows that, males (151) had a mean academic performance score of 46.11 with standard deviation of 12.325 while females (133) had a mean academic performance score of 47.29 with standard deviation of 12.036. This indicates a slight difference between the mean academic performances of male and female students.

Research Question 5:

What is the academic performance of Junior Secondary School students in Social Studies based on their age in Nasarawa State?

In order to answer this research question, the mean academic performance score and the standard deviation of respondents based on their age group were computed. Table 10 presents the results.

Table 10: Mean and Standard Deviation of Academic Performance Scores in Social Studies of Respondents based on their Age Group

Age of Respondents	N	Mean	Std. Deviation
12-13	42	44.33	12.225
14-15	119	49.61	12.299
16-15	123	44.60	11.538
Total	284		

Table 10 shows that, respondents aged 12-13 years (42) had a mean academic performance score of 44.33 with standard deviation of 12.225 while those aged 14-15 (119) had a mean academic performance score of 49.61 with standard deviation of 12.299 and those aged 16-17 (123) had a mean academic performance score of 46.66 with standard deviation of 11.538. These indicates a slight difference between the mean of students in age rage 12-13 and 14-15 and lower than the mean of students in age range 16-17. It implies that the mean academic performance score of students based on their age group differs with those age 16-17 years having the highest mean.

Research Question 6:

What is the academic performance of Junior Secondary School students in Social Studies based on different hawking time in Nasarawa State?

In order to answer this research question, the mean and the standard deviation of respondents based on their hawking time were computed. Table 11 presents the results.

Table 11: Mean and Standard Deviation of Academic Performance Scores in Social Studies of Respondents based on their Hawking Time

Hawking Time	N	Mean	Std. Deviation
Morning	157	42.79	11.271
Afternoon	65	47.66	11.239
Weekends/Holidays	62	55.42	10.659
Total	284		

Table 11 shows that, students who hawk in the morning (157) had a mean academic performance score of 42.79 with standard deviation of 11.271 while those who hawk in the afternoon (65) had a mean academic performance score of 47.66 with standard deviation of 11.239 and those who hawk on weekends/Holidays (62) had a mean academic performance score of 55.42 with standard deviation of 10.659. The result indicates difference between the mean performances score of student based on their

hawking time. It implies that the students who hawk during weekends/Holiday had higher mean academic performance than those who hawk on weekdays.

Testing of Hypotheses

Hypothesis 1

There is no significant difference between the mean study habit scores of male and female Junior Secondary School Social Studies students in Nasarawa State.

In order to test this hypothesis, the mean study habit score of males and females respondents were subjected to independent sample t-test analysis. Table 13 presents the summary of the t-test analysis.

Table 13: Summary of t-test Analysis for the Mean Study Habit Scores of Males and Females Social Studies Students

Gender	N	Mean	SD	t	Df	p value	Remarks
Male	151	54.34	9.367				
				-.390	282	.697	NS
Female	133	54.76	8.459				

NS = Not significant

The result in table 13 shows that t = -.390, df = 282, p = .697 > 0.05. This indicates that the probability value (p) is greater than the alpha level of significance (p > 0.05). Therefore, since the p value is greater than the alpha level, the null hypotheses is retained**.** This implies that there is no significant difference between the mean study habit score of males and females Junior Secondary School Social Studies students regarding their study habits in Nasarawa State.

Hypotheses 2:

There is no significant difference between the mean study habits scores of Junior Secondary School Social Studies students based on different age groups in Nasarawa State.

In order to test the hypothesis the mean study habits score of the respondents were subjected to ANOVA analyses. Table 14 presents the summary ANOVA for the groups.

Table 14: Summary of ANOVA Statistic on the difference among mean study habits score for Respondents based on their Age Groups

	Sum of Squares	Df	Mean Square	F	p	Remarks
Between Groups	672.153	2	336.077	4.303	.014	sig.
Within Groups	21944.421	281	78.094			
Total	22616.574	283				

Descriptive

Age Groups	N	Mean	Std. Deviation	Std. Error
12-13	42	52.62	9.546	1.473
14-15	119	56.32	8.610	.789
16-15	123	53.47	8.806	.794
Total	284	54.54	8.940	.530

Post Hoc Test

Multiple Comparisons

Scheffe`s Test

(I) Age of Respondents	(J) Age of Respondents	Mean Difference (I-J)	Std. Error	P
12-13	14-15	-3.700	1.586	.068
	16-17	-.852	1.579	.864
14-15	12-13	3.700	1.586	.068
	16-17	2.848*	1.136	.045
16-17	12-13	.852	1.579	.864
	14-15	-2.848*	1.136	.045

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Scheffe **Study Habit Score**

Age of Respondents	N	Subset for alpha = 0.05	
		1	2
12-13	42	52.62	
16-17	123	53.47	53.47
14-15	119		56.32
Sig.		.841	.147

Means for groups in homogeneous subsets are displayed.

Table 14 illustrates that the analysis of variance: F_{cal} = 4.303 at df = 2, 281, p = .014 < 0.05, which indicates that there was a significant difference in the mean study habits scores of the respondents based on their different age groups. The descriptive statistics shows that the mean study habit scores of respondents aged 12-13 is 52.62, 14-15, 56.32and 16-17, 56.32 respectively. Hence the null hypothesis is rejected. This implies that there is a significant difference between the mean study habits scores of Junior Secondary School Social Studies students based on their different age groups in Nasarawa State.

To establish which of the age group is responsible for the significant difference, post hoc scheffe test for multiple comparison was applied on the means. The result reveals that significant difference exists between respondents aged 14-15 and 16-17. Those respondents age14-17 are responsible for the difference with p < 0.5. The post hoc scheffe homogeneous subset further confirms this out come as the means of the respondents were put in different subset, indicating that they have different level of mean study habit score.

Hypothesis Three

There is no significant difference between the mean study habits scores of Junior Secondary School in students Social Studies based on different hawking time in Nasarawa State.

In order to test the hypotheses the mean study habits score of the respondents were subjected to ANOVA analysis. Table 15 presents the summary ANOVA for the groups. Table 15 presents the summary ANOVA for the groups.

Table 15: Summary of ANOVA for the Study Habits Scores of Respondents based on their different Hawking Time

	Sum of Squares	Df	Mean Square	F	P	Remarks
Between Groups	7989.452	2	3994.726	76.742	.000	Sig.
Within Groups	14627.122	281	52.054			
Total	22616.574	283				

Descriptive

Study Habit Score

Hawking Time	N	Mean	Std. Deviation	Std. Error
Morning	157	50.92	9.256	.739
Afternoon	65	53.95	2.328	.289
Weekends/Holidays	62	64.31	3.873	.492
Total	284			

Post Hoc Tests

Multiple Comparisons

Scheffe`s Test

(I) Time Respondents Involved in Hawking	(J) Time Respondents Involved in Hawking	Mean Difference (I-J)	Std. Error	p
Morning	Afternoon	-3.030*	1.064	.018
	Weekends/Holidays	-13.383*	1.082	.000
Afternoon	Morning	3.030*	1.064	.018
	Weekends/Holidays	-10.353*	1.281	.000
Weekends/Holidays	Morning	13.383*	1.082	.000
	Afternoon	10.353*	1.281	.000

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Scheffe`s Test **Study Habit Score**

Time Respondents Involved in Hawking	N	Subset for alpha = 0.05		
		1	2	3
Morning	157	50.92		
Afternoon	65		53.95	
Weekends/Holidays	62			64.31
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Table 15 illustrates that the analysis of variance: F_{cal} = 76.742 at df = 2, 281, p = .001 < 0.05,which indicates that there is a significant difference in the mean study habits scores of the respondents based on their different hawking time. The descriptive statistics shows that the mean study habit scores of respondents are 50.92, 53.95 and 64.31 for morning, afternoon and weekend/holidays hawking time respectively. Hence the null hypothesis is rejected. This implies that there is a significant difference between the mean study habits scores of Junior Secondary School Social Studies students based on their different hawking time in Nasarawa State.

To establish which of the respondent group is responsible for the significant difference, post hoc scheffe test for multiple comparison was applied on the means. The

result reveals a significant difference between weekend/holidays and all the other groups. Therefore, respondents in weekend/holidays group are responsible for the difference with $p < 0.5$. The post hoc scheffe homogeneous subset further confirms this out come as the means of the respondents of the different groups were put in different subset, indicating that they have different level of mean study habit score.

Hypotheses Four:

There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their gender in Nasarawa State.

In order to test the hypotheses the mean academic performance scores of the respondents were subjected to t-test analysis. Table 16 presents the summary t-test for the groups.

Table 16: Summary of t-test for Mean Academic Performance Scores of Male and Female Respondents

Gender	N	Mean	Std.	T	Df	p
Male	151	46.11	12.325	-.819	282	.413
Female	133	47.29	12.036			

Table 16 shows that t (284) = -819, df = 282, p = .413 > 0.05. This indicates that the probability value (p) is greater than the alpha level of significance (p > 0.05). Therefore, since the p value is greater than the alpha level, the null hypotheses is retained**.** This implies that there is no significant difference between the mean academic performance scores of males and females Junior Secondary School Social Studies students involved in street hawking in Nasarawa State.

Hypotheses Five:

There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their age in Nasarawa State.

In order to test the hypotheses the mean academic performance scores of the respondents were subjected to ANOVA analysis. Table 17 presents the summary ANOVA for the groups.

Table 17: Summary of one-way Analysis of Variance (ANOVA) for the Academic Performance of students of different Age groups in Social Studies

	Sum of Squares	Df	Mean Square	F	p	Remarks
Between Groups	1786.518	2	893.259	6.241	.002	sig.
Within Groups	40219.031	281	143.128			
Total	42005.549	283				

Descriptive

Age Group	N	Mean	Std. Deviation	Std. Error
12-13	42	44.33	12.225	1.886
14-15	119	49.61	12.299	1.127
16-17	123	44.60	11.538	1.040
Total	284	46.66	12.183	.723

Post Hoc Tests

Multiple Comparisons

Mean performance Score

(I) Age of Respondents	(J) Age of Respondents	Mean Difference (I-J)	Std. Error	p
12-13	14-15	-5.280	2.147	.050
	16-17	-.268	2.138	.992
14-15	12-13	5.280	2.147	.050
	16-17	5.012*	1.538	.005
16-17	12-13	.268	2.138	.992
	14-15	-5.012*	1.538	.005

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Scheffe`s Test **Performance Score**

Age of Respondents	N	Subset for alpha = 0.05	
		1	2
12-13	42	44.33	
16-17	123	44.60	
14-15	119		49.61
Sig.		.991	1.000

Means for groups in homogeneous subsets are displayed.

Table 17 illustrates the analysis of variance: $F_{cal} = 6.241$ at df = 2, 281, p = .002 < 0.05, which indicates that there was a significant difference in the mean academic performance scores of the respondents based on their different age group. The descriptive statistics shows that the mean performance scores of respondents aged 12-13 as 44.33, and 14-15, 49.61 while 16-17, 44.60 respectively. Hence, the null hypothesis is rejected. This implies that there is a significant difference between the mean academic performance scores of Junior Secondary School students based on their different age groups in Social Studies in Nasarawa State.

To establish which of the age group is responsible for the significant difference, post hoc scheffe`s test for multiple comparison was applied on the means of the groups.

The result reveals that significant difference exists between respondents aged 14-15 and 16-17. Those respondents age14-15 are responsible for the difference with $p < 0.5$. The post hoc scheffe homogeneous subset further confirms this out come as the means of the respondents were put in different subset, indicating that they have different level of mean study habit score.

Hypotheses Six:

There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their hawking time in Nasarawa State.

In order to test the hypotheses the mean academic performance scores of the respondents were subjected to ANOVA analysis. Table 18 presents the summary ANOVA for the groups.

Table 18: Summary of one-way Analysis of Variance (ANOVA) for the Mean Academic Performance of students of different Hawking Time in Social Studies

	Sum of Squares	Df	Mean Square	F	p
Between Groups	7173.835	2	3586.917	28.937	.000
Within Groups	34831.714	281	123.956		
Total	42005.549	283			

Descriptive

Hawking Time	N	Mean	Std. Deviation	Std. Error
Morning	157	42.79	11.271	.899
Afternoon	65	47.66	11.239	1.394
Weekends/Holidays	62	55.42	10.659	1.354
Total	284			

Post Hoc Tests

Multiple Comparisons

Scheffe`s Test — Performance Score

(I) Time Respondents Involved in Hawking	(J) Time Respondents Involved in Hawking	Mean Difference (I-J)	Std. Error	P
Morning	Afternoon	-4.872*	1.642	.013
	Weekends/Holidays	-12.630*	1.670	.000
Afternoon	Morning	4.872*	1.642	.013
	Weekends/Holidays	-7.758*	1.976	.001
Weekends/Holidays	Morning	12.630*	1.670	.000
	Afternoon	7.758*	1.976	.001

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Scheffe`s Test — **Performance Score**

Time Respondents Involved in Hawking	N	Subset for alpha = 0.05		
		1	2	3
Morning	157	42.79		
Afternoon	65		47.66	
Weekends/Holidays	62			55.42
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Table 18 illustrates that the analysis of variance: F_{cal} = 28.937 at df = 2, 281, p = .001 < 0.05, which indicates that there was a significant difference in the mean academic performance scores of the respondents based on their different Hawking Time. The descriptive statistics shows that the mean study habit scores of respondents are 42.79, 47.66 and 55.42 for morning, afternoon and weekend/holidays hawking time respectively. Hence the null hypothesis is rejected. This implies that there was a significant difference between the mean academic performance scores of Junior Secondary School students in Social Studies based on their different age groups in Nasarawa State.

To establish which of the respondent group is responsible for the significant difference, post hoc scheffe test for multiple comparison was applied on the means. The result reveals a significant difference between weekend/holidays and all the other groups. Therefore, respondents in weekend/holidays group are responsible for the difference with $p < 0.5$. The post hoc scheffe homogeneous subset further confirms this out come as the means of the respondents of the different groups were put in different subset, indicating that they have different level of mean study habit score.

4.3 Summary of Major Findings

Based on the data collected and analysed, the findings that emerged from this study are summarised as follows

i. Both male and female junior secondary school Social Studies students in this study had average study habit.

ii. Junior secondary school Social Studies students in this study had average study habit based on their age range.

iii. Junior secondary school Social Studies students who hawk in the morning before school hours and those who hawk in the afternoon after school hours had average study habit while those who hawk on weekends/Holidays have good study habit.

iv. There is a slight difference between the mean academic performances of male and female students.

v. The mean academic performance score of students based on their age group differs with those age 16-17 years having the highest mean.

vi. Students who hawk during weekends/Holiday had higher mean academic performance than those who hawk on weekdays.

vii. No significant difference between the mean study habit scores of males and females Junior Secondary School Social Studies students in Nasarawa State ($p = .697 > 0.05$).

viii. A significant difference was found between the mean study habits scores of Junior Secondary School Social Studies students based on their different age groups in Nasarawa State ($p = .014 < 0.05$).

ix. A significant difference was found between the mean study habits scores of Junior Secondary School Social Studies engaged in different hawking time in Nasarawa State ($p = 0.001 > 0.05$).

x. No significant difference found between the mean academic performance scores of male and female Junior Secondary School students in Social Studies in Nasarawa State ($p = .413 > 0.05$).

xi. A significant difference was found between the mean academic performance scores of Junior Secondary School students in Social Studies based on their age groups in Nasarawa State ($p = 0.002 < 0.05$).

xii. A significant difference was found between the mean academic performance scores of Junior Secondary School students in Social Studies based on their different hawking time in Nasarawa State ($p = 0.001 > 0.05$).

4.4 Discussion of Findings

The findings that emanates from this study are discussed as follows:

On research question one, this study found that both male and female junior secondary school Social Studies students in Nasarawa state had average study habit. Table 7, reveals that the mean study habits score of male respondents is 54.34 while that of female respondents is 56.76. The mean study habits score of both male and female

respondents fall below 60 which indicates that the students had average study habits. This implies that students will have similar dispositions when exposed to factors that could influence their study habit irrespective gender. From this finding it could be attest that the students do not have a good study habit. The reason for this finding is not far fetch as this could be adduced to poor time management, home support, reading and notes taking, concentration in class, preparation for test and examination, and consultation with teacher as depicted in table 6. This finding supports the position of Abdullahi (2010) that students have negative patterns of study habits. On the finding of hypothesis one, this study found that, there was no statistically significant difference between male and female on their mean study habit score, t (284) = -.390, df = 282, p = .697 > 0.05. This implies that male and female do not differ regarding study habit. This finding corroborates the finding by Yahaya (2003) who found no significant difference in mean study habit score between male and female students in Kwara state. However, it contradicts prior finding (Ehiozuwa, & Anaso, 2013) which found a significant difference in mean study habit score between male and female students in favour of male students.

On research question two, this study found that junior secondary school Social Studies students had average study habit based on their age range. Table 7, reveals that the mean study habits score of respondents aged 12-13 is 50.92 while that of respondents aged 14-15 is 56.32 and respondents aged 16-17 is 53.47. The mean study habits score of the respondents in the different age groups fall below 60 which indicates that the students had an average study habits. This implies that students will have similar dispositions towards study habits irrespective age differences. From this finding it could be said that the students do not have a good study habit. The reason for this finding is not far fetch as this could be adduced to poor time management, home

support, reading and notes taking, concentration in class, preparation for test and examination, and consultation with teacher as depicted in table 7. On the finding of hypothesis two, a statistically significant difference was found between the mean study habits scores of the students based on their age groups, $F_{cal} = 4.303$ at df = 281, p = .014 < 0.05. The respondents aged 12-13 had a mean study habits score of 50.92 while respondents aged 14-15 had a mean study habits score of 56.32 and respondents aged 16-17 had a mean study habits score of 53.47. This implies that the mean study habit score of students aged 14-15 is higher than that of respondents aged 16-17 and respondents aged 12-13 in that order respectively. In spite of the differences that exist, students in the various age groups had average study habits.

On research question three, this study found that junior secondary school Social Studies students who hawk in the morning before school hours and those who hawk in the afternoon after school hours had average study habit while those who hawk on weekends/Holidays have good study habit. Table 8, reveals that the mean study habits score of respondents who hawk in the morning is 50.92 while that of respondents those who hawk in the afternoon is 53.95 and that of respondents who hawk on weekends/Holidays is 64.43 which indicates that students who hawk during weekends/holidays had better study habits than their counterparts who hawk on weekdays. This finding could be attributed to the variation in the time the students devote to hawking which affects the components of study habits. This finding suggest that hawking on weekends/holidays enable the students to have better time management, home support, reading and notes taking, concentration, preparation for test and examination and consultation with teacher, hawking on weekdays on the other hand prompt the students to have poor time management, home support, reading and notes taking, concentration, preparation for test and examination and consultation with

teacher. On hypothesis three, a statistically significant difference was found between the mean study habits scores of engaged in different hawking time, F_{cal} = 76.742 at df = 281, p = 0.001 < 0.05. The descriptive statistics shows that student who hawk in the morning had a mean study habit score of 50.92 with standard deviation of 9.256 while those who hawk in the afternoon had a mean study habit score of 53.95 with standard deviation of 2.328 64.31 with standard deviation of 3.873. This implies that the hawking time have influence of study habits of the students.

On research question four, this study found a slight difference between the mean academic performance score of male and female students. Table 9, reveals that male student had a mean academic performance score of 46.11 while female student had a mean academic performance score of 47.29. The mean difference between the two groups is 1.18. On hypothesis four, no statistically significant difference found between the mean academic performance scores of male and female students in Social Studies, t (284) = -819, df = 282, p = .413 > = 0.05. This implies that both male and female students demonstrate same level of intellectual capabilities. This finding lends credence to Fareo (2013) who found no significant difference between the academic performance of male and female truants students. Synthesis of studies (Obeka 2014; Dania and Eboh 2013; and Olibie & Ezeoba 2013) conducted recently, reveals no significant difference between the academic performance of male and female students in Social Studies. The finding of this study confirms the above findings which indicates that, gender is likely not a factor determining students' academic performance in school. The persistent finding of no difference between male and female students could be attributed to the nature of the Subject Social Studies, which gives equal opportunity to students irrespective of gender in teaching and learning. However, this finding contradicts that of other studies (Azhar, Nadeem, Naz, Perveen, & Sameen, 2013; Nsofor, & Ala, 2013)

who found a significant difference in academic performance of students based on their gender.

On research question five, this study found that the mean academic performance score of students based on their age group differs with those aged 14-15 having the highest mean academic performance score. Table 10, reveals that respondents aged 12-13 had a mean academic performance score of 44.33 while those aged 14-15 had a mean academic performance score of 49.61and those aged 16-17 had a mean academic performance score of 46.66. On hypothesis five, a statistically significant difference was found between the mean academic performance scores of students in Social Studies based on their age groups, $F_{cal} = 6.241$ at df = 281, $p = 0.002 < 0.05$. This finding could be attributed to the high mean study habit score that the students aged 14-15 had in this study. Studies (Anwar, 2013; Muraina, Nyorere, Emana, & Muraina, 2014; Thapar, & Kumar, 2015) have found a relationship between study habit and academic performance.

On research question six, this study found that students who hawk during weekends/Holiday had higher mean academic performance score than those who hawk on weekdays. Table 11, shows that students who hawk in the morning had a mean academic performance score of 42.79 while those who hawk in the afternoon had a mean academic performance score of 47.66 and those who hawk on weekends/Holidays had a mean academic performance score of 55.42. This indicates that students who hawk during the weekend/holidays had the highest mean academic performance score. This implies that students who hawk during weekends/holidays had better academic performance in Social Studies. This finding is expected because students who involved in street hawking during weekends and holidays have desirable or better study habit than counterparts who hawk on week days in this study. This finding supports the

conclusion that a study habit is an important determinant of academic performance (Cerna, & Pavliushchenko, 2015). Therefore, for students to achieve better academic performance, it is necessary that parents should give enough time to their children to: benefit from school extracurricular activities; rest after long school hours; write assignment/home work; and for recreation. The weekends and holidays hawkers have the time for school work since they are free from hawking on school working days and that accounts for their better performance. On the other hand, students who involves in street hawking every day devotes the time that could have been used for home studies, recreation, rest and extracurricular activities which would enable them achieve better performance to hawking (Fetuga, 2007) and that accounted for the lower performance. The above finding presents a breakthrough regarding influence of street hawking on students` academic performance of students. This study indicates that when students engaged in street hawking only during weekends/Holidays they tend to have good study habit and their academic performance better compare to their counterpart who hawk every week days. On the basis of this finding, the involvement of school going children in street hawking can be limited to weekends/holidays so that the students can continue in school. This is because illuminating street hawking completely might not be possible giving the less formal education, low economic status and unemployment of most parents which forced them to involve their children in contributing to family sustenance (Aliyu, 2006; Ayodele, & Fatiregun, 2014). On hypothesis six, a significant difference was found between the mean academic performance scores of students of different hawking time in Social Studies, $F_{cal} = 28.937$ at df = 281, $p = 0.001 < 0.05$ in favour of students who hawk on weekends/holidays.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarised the objectives, methodology and findings of the study. Also, it draws out conclusion, recommendation and suggestions for further study.

5.2 Summary

This study is entitled: Comparative Analysis of Junior Secondary School Students` Study Habit and Hawking Time on academic performance in social studies in Nasarawa state. The main purpose of this study is to make a comparative analysis of Junior Secondary School students` hawking time and study habits on academic performance in Social Studies in Nasarawa State, Nigeria. The specific objectives are to:

i. Find out the study habit of males and females Junior Secondary School Social Studies students in Nasarawa State;
ii. Find out the study habits of Junior Secondary School Social Studies students based on different age groups in Nasarawa State;
iii. Find out the study habits of Junior Secondary School Social Studies students based on their different hawking time in Nasarawa State;
iv. Determine the academic performance of Junior Secondary School students in Social Studies based on gender in Nasarawa State;
v. Determine academic performance of Junior Secondary School students in Social Studies based on age in Nasarawa State; and
vi. Determine academic performance of Junior Secondary School students in Social Studies based on hawking time in Nasarawa State.

The following research questions guides the present study:

i. What is the study habit of male and female Junior Secondary School Social Studies students in Nasarawa State?
ii. What is the study habits of Junior Secondary School Social Studies students based on different age groups in Nasarawa State?
iii. What is the study habits of Junior Secondary School Social Studies students based on their different hawking time in Nasarawa State?
iv. What is the academic performance of Junior Secondary School students in Social Studies based on their gender in Nasarawa State?
v. What is the academic performance of Junior Secondary School students in Social Studies based on their age in Nasarawa State?
vi. What is the academic performance of Junior Secondary School students in Social Studies based on their hawking time in Nasarawa State?

The following hypotheses are raised and tested at a significance level of 0.05:

i. There is no significant difference between the mean study habit scores of male and female Junior Secondary School Social Studies students in Nasarawa State;
ii. There is no significant difference between the mean study habits scores of Junior Secondary School Social Studies students based on different age groups in Nasarawa State;
iii. There is no significant difference between the mean study habits scores of Junior Secondary School Social Studies students based on their different hawking time in Nasarawa State;
iv. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their gender in Nasarawa State;

v. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their age in Nasarawa State; and

vi. There is no significant difference between the academic performances of Junior Secondary School students in Social Studies based on their hawking time in Nasarawa State.

The target population of the study was all the JSS three students who involved in street hawking in Nasarawa North Senatorial District which comprises of Akwanga, Nassarawa Eggon and Wamba Local Government Areas. Survey research design was adopted and used in the study. The total population of the study was 965 students of both sex and the sample size was 284 students who involved in street hawking. Two instruments: study habit questionnaire and test items were used to obtained data for the study. The students were taught by the researcher for six weeks and afterward, the test item was administered and the data analysed using frequency, simple percentage, mean, standard deviation, t-test and ANOVA. The study found thus:

- Both male and female junior secondary school Social Studies students in this study had average study habit.
- Junior secondary school Social Studies students in this study had average study habit based on their age range.
- Junior secondary school Social Studies students who hawk in the morning before school hours and those who hawk in the afternoon after school hours had average study habit while those who hawk on weekends/Holidays have good study habit.
- There is a slight difference between the mean academic performances of male and female students.

- The mean academic performance score of students based on their age group differs with those age 16-17 years having the highest mean.
- Students who hawk during weekends/Holiday had higher mean academic performance than those who hawk on weekdays.
- No significant difference between the mean study habit scores of males and females Junior Secondary School Social Studies students in Nasarawa State.
- A significant difference was found between the mean study habits scores of Junior Secondary School Social Studies students based on their different age groups in Nasarawa State.
- A significant difference was found between the mean study habits scores of Junior Secondary School Social Studies based on their different hawking time in Nasarawa State.
- No significant difference found between the mean academic performance scores of male and female Junior Secondary School Social Studies students in Nasarawa State.
- A significant difference was found between the mean academic performance scores of Junior Secondary School students based on their age groups in Social Studies in Nasarawa State.
- A significant difference was found between the mean academic performance scores of Junior Secondary School students based on their different hawking time in Social Studies in Nasarawa State.

5.3 Conclusion

Arising from the findings of this study, the following conclusions are drawn:

i. Junior Secondary School students who involved in street hawking on weekends/Holidays out-performed their counterpart who involve in street hawking every day in Social Studies in Nasarawa State; and

ii. Gender has no influence on the academic performance JSS students who involved in street hawking in Social Studies in Nasarawa State.

iii. Junior Secondary School males and females Social Studies students involved in street hawking differ in regarding their mean study habit scores in Nasarawa State.

iv. Junior Secondary School Social Studies students involved in street hawking differ in their mean study habit scores based on their different age groups in Nasarawa State.

v. Junior Secondary School Social Studies students involved in street hawking differ in their mean study habit scores based on their different hawking time in Nasarawa State.

vi. Junior Secondary School males and females students involved in street hawking do not differ regarding their mean academic performance scores in Social Studies in Nasarawa State.

vii. Junior Secondary School Social Studies students involved in street hawking differ regarding their mean academic performance scores in Social Studies based on their age groups Nasarawa State.

viii. Junior Secondary School Social Studies students involved in street hawking differ in their mean academic performance scores in Social Studies based on their different hawking time in Nasarawa State.

5.4 Recommendations

Emanating from the findings of this study, the following recommendations are offered:

- Students who involved in street hawking should be treated as those with special needs. During teaching and learning, teachers should give them special attention by: encouraging them to participate; help them develop positive academic self-concept and self-esteem; and make the classroom conducive for learning. These will help the students to be interesting in learning and make them put effort to school work which will improve their academic performance. Again, the school counsellor should from time to time meet with the students to discuss their academic progress and offer them study habit counselling.
- Street hawking by students should be restricted to weekends/holidays and parents should ensure that the students have some hours to rest and study and during the last week of holidays the students should be free from hawking to revise their notes in preparation for resumption. The school based management committee (SBMC)/ Parent Teachers Association (PTA) should during their meetings encourage parents to allow their children to hawk only on weekends/holidays and ensuring that the students have time to rest and study. This will give the students enough time for engaging in academic work during week days/holidays and their academic performance will be better.
- If it became necessary for the students to hawk during week days, parent should allow their ward hawk only after school and hours of hawking should be limited

and as well monitored. This will enable the student to have increased study habit score in which academic performance will be better.

- Both male and female students should be made to develop interest towards learning and the erroneous perception that some subjects are difficult for a particular gender should be discarded.

5.5 Contribution to Knowledge

This study, contributes to knowledge and literature in the following ways:

i. The study investigated the study habit of students based on their different hawking time and found that those who hawk during the weekends/Holidays had desirable or good study habit than their counterparts who hawk on week days. This is a break through because parents can be advised to limit their children`s involvement in street hawking to weekends/holidays which will enable them develops good study habits.;

ii. By investigating the study habit and academic performance of students involved in street hawking, this study have been able to establish that hawking time is associated academic performance. Those students who hawk during the weekends/holidays had better performance than those who hawk on weekdays. This can be used as intervention strategy by allowing students to hawk during the weekends/holidays only which will enable them have enough time to rest, concentrate in school work and develop good study habits thereby enhancing their academic performance;

iii. The finding of this study confirms earlier studies who found no significant difference in academic performance between male and female students. With this it can be established that gender is not a factor influencing academic performance of students; and

iv. Syntheses of literatures on street hawking and study habit suggest that much have not been investigated to find out option that will better the academic performance of students who are involved in street hawking, therefore, this study contribute to literature in this respect.

5.6 Suggestion for Further Study

This study was delimited to one senatorial Zone and schools in urban areas. The findings might differ if all the senatorial zones and rural schools in Nasarawa state were involved in the study. The researcher considers this as a limitation to the present study. The following is therefore, suggested for further study:

i. The study could be replicated to cover all the Senatorial zones in Nasarawa state.
ii. Effect of street hawking among JSS students on their study habit and Interest on academic performance and Retention in Social Studies in Nasarawa state.
iii. Impact street hawking on Social Behaviour of Nigerian children.
iv. Comparative Analysis of Study Habits of hawking Students and Non-Hawking students among JSS Students.

REFERENCES

Abdullahi, J. M. (2013). Comparative Study of Inquiry and Lecture Methods on Students Performance in Chemical Reaction Concept in Secondary Schools of Kankiya Educational Zone, Katsina State, Nigeria. Proceedings of Multicultural African Conference 2013 Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Abdullahi, O. E. (2010). Comparative Study of Kwara State Secondary School Students` Study Habits in English Language: Implication for Counselling. The Social Sciences. 5(6): pp. 514-519.

Abdulsalam, A. S. (2013).Effectiveness of Utilisation of Instructional Materials on Students Performance in Ecology Concept of Senior Secondary School Biology in Giwa Educational Zone, Kaduna State-Nigeria. Proceedings of Multicultural African Conference 2013 Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Abisoye, A. O. (2013). The Prevalence of Child-Hawkers in Motor Parks in Ibadan Municipality: An Overview. *Open Journal of Social Science Research*, 1(7), 174-179. Doi:10.12866/ojssr.10.02.2013

Aditya, C. and Ghosh, R. (2014).Study Habits of Secondary School Students of Working and Non-Working Mothers.*IOSR Journal of Humanities And Social Science.* 19(10): pp. 12-15. Retrieved from www.iosrjournals.org

Agbanyim, S. (2012) Street Hawking. Retrieved on 30th August, 2014 from http://westafricaninsight.org/articles/pdf/166.

Ajibili, O. (2012). Effect of Information Technology-Based Instruction on the Academic Performance in Social Studies among NCE Students in Kogi State. An Unpublished Thesis Submitted to the Department of Arts and Social Science Education, AhmaduBello University, Zaria.

Akighir, S. (2014).Street Hawking and the Nigerian Child. Retrieved on 2th September, 2014 from www.ecdlinitiative.org/download.php?id=4

Akinola, D. B. (2014).Assessment of Teachers` Use of Inquiry Method for Teaching Social Studies Education in Upper Basic Education Level Schools in North Central Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 35-41.

Akinsanya, O. O., Ajayi, K. O. and Salomi, M.O. (2014).Relative Effects of Parents` Occupation, Qualification and Academic Motivation of Wards on Students` Achievement in Senior Secondary School Mathematics in Ogun State. *Journal of Education and Practice*, 5(22), 99-105. Retrieved on 2th September, 2014, from www.iiste.org

Akiri, A. A. (2013). Effect of Teachers `Effectiveness on Students` Academic Performance in Public Secondary Schools; Delta State – Nigeria. *Journal of Education and Social Research*, 3(3), 105-111. Doi:10.5901/jesr.2013.v3n3p105

Akpan N. S. and Emeya, S. (2015).Effect Of Study Habit On Academic Achievement Of Agricultural Science Students In Senior Secondary Schools In Emohua Local

Government Area Of Rivers State, Nigeria. *International Journal of Education and Evaluation.*1 (3): pp.1-8. Retrieved from www.iiardonline.org

Akpan, N. and Oluwabamide, A. J. (2010). Menace of Child Abuse in Nigeria: A Case Study of Street Hawking in Uyo, AkwaIbom State. *Journal of Social Science*.24 (3), 189-192. Retrieved on 29th April, 2013 from www.krepublishers.com/.../jss-24-3-189-10-972Nseabasi-A-Tt.pdf

Aliyu, A. A. (2006). Child Labour in Zaria, Nigeria. Annals of African Medicine, 5(2): 97-100.

Amoo, E. O. Ola-David, O. Ogunrinola, I. O. and Fadayomi, T.O. (2012). Street Trading Activities and Maternal Health in Urban Areas of Nigeria. *Global Journal of Human Social Science Arts and Humanities*, 12(15), 47-55.

Anumaka, B. I. (2012). Child Labour: Impact On Academic Performance And Social Implication: A Case Study of North East Uganda. *Journal of Educational Science and Research.* 2(2), pp. 12-18.

Anwar, E. (2013). A Correlational Study of Academic Achievement And Study Habits: Issues and Concerns. *Excellence International Journal of Education and Research*, 1 (2): pp. 46-51

Arhedo, F. O. Aluede, O. and Arhedo, P.A. (2011).Incidence of Child Labour among Secondary School Students in Benin Metropolis of Edo State, Nigeria. *The Counsellor*, 29(1), 21-31.

Asare, D. N. Y. B. (2010). A Study of the Street Hawking Phenomenon: A Review of Intervention Programme. M. Ed Thesis Submitted to the Department of Business Administration Ashesi University College, Ghana. Retrieved on 2nd September, 2014 from http://air.ashesi.edu.gh/handle/123456789/25

Ashimolowo, O. R. Aramolaran, A. K. and Inegbedion, S.O. (2010).Child Street Trading Activities and its Effects on the Educational Attainment of its Victims in Epe Local Government Area of Lagos State. *Journal of Agricultural Science.*2 (4), pp. 211-220

Atadoga, M. M. and Lakpini, M.A. (2013). A Comparison of Numeracy Achievement Primary School Pupils Taught Using Whole Class and Varied Classroom Organisation Instruction. Proceedings of Multicultural African Conference 2013 Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Ayodele, R. B. and Fatiregun, M.A. (2014). Accidental Injuries among Juvenile Hawkers: Clog in the Wheel of Sustainable Socio- Economic Development of a Nation. *Asian Journal of Social Sciences*, 2(2), 19-30. Retrieved on 30th August, 2014, from ajhss.org/pdfs/Vol2Issue2/3.pdf www.ajhss.org

Azhar, M., Nadeem, S., Naz, F. and Sameen, A. (2013). Impact of Parental Education and Socio-Economic Status on Academic Achievement of University Students.*International Journal of Academic Research and Reflection*, 1(3), 25-33. Retrieved on 24th September, 2014 from www.idpublications.org

Balarabe, S. (2013).Effectiveness of Modern Resources on Students Performance in Oral English among Secondary School Students in Kaduna South, Kaduna State Nigeria.

Proceedings of Multicultural African Conference 2013 Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Baraya, M.J. and Malcolm, I. (2014).Best Teaching Methods in Social Studies. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 55-60.

Bashiru, B. U. (2013). Social Studies as a Vehicle for Classroom Dispensation of Peace Education in the Terrorised Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 5(1), 60-64.

Basuwa, J. A. (2013). Terrorism in Nigeria: A Challenge for Social Studies Education. *Nigerian Journal of Social Studies and Civic Education*, 5(1), 51-59.

Bhowmik, S. K. (2005). Street Vendor in Asia: A Review. Economic and Political Weekly May 24th – June 4th, 2005. Retrieved on 16th October, 2014 from www.alnap.org/pool/files/bhowmik-street-vendor-in-

Bhowmik, S. K. (2006).Social security for street vendors: Securing the Insecure a Symposium on Extending Social Security to Unprotected Workers Number 568 December 2006. Retrieved on 24th September, 2014 from www.india_seminar.com/2006/568/568_k_bohwmik.htm

Cerna, M. A. and Pavliushchenko, K. (2015).Influence of Study Habits on Academic Performance of International College Students in Shanghai.*Higher Education Studies*. 5(4): 42-55.

Chand, S.(2013). Study Habits of Secondary School Students in Relation to Type of School and Type of Family. *International Journal of Social Science & Interdisciplinary* 2 (7): PP. 90 -96 Retrieved from www.indianresearchjournals.com

Aditya, C. Ghosh, R. (2014). Study Habits of Secondary School Students of Working and Non-Working Mothers. *Journal of Humanities And Social Science. 19 (10): pp. 12-15. www.iosrjournals.org*

Cheewaprakobkit, P. (2013). Study of Factors Analysis Affecting Academic Achievement of Undergraduate Students in International Program. Proceedings of the International Multi Conference and of Engineers and Computer Scientist. March 13th -15th 2013, held at Hong Kong.

Clark, C. I. D. and Yesufu, S. (2014). Child Street Trading as an Aspect of Child Abuse and Neglect Oredo Municipality of Edo State, Nigeria AS Case Study. *European ScientificJournal*, 8(3), 148-158. Retrieved on from eujournal.org/index.php/esj/article/download/89/94

Dada, O. M. O. (2013). A Sociological Investigation of the Determinant Factors and the Effects of Child Street Hawking in Nigeria: Agege, Lagos State, Under Survey. *International Journal of Asian Social Science*, 3(1), 114-137. Retrieved on 29th April, 2013 from http://www.aessweb.com/joural-detail.php?id=5007

Dania, P. O. and Eboh, R. N. (2013).The Effects of Instructional Sequencing Modes on Academic Achievement of Primary Social Studies in Delta State. *Africa Journal of Education and Technology*, 3(1), 104-114.

Dayioglu, M. and Turut-Asik, S. (2004).Gender Difference in Academic Performance in a Large Public University in Turkey. Economic Research Centre Middle East Technical University, Ankara 06531 Turkey. Retrieved on 24th September, 2014, from www.erc.metu.edu.tr

Dramanu, B. Y. (2012). Influence of Social Environment, Academic Self-concept and Motivation on Academic Performance of JHS and JSS in Nigeria and Ghana. A PhD Dissertation Submitted to the Department of Psychology and Counselling, Ahmadu Bello University, Zaria.

Edinyang, S.D., Ubi, I.E. &Adaliku, R.A. (2012). Relative Effectiveness of Inquiry and Expository Methods of Teaching Social Studies on Academic Performance of Secondary Students in AkwaIbom State, Nigeria. *Journal of Education and Practice,* 3(15), 132-135. Retrieved on 24th September, 2014, from www.iite.org

Education Research Network for West and Central Africa (ERNWACA) (2010). Survey on the Influence of Hawking on Girl Education in Ibadan, Oyo State Nigeria www.rocare.org/ www.ernwaca.org

Eghosa, B. L. (2010). Perception of Small Scale Traders on Child Labour (Teenage Hawking) in Promoting Reading Habits in the Nigerian Society. *International Journal of Research in Education*, 7(2), 74-80.

Ehiozuwa, A. O. and Anaso, J. N. (2013).Assessment of Study Habits of Senior Secondary School Science Students in North West Zone of Nigeria. *International Journal of Current Research*, 5 (11) pp. 3435-3444.http://www.journalcra.com.

Ekpenyong, S. &Sibiri, A. E. (2011).Street Trading and Child Labour in Yenagoa. *International Journal of Scientific and Research in Education*, 4(1), 36-46.

Esezobor, K. (2012). *Social Studies Teaching Method for Junior Secondary Schools in Nigeria*. Zaria: Concepts Designs + Prints.

Farauta, K. and Yambuk, G. (2013).Effect of Street Hawking On the Academic Performance of Students in Practical Agriculture. A case of Secondary Schools in Taraba State. *Journal of Education and Practice,* 4(15), 33-35. Retrieved on 24th September, 2014, from http://www.iiste.org/journals/index.php/JEP/article/view/6817

Fareo, D. O. (2013). Truancy and Academic Performance of Secondary School Students I South west Nigeria: Implication for counselling. International Journal for cross-Disciplinary Subjects in Education, Special Issue, 3(2): 1424-1428.

Femi, T. (2011).The Challenges of Girl-Child Education and Alternative Jobs in Nigeria.*Corvinus Journal of Social and Policy*, 2(1), 101-121.

Fetuga, M. B., Njokanma, O. F. and Ogunlesi, T. A. (2007). Do Working Children Have Worse Academic Performance? *Indian Journal of Pediatrics,* 74(10), 933-936.

Fwang'le, S. M. D. (2015). Assessment of the Implementation of Social Studies Curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria (Doctoral Thesis Ahmadu Bello University, Zaria). Retrieved from www.kubbani.abu.ng.8080/jspui/browse?type=title

Garner-O'Neale, L. and Ogunkola, B. (2015).Effects of Interest in Science, Study Habits, Sex and Level of Study on the Nature of Science Literacy Level of

Undergraduate Chemistry Students of the University of the West Indies, Barbados. Doi:10.5901/jesr.2015.v5n2p267

Gele, S. A. M. and Gele, N. T. S. (2014).Social Studies Pedagogical Practice as Effective Means of Promoting the Wellbeing of Student, Teachers and Schools in the Global World. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 161-167.

Haruna, M. J. and Liman, B. M. (2013) Role of Social Studies Education in Eradicating Terrorism and Militarism in Nigeria: Implications for Nigerian Government. *Nigerian Journal of Social Studies and Civic Education*, 5(1), 70-77.

Ibrahim, A. and Abdullahi, U. M. (2014).Impact Appraisal of Classroom Management (Attendance and Participation) on Performance of Business Education Students in Ahmadu Bello University Zaria, Nigeria. *Journal of Education and Practice*, 5(25), 86-92. Retrieved on 16th October, 2014 from www.iiste.org

Ibrahim, M. O. and Sambo, S. (2013). Teachers` and Students` Perception on Statistical Analysis as a Tool For Resource Mobilization, Management for Access and Quality Education among Mathematics and Counselling Students of A.B.U. Zaria. Proceeding of Multicultural African Conference2013Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Idris, S. H., Yahaya, S. S., Sambo, M. N., Mu'azu, M. A. And Isa, O. (2014). Medico-social problems of teenage hawkers in Sabon-Gari Local Government Area, Kaduna, North-West Nigeria. *Orient Journal of Medicine.* 26 (1-2): pp. 33-39. *www.orientjom.com*

Ikechebelu, J. I., Udgwe, G. O., Ezechukwu, C. C., Ndinechi, A. G. & and Joe-Ikechebelu, N. N. (2008). Sexual Abuse among Juvenile Female Street Hawkers in Anambra State, Nigeria. *African Journal of Reproductive Health*, 12(2), 111-119.

Iketde, G. A. and Akpan, B. B. (2005). Comparative of Symbolic Model and Guided-Discovery Approach on Students Achievement in Mechanism of Photosynthesis.

Ilogho, J. E. (2011). Bibliotherapy: An Option for Enhancing Students` Motivation for Academic Achievement in Iganmode Grammar School Grait International College, Ota-Ogun State. *Ife PsychologIA*, 19(2), 437-461.

Iorvaa, T. (2007).The Influence of Food Hawking on the Academic Performance of School Age Children in Makurdi Local Government Area of Benue State. *Journal of Educational Research and Development*, 2(3), 14-17.

Irikana, G. J. and Ibeh, H. C. (2014).*Social Studies Education: An Introductory Text*. Port Harcourt: Alheri books.

Johnson O. E. and Ihesie C. A. (2015). Health problems of child hawkers in Uyo, South-South Nigeria. *Journal of Medicine and Medical Sciences*. 6 (5): pp. 104-108. DOI: http:/dx.doi.org/10.14303/jmms.2015.089

Justus, I. C. (2014). Innovative Teaching Methods in Social Studies: A Pivot for a Productive Economy. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 85-92.

Kwankye SO, Nyarko PE, Tagoe CA (2007). Reproductive Health Implications of Street Hawking in Accra. Paper presented at the Fifth African Population Studies, Arusha Tanzania, and 10-14 Dec.

Mashayekhi, F., Rafati, S., Mashayekhi, M., Rafati4, F., Mohamadisardoo, M. Z. and Yahaghi, E. (2014).The Relationship between the Study Habits and the Academic Achievement of Students in Islamic Azad University of Jiroft Branch. *International Journal of Current Research and Academic Review*. 2(6): pp. 182-187. www.ijcrar.com

Mbah, T. B. (2010). The impact of ICT on students' study habits. Case study: University of Buea, Cameroon. *Journal of Science and Technology Education Research*. 1(5): pp. 107-110. Retrieved from http://www.academicjournals.org/JSTER

Mechebe, C. H. and Odozi, I. C. (2014). Influence of Parental Socio-Economic Status on Academic Achievement of Students in Selected Schools in Nigeria: A Case of Enugu State. *Journal of Education and Practice*, 5(2), 105-110. Retrieved on 2nd September, 2014, from www.iiste.org

Mendezabal, M. J. N. (2013). Study Habits and Attitudes: The Road to Academic Success. *Open Science Repository Education*, Online (open-access), e70081928. doi:10.7392/Education.70081928

Mezieobi, K. A. (2014). Best Pedagogic Practices in Social Studies in Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 7-12.

Mezieobi, K. A. and Mezieobi, K. C. (2013).*Social Studies Trends and Teaching Pattern in Nigeria*.Owerri: Acadapeak Publishers.

Mezieobi, K. A. and Mezieobi, S. A. (2011).Needed Changes in Social Studies Curriculum in Nigeria: The Critical Areas. A Paper Presented at the 27th National Conference of the Social Studies Association of Nigeria (SOSAN) Held at the University of Nigeria, Nsukka, from 22th-26th November, 2011.

Mezieobi, K. A. Fabura, V. R. and Mezieobi, S. A. (2008).*Social Studies in Nigeria: Teaching Method, Instructional Materials and Resources*. Owerri: Acada peak.

Mittullah, W. V. (2004). "Street Vending in African Cities: A Synthesis of Empirical Findings from Kenya, Cote d' Ivore, Ghana, Zimbabwe, Uganda and South Africa". Background Paper for the 2005 World Development Report.

Musa, T. M. (2014). Absenteeism and Truancy on Academic Performance of Secondary School Students in Ogun State, Nigeria. *Journal of Education and Practice*, 5(22), 81-87. Retrieved on 2nd September, 2014 from www.iite.org

Nduka, I. and Duru, C. O. (2014).The Menace of Street Hawking in Aba Metropolis South-East Nigeria. *Journal of Medicine and Medical Sciences*, 5(6):133-140. Retrieved on 24th September, 2014, from http://www.interesjournals.org.JMMS

Nicholas-Omoregbe, O. S. (2010). The Effect of Parental Education Attainment on School Outcomes.*Ife PsychologIA*, 18(1), 215-223.

Nsofor, C. C. and Ala, N. A. (2013).Effect of Computer Aided Instructional Package on Biology Students` Achievement in Genetic Concepts in Kat gum Educational Zone,

Bache State, Nigeria. Proceedings of Multicultural African Conference 2013Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013.

Nuhu, Z. A. (2014). Using Action Oriented Techniques and Strategies in Teaching Primary Social Studies. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 18-24.

Nwana, O. C. (1990). *Introduction to Educational Research*. Ibadan: Longmans Nigeria.

Nworgu, B. G. (2006). *Educational Research: Basic issues and methods*. Ibadan: wisdom publishers Ltd state hospital road, Nigeria.

Nyagosia, P. O., Water, S. N. and Njuguma, F. W. (2013). Factors Influencing Academic Achievement in Public Secondary Schools in Central Kenya: An Effective Schools `Perspective. Educational Research International, 2(2), 174-184. Retrieved on 2nd September, 2014 from www.savap.org.pk

Nyame, G. (2010). Relationship Between Students` Class Attendance and Academic Performance. The Case of Junior High Schools in Kumasi, Metropolis. Unpublished Med Thesis Submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, and Ghana.

Obeka, O. Q. (2014). Comparative Effects of Simulation Teaching Mode and Lecture method on Social Studies Interest and Academic Achievement in Benue State. An UnpublishedM.Ed Thesis Submitted to School of Post Graduate School, Department of Arts and Social Science Education, Ahmadu Bello University, Zaria, Nigeria.

Obeka, O.Q. (2013). Effective of Integrating Instructional Models With Lecture Method on Academic Achievement in Social Studies among Junior Secondary School Students Towards Quality Education in Zaria Educational Zone. Proceedings of Multicultural African Conference 2013 Theme: Resource Mobilization, Management for Access and Quality Education in Africa June 11-14, 2013

Ogoemeka, O. H. (2013). Study Habits Skills Components as Predictors Of AcademicPerformance Among Teachers Trainee In Nigeria. *International Journal of Educational Research*. 1(1):34-39.

Ogundokun, M. O. (2011). Learning Style, School Environment and Test Anxiety as Correlates of Learning Outcomes among Secondary School Students.*Ife PsychologIA* 19 (2), 321-336.

Okeke, O. F. I. and Attah, B. G. (2010). An Investigation into Academic Performance of Malaria-Infected Junior Secondary School Boarding House Students in ST. John`s College, Jos. *Journal of Educational Studies*, 15 (1), 44-43.

Okoji, O. O (2013). Effect of Social-Economic Status Attainment of Female Secondary Schools in Rivers State of Nigeria. *Gender & Behaviour*, 11(1), 5162-5166.

Okoye, U. O and Tanyi, P. L. (2009). Perception of Child Labour in South Eastern Nigeria: A Study of Onitsha Metropolis. *International Journal of Research in Arts and Social Sciences (IJASS) UNN*: 1(1), 425-440.

Okpukpara, C. B. Chine, P. U., Uguru, F. N. And Nnaemeka, C. (2006). Child Welfare and Poverty in Nigeria. A Paper Presented at Poverty Phase II Dissemination Workshop in Addis Ababa Ethiopia on 12th to 13th October.

Ola, B. A. and Morakinyo, O. (2009). Study habits among Nigerian secondary school students with brain fag syndrome. *Mental Illness*. 2 (2): 6-10. *doi:10.4081/mi.2010.e2*

Oleribe, O. E. O. (2007). Exploring the Causes of Child Labour Series. International GNO Journal, 2(1): 006-009. Retrieved on 21st August, 2015 on www.academicjournals.org/INGOJ

Olibie, E. I. and Ezeoba, K.O. (2013).Effect of Guided Inquiry Method on Secondary School Students in Social Studies Curriculum in Anambra State, Nigeria. *British Journal of Education, Society &Behavioural Sciences,* 3(3), 206-222.

Olubadewo, E. J. (2014). Inquiry Method: A Way of Disseminating, Information in Social Studies Education at Primary School Level. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 98-104.

Olufemi, A. S. (2014). The Effect of Homework and Assignment on Mathematics Achievement 0f Secondary School Students in South West Nigeria. *Journal of Education and Practice*, 5(25), 52-55. Retrieved on 16th October, 2014 from www.iiste.org

Oluwatimilehin, J. T. B. Owoyele, J. W. (2012). Study Habits and Academic Achievement in Core Subjects among Junior Secondary School Students in Ondo State, Nigeria. *Bulgarian Journal of Science and Education Policy. 6 (1): pp 115-169.*

Omokhodion F. O. Omokhodion S. I. (2001). Health problems and other characteristics of child workers in a market in Ibadan. *Afr. J. Med.Sci. 30 (1-2): 81 – 85.*

Onuekwe, E. M. (2015). Influence of Study Habits on the Academic Achievement of Students in Home Economics in Junior Secondary Schools in Enugu State. *International Journal of Innovative Education Research.*3 (4):15-22.www.seahipaj.org

Onuoha, J. C., Onuigbo, L.N. &Ugwuanyi, L.T. (2014). Assessing Social Studies Students-Teachers` Level of Teaching Skills Acquisition for Teaching Students with Special Needs in Kaduna State, Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 147-153.

Osa-Edoh, G. I. and Alutu, A.N.G. (2012). A Survey of Students Study Habits in Selected Secondary Schools: Implication for Counselling. Current Research Journal of Social Sciences 4(3): 228-234.

Osonwa, O. K., Adejobi, A. O., Iyam, M. A. and Osonwa, R. H. (2013). Economic Status of Parents, a Determinants on Academic Performance of Senior Secondary Schools in Ibadan, Nigeria. *Journal of Educational and Social Research*, 3(1), 115-122. doi:10.5901/jesr.2013.v3n1p115

Ossai, J. N. (2014). Effects of Three instructional Strategies on Academic Achievement in Junior Secondary School. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 78-84.

Oyeyini, O. (2014). Need for a Shift from Teacher Centered to Learner Centered Pedagogy: Towards Promoting Effective Teaching of Social Studies in Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 30-34.

Pintrich, P. & Schunk, D. (1996). *Motivation in education: Theory, research, and applications.* Englewood Cliffs, NJ: Prentice Hall.

Ren, J. and Hagedorn, L. S. (2012). International Graduate Students `Academic Performance What Are the Influencing Factors? *Journal of International Students,* 2(2):135-143.Retrieved on 2nd September, 2014, from http://jistudents.org

Sanusi, W. A. and Akinniran, T. N. (2013). Effect of Households Poverty on Child Labour Participation Among Household in Nigeria. *International Institute for Science and Technology*, 3(7): 97-100. Retrieved on 20th August, 2014, from www.iiste.org

Sara, S. S., Mburza, A. and Dukku, A. M. (2012). Relationship Between Home Condition and Involvement in Truancy Among Secondary School Students in Gombe State: Implication for Professional Counselling. *The Counsellor,* 31(2), 35-44.

Shailong, C. N., Onuk, E. G. Beshi, B.A. (2011). Socio-Economic Factors Affecting Children Hawkers in Lafia Government Area, Nasarawa State, Nigeria. *Production Agriculture and Technology*, 7(1), 64-73. Retrieved on 22th September, 2014, from www.patnsukjournal.net/currentissue

Shukurat, I. S. (2012). Exploitation of Children in the Informal Sector: Case Study of Street Hawking Children in Ifo Local Government, Ogun State. M. Ed Thesis Submitted to International Institute of Social Studies, The Hague The Netherlands. Retrieved on 24th September, 2014 from http://thesis.eur.nl/pub/13050/Iyabode%2520Shukurat%2520Salisu-Iyabode-1605.pdf

Sikhwari, T. D. (*2014*). A Study of the Relationship between Motivation, Self-concept and Academic Achievement of Students at a University in Limpopo Province, South Africa. *International Journal of Education Science,* 6(1), 19-25.

Solomon-Ayeh, B. E., King, R. S. and Deardi-Nelson, I. (2011).Street Vending and the Use of Urban Public Space in Kumasi, Ghana. *The Ghana Surveyor*, 4(1), 20-31. Retrieved on 24th September, 2014, from http://hdl.handle.net/123456789/3423

Tambawal, M. U. (2010). Relationship Among Guidance and Counselling Awareness, Study Habit, Attitude to School and Academic Performance of Senior Secondary School Students in SokotoMetopolis. *The Counsellor*, 31(2), 45-59.

Thapar, V. & Ajay Kumar, A. (2015).Academic Achievement of Truants in Relation to Study Habits and Guidance Needs International Journal of Advanced Research. 3 (6): 1344-1349. *http://www.journalijar.com*

Tikumah, I. H. (2009).Elements of Social Studies for Nigerian Colleges and Universities. Zaria: ABU Press.

Ubah, M. C. and Bulus, A. (2014). Effect of Street Hawking On the Academic Performance Of Students in Social Studies in Junior Secondary Schools in Nasarawa State, Nigeria. *IOSR Journal of Research and Method in Education*, 4(4), 18-22. Retrieved on 2th September, 2014 from www.iosrjournals.org/iosr-jrme/vol-4issue-4/version-3/D04431822.pdf

Ubajaka, C. 1., Duru, C. B., Nnebue, C. C., Okwaraoha, O. B. and Ifeadike, G. O. (2010). Parents' Perception on the Effectsof Child Labour in a community in Anambra State, Nigeria. *Afrimedic Journal*. 1 (1): 15-19.

Udoh, N. A. and Joseph, E. U. (2012).Behavioural Problems of Juvenile Street Hawkers in Uyo Metropolis, Nigeria. World Journal of Education, 2(1), 137-144. Retrieved on 29th April, 2013 from www.sciedu.ca/wje

Ugochukwu, E. F., Okeke, K. N., Onubogu, C. U. and Edokwe, E. S. (2012). Socio-demographic Characteristics of Child Street Vendor in Nnewi, Nigeria. Niger J PEAD.39 (4), 174 Doi:http://dx.doi.org/10.4314/njp.v3914,5.

Umar, F. A. (2009). Street hawking: oppressing the girl child or family economic supplement? *Journal of Instructional Psychology*, 36(2) from www.freepatentsonline.com/articles/journal.../204682059.html

UNICEF-Nigeria, (2007). The Children: Child labour. Retrieved on 29th April, 2013, from http://www.unicef/nigeria/children-1935html

Usman, L. A. (2010). Street Hawking and Socio-economic Dynamics of Nomadic Girls of Northern Nigeria. *International Journal of Social Economics*, 37(9):717-734. Retrieved on 2nd September, 2014 from http://www.emeraldinsight.com/doi/abs/10.1108/03068291011062506

Usulor, B. E. (2012). Effect of Cooperative Learning instructional Strategy on Junior Secondary School Achievement in Social Studies. *Nigerian Journal of Social Studies and Civic Education*, 2(1), 68-79

Yahaya, L. A. (2003). Relationship between Study Habits and Attitudes of Secondary School Students towards Examination Malpractice in Kwarra State. *Abuja Journal of Education. 5 (1): PP 216-234.*

Yamane, T. (1967). Statistics: An Introductory Analysis (2nd Ed). New York: Harper and Row

Zakari, M. D. (2014). The Integration of Information and Communication Technology (ICT) In Teaching Social Studies in Colleges of Education. *Nigerian Journal of Social Studies and Civic Education*, 6(1), 13-18.

APPENDIX I

YARO YAMANE`S FORMULA OF DETERMINING SAMPLE SIZE

$$n = \frac{\mathrm{N}}{1 + \mathrm{N}\ (\mathrm{e})2}$$

1 = Constant

n = Sample size

N = Universe

e = Level of significance = 0.05

APPENDIX II

Junior Secondary School Students Study Habits Questionnaire (JSSSHQ)

Department of Arts and Social Science Education

Ahmadu Bello University, Zaria

Dear Respondents,

This study is on comparative analysis of junior secondary school students` hawking time and study habits on academic performance in social studies in Nasarawa state, Nigeria. Be assured that this study is purely for academic exercise and your responses will be treated with confidentiality. Please response to the items below objectively.

Thank you.

Researcher

Tick [√] the appropriate response in the box provided:

1. Age: 12-13 [ ] 14-15 [ ] 16-17 [ ]
2. Sex: Male [ ], Female [ ]
3. Hawking Time Morning: [ ] Afternoon [ ] Weekends/Holidays [ ]

INSTRUCTION: Answer all questions by circling the correct option on this paper. Circle only one answer. Erase completely if you want to change the option selected. Use pencil only.

S/N	Items	Always	Frequently	Sometimes	Rarely
	TIME MANAGEMENT				
1	You report to school late due to hawking.				
2	You do not have enough rest/sleep due to hawking every day.				
3	You are not regular in school due to hawking.				
4	You get your assignment done in time.				
	HOME SUPPORT				
5	Your home is comfortable for study.				
6	Your parent provides you with learning materials.				
7	You receive help on your assignment/homework from your parent.				
8	You do not attend extra-moral classes or study together with your peers at home				
	READING AND NOTES TAKING				
9	You remember what you have read hours later.				
10	You find it difficult to pick a point out of what you read.				
11	You do not take notes during lesson.				
12	You do not review class note within 24 hrs. of the time you took them.				
	CONCENTRATION IN CLASS				
13	You fall asleep in the class when lesson is going on as a result of hawking				

14	You do not feel tired and absent minded when lesson is going on as a result of hawking.	
15	You find it difficult to understand concepts you are taught in the class due to hawking.	
	PREPARATION FOR TEST AND EXAMINATION	
16	You do not study enough for your test/examination.	
17	You plan your reading time and strictly follow it.	
18	You do not attend extra lesson organised by your teachers.	
19	You get worried about doing well on test/examination that it interferes with your studying.	
	CONSULTATION WITH TEACHER	
20	You ask your teacher when you are not clear with a concept.	
21	You do not meet your teacher for clarification after he/she has made comments on your assignment.	
22	You do not discuss with your teacher how personal problems interfere with your study.	

APPENDIX III

SOCIAL STUDIES ACADEMIC PERFORMANCE TEST (SSAPT) ITEMS

SECTION A

Bio Data and Basic information

Tick [ ] the appropriate response in the box provided:

4. Age: 12-13 [ ] 14-15 [ ] 16-17 [ ]
5. Sex: Male [ ], Female [ ]
6. Hawking Time Morning [ ] Afternoon [ ] Weekends/Holidays [ ]

SECTION B

MULTIPLE CHOICE TEST ITEMS

INSTRUCTION: Answer all questions by circling the correct option on this paper. Circle only one answer. Erase completely if you want to change the option selected. Use pencil only.

TIME ALLOWED 35 MINUTES ONLY

1. Which one of the followings best describes transportation
    a. Movement of materials from one place to another
    b. Trekking from one place to another
    c. Movement of people, goods and raw materials from one place to another
    d. Movement of people from one location to another

2. The following are causes of road accident **EXCEPT**

    a. Driving under the influence of alcohol

b. Over speeding

c. Receiving or making call while driving

d. Observing road signs

3. Canoe and rafts are means of transportation commonly used in……

a. Riverine areas

b. Hills and mountainous areas

c. Desert areas

d. Rain forest

4. ……..is the most common means of traditional method of transportation in rural community.

a. Truck

b. Human porterage

c. Pipe line

d. Wheel barrow

5. The first road build in Nigeria by the British administration was in …….

a. 1914

b. 1804

c. 1960

d. 1904

6. The methods of transportation we have discussed are.....

a. Traditional and Modern methods

b. International and Local methods

c. Global and Local methods

d. Foreign and Domestic Methods

7. Which one of the following is **NOT** a Beast of burden?

   a. Donkey

   b. Dog

   c. Horse

   d. Camel

8. The method of transportation mostly used today is ……..

   a. Automatic method

   b. Analogue method

   c. Systematic method

   d. Modern method

9. Which one of the following is **NOT** an advantage of road transportation?

   a. It link countries within the same continent

   b. It takes people their door steps

   c. It attracts no transport charges

   d. Cost of maintenance of vehicle is low

10 All these are disadvantages of land transportation **EXCEPT:-**

   a. It is the fastest means of transportation

   b. People face hardship as a result of hold up and traffic congestion

   c. Roads are expensive to build on swampy and hilly areas

   d. Accidents are more frequent in road transportation than any other means of transportation

11. ..... are limitations to land transportation system

   a. Inflation

   b. Highlands, soil erosion, swamps and rivers

   c. Cost of transportation equipment

   d. Presence of security agents on the high ways

12. Which one of the following describes Water transportation?

    a. Crossing over the lakes
    b. Swimming across the river
    c. Travelling across the ocean
    d. Conveying people and goods from one place to another using canoe, ship, ferry and boat

13. The types of water transportation are……..

    a. Mainland and River waterways
    b. Hinterland and Inland waterways
    c. Inland waterways and Ocean navigation
    d. Inland navigation and Ocean waterways

14. ……are transport equipment used on water

    a. Space-Bus and Truck
    b. Canoe and Ship
    c. Honda and Camry
    d. Tube train and locomotive train

15. Air transportation is system of moving goods and passengers through the use of.....

    a. Automobiles
    b. Locomotives
    c. Aircrafts
    d. Stemmers

16. The categories of Air transportation are?

    a. Domestic airlines and foreign airlines
    b. Domestic wing and international wing
    c. Internal transport and external transport

d. Internal air transport and international transport

17. Murtala Mohammed International airport is located in…….

a. Lagos

b. Abuja

c. Kano

d. Maiduguri

18. Which of the transportation system is the fastest means of transportation

a. Rail transportation

b. Air transportation

c. Water transportation

d. Road transportation

19. The safety of aircraft is monitored from the ……

a. Booking office

b. Control tower

c. Harbour

d. Station

20. Aeroplane was invented in the United States of America in 1903 by…….

a. George Washington and John Kennedy

b. Jimmy Carter and George Bush

c. Orville Wright and Wilbur Wright

d. Abraham Lincoln and Thomas Jefferson

21. The four railway junctions in Nigeria are located at.....

a. Bauchi, Yobe, Kaduna and Niger

b. Oron, Jos, Gome and Kauranamoda

c. Minna, Kaduna, Zaria and Kafanchan

d. Benin, Lagos, Akure and Osogbo

22. Camel is most suitable for transportation in deserts areas because…….

a. It can withstand thirst for a long time

b. Among all animals it cost less to maintain

c. It is the most stupid of all animals

d. It has long legs

23. The following are features of Nigerian railways **EXCEPT.....**

a. It has double lines

b. The rail lines run in a south-north direction

c. The train are very slow because of their narrow gauges

d. The railway is of a single track

24. Passenger ships carry only passengers while cargo ships carry.....

a. Crude oil

b. Bulky goods

c. Frozen food

d. Tourist

25. The disadvantage of water transportation is that……

a. It supports international trade

b. It carries bulky goods

c. It does not cut across many towns and villages

d. People cruse on it for pleasure

APPENDIX IV

Social Studies Academic Performance Test Marking Scheme

1. C
2. D
3. A
4. B
5. D
6. A
7. B
8. D
9. C
10. A
11. B
12. D
13. C
14. B
15. C
16. D
17. A
18. B
19. B
20. C
21. C
22. A
23. A
24. B
25. C

APPENDIX V

LESSON PLAN

Lesson: One

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Definition and method of transportation

Duration: 40 minutes

Average age of Students: 13 years

Instructional Materials: Drawings, human resource

Behavioural Objectives: At the end of the lesson, the students should be able to:

1) Define Transportation;
2) List the method of transportation discussed; and
3) Identify the common method of transportation in Nigeria today.

Previous Knowledge: Students have been involved in transportation

Introduction: The Teacher introduces the lesson by asking the students to describe the means they used to get to school.

Presentation Step I

The Teacher defines the tern transportation and writes it on the chalk board.

Presentation Step II

The teacher discusses the term transportation.

Presentation Step III

The Teacher enumerates the types of transportation.

Presentation Step IV

The Teacher asks the students to identify the system of transportation that is common in Nigeria today.

Evaluation: The Teacher evaluates the lesson by asking the following questions:

1) Define Transportation;
2) List the system of transportation discussed; and
3) Identify the common system of transportation in Nigeria today

Conclusion: The Teacher concludes the lesson by going over the main points.

Lesson: **Two**

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Traditional System of Transportation

Duration: 40 minutes

Average age of Students: 13 years

Instructional Materials: Drawing/Picture: - Canoe, Cart, Donkey and Human.

Behavioural Objectives: At the end of the lesson, the students should be able to:

1) Define traditional means of transportation;
2) List the traditional means of transportation discussed; and
3) Describe how the traditional means of transportation are used.

Previous Knowledge: The students learnt the meaning and systems of transportation.

Introduction: The Teacher introduces the lesson by asking the students to recall what they have learnt during the previous lesson.

Presentation Step I

The Teacher defines the term traditional means of transportation.

Presentation Step II

The Teacher explains the term traditional means of transportation and list out the types.

Presentation Step III

The Teacher asks the students to describe how the traditional means of transportation are used.

Evaluation: The Teacher evaluates the lesson by asking the following questions.

1) Define traditional means of transportation.
2) List the traditional means of transportation discussed.
3) Describe how the traditional means of transportation are used.

Conclusion: The Teacher concludes the lesson by going over the main points.

Assignment Find the out the modern means of transportation**.**

Lesson: Three

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Modern system of Transportation

Sub-Topic: Land Transportation

Duration: 40 minutes

Average age of Students: 13 years

Instructional Material: Drawing/Picture: -Train, Lorry, Tyre road, Rail line**.**

Previous Knowledge: Drawing/Picture: -Train, Lorry, Tyre road, Rail line.

Behavioural objectives: At the end of the lesson students should be able to:

1. Define Land transportation;
2. Differentiate between land and rail transportation; and
3. List the equipment used in land transportation.

Previous knowledge: The students have been seeing vehicles commuting on the road and some have cross the railway line.

Introduction: The Teacher introduces the lesson by asking the students questions from their previous knowledge.

Presentation Step I

The Teacher defines land transportation.

Presentation Step II

The Teacher writes the types of land transportation on the chalk board and discuss.

Presentation Step III

The Teacher asks the students to mention the types of transport equipment used in land transportation.

Evaluation: The Teacher evaluates the lesson by asking the following questions.

1) Define Land transportation;
2) Differentiate between land and rail transportation; and
3) List the equipment used in land transportation.

Conclusion: The Teacher concludes the lesson by going over the main points.

Lesson: Four

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Modern system of Transportation

Sub-Topic: Land Transportation

Duration: 40 minutes

Average age of Students: 13 years

Instructional Materials: Drawing/Picture: -Train, Lorry, Tyre road, Rail line.

Behavioural objectives: At the end of the lesson students should be able to:

1) Enumerate the advantages of land transportation;
2) Enumerate the disadvantages of land transportation; and
3) Explain the limitations of road transportation.

Previous knowledge: The previous lesson gives background knowledge to the present topic.

Introduction: The Teacher introduces the lesson by asking the students to present their finding of from their assignment.

Presentation Step I

The Teacher states and discusses the advantages of land transportation.

Presentation Step II

The Teacher asks the students to state the disadvantages of land transportation.

Presentation Step III

The Teacher presents discusses the limitation of land transportation.

Evaluation: The Teacher evaluates the lesson by asking the following questions.

1) Enumerate the advantages of land transportation
2) Enumerate the disadvantages of land transportation
3) Explain the limitations of road transportation

Conclusion: The Teacher concludes the lesson by going over the main points.

Assignment: The Teacher asks the students to find out the meaning of water transportation.

Lesson: Five

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Water Transportation

Duration: 40 minutes

Average age of students: 13 Years

Instructional Materials: Drawing/world map: - boat, ship, ferry.

Behavioural objectives: At the end of the lesson students should be able to:

1) Define the term Water transportation
2) Describe the types of water transportation
3) List the equipment used in water transportation

Previous knowledge: The Students are aware that canoe uses water for transportation.

Introduction: The Teacher introduces the lesson by asking the students to explain what they understand by water transportation.

Presentation Step I

The Teacher defines the term water transportation and writes it out on the chalk board.

Presentation Step II

The Teacher mentions the categories of water transportation, writes it on the chalk board and explains.

Presentation Step III

The Teacher asks the students to mention the transport equipment used in water transportation.

Evaluation: The Teacher evaluates the lesson by asking the following questions.

1) Define the term Water transportation
2) Describe the types of water transportation
3) List the equipment used in water transportation.

Conclusion: The Teacher concludes the lesson by giving the summary of the lesson.

Lesson: Six

Class: JSS Three

No. Of Students: 50

Subject: Social Studies

Topic: Air Transportation

Duration: 40 minutes

Average age of students: 13 Years

Instructional Materials: Drawing/world map: - Aeroplane, Helicopter.

Behavioural objectives: At the end of the lesson students should be able to:

1) Define Air transportation;
2) List the equipment used in Air transportation ; and
3) Draw an Aeroplane.

Previous knowledge: The Students have been seeing flaying in the sky.

Introduction: The Teacher introduces the lesson by asking the students to demonstrate how an Aeroplane flies in the sky.

Presentation Step I

The Teacher says the definition of Air transportation writes and discussed.

Presentation: Step II

The Teacher enumerates the equipment used in air transportation and demonstrates how they fly**.**

Presentation Step III

The Teacher asks the students to draw and Aeroplane.

Evaluation: The Teacher evaluates the lesson by asking the following questions:

1) Define Air transportation;
2) List the equipment used in Air transportation; and
3) Draw an Aeroplane.

Conclusion: The teacher concludes the lesson by going over the main points.

Lesson: Seven

Class: JSS 3

No of Students: 50

Subject: Social Studies

Topic: Air transportation

Duration: 40 minutes

Average age of students: 13 Years

Instructional Materials: Drawing/Picture: - Pilot, Aeroplane, Airport

Behavioural objectives: At the end of the lesson students should be able to:

1) List the organizations in charge of Air Transportation;
2) State the advantage and disadvantage of Air transportation; and
3) Explain the advantage and disadvantage of Air transportation.

Previous knowledge: The previous lesson gives the students background knowledge to this topic.

Introduction: The Teacher introduces the lesson by asking the students to describe the means they used to get to school.

Presentation Step I

The Teacher writes and discusses the organizations in charge of Air transportation in Nigeria.

Presentation Step II

The teacher states and discusses the advantages and disadvantages of Air transportation.

Presentation Step III

The Teacher enumerates and discusses the advantages and disadvantages of Air transportation.

Evaluation: The teacher evaluates the lesson by asking the following questions:

1) List the organizations in charge of Air Transportation;
2) State the advantage and disadvantage of Air transportation; and
3) Explain the advantage and disadvantage of Air transportation.

Conclusion: The Teacher concludes the lesson by going over the main points.

APPENDIX VI

Analysis out put

FREQUENCIES VARIABLES=Gender Age Hawking Time /ORDER=ANALYSIS.

Frequency Table

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	151	53.2	53.2	53.2
	Female	133	46.8	46.8	100.0
	Total	284	100.0	100.0	

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-13	42	14.8	14.8	14.8
	14-15	119	41.9	41.9	56.7
	16-17	123	43.3	43.3	100.0
	Total	284	100.0	100.0	

Time Respondents Involved in Hawking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	157	55.3	55.3	55.3
	Afternoon	65	22.9	22.9	78.2
	Weekends/Holidays	62	21.8	21.8	100.0
	Total	284	100.0	100.0	

Research Question One

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Time Management	Male	151	9.36	1.975	.161
	Female	133	9.46	2.340	.203
Home Support	Male	151	8.81	2.387	.194
	Female	133	8.70	1.767	.153
Reading and Notes Taking	Male	151	9.75	1.897	.154
	Female	133	9.92	1.695	.147
Concentration in Class	Male	151	7.64	1.293	.105
	Female	133	7.62	1.336	.116
Preparation for Test and Examination	Male	151	10.35	2.572	.209
	Female	133	10.50	2.350	.204
Consultation with Teacher	Male	151	8.42	2.311	.188
	Female	133	8.56	2.079	.180
Mean Study Habit Score	Male	151	54.34	9.367	.762
	Female	133	54.76	8.459	.733

Research Question Two

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Time Management	12-13	42	8.76	2.070	.319	8.12	9.41	5	12
	14-15	119	9.60	2.164	.198	9.20	9.99	5	14
	16-17	123	9.45	2.139	.193	9.07	9.83	5	14
	Total	284	9.41	2.150	.128	9.16	9.66	5	14
Home Support	12-13	42	8.83	2.117	.327	8.17	9.49	5	14
	14-15	119	9.53	2.062	.189	9.16	9.90	5	14
	16-17	123	7.99	1.897	.171	7.65	8.33	5	14
	Total	284	8.76	2.116	.126	8.51	9.01	5	14
Reading and Notes Taking	12-13	42	9.33	1.776	.274	8.78	9.89	6	13
	14-15	119	10.14	1.622	.149	9.85	10.44	6	13
	16-17	123	9.71	1.936	.175	9.36	10.05	6	14
	Total	284	9.83	1.804	.107	9.62	10.05	6	14
Concentration in Class	12-13	42	7.81	1.469	.227	7.35	8.27	5	11
	14-15	119	7.08	1.098	.101	6.88	7.27	4	10
	16-17	123	8.10	1.251	.113	7.87	8.32	6	11
	Total	284	7.63	1.311	.078	7.47	7.78	4	11
Preparation for Test and Examination	12-13	42	9.55	2.520	.389	8.76	10.33	5	14
	14-15	119	10.91	2.470	.226	10.46	11.36	5	16
	16-17	123	10.24	2.359	.213	9.82	10.66	4	16
	Total	284	10.42	2.468	.146	10.13	10.71	4	16
Consultation with Teacher	12-13	42	8.33	2.496	.385	7.56	9.11	4	12
	14-15	119	9.07	2.078	.190	8.69	9.44	4	12
	16-17	123	7.98	2.096	.189	7.61	8.36	4	12
	Total	284	8.49	2.203	.131	8.23	8.75	4	12
Mean Study Habit Score	12-13	42	52.62	9.546	1.473	49.64	55.59	35	69
	14-15	119	56.32	8.610	.789	54.76	57.88	35	70
	16-17	123	53.47	8.806	.794	51.90	55.04	37	72

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Time Management	12-13	42	8.76	2.070	.319	8.12	9.41	5	12
	14-15	119	9.60	2.164	.198	9.20	9.99	5	14
	16-17	123	9.45	2.139	.193	9.07	9.83	5	14
	Total	284	9.41	2.150	.128	9.16	9.66	5	14
Home Support	12-13	42	8.83	2.117	.327	8.17	9.49	5	14
	14-15	119	9.53	2.062	.189	9.16	9.90	5	14
	16-17	123	7.99	1.897	.171	7.65	8.33	5	14
	Total	284	8.76	2.116	.126	8.51	9.01	5	14
Reading and Notes Taking	12-13	42	9.33	1.776	.274	8.78	9.89	6	13
	14-15	119	10.14	1.622	.149	9.85	10.44	6	13
	16-17	123	9.71	1.936	.175	9.36	10.05	6	14
	Total	284	9.83	1.804	.107	9.62	10.05	6	14
Concentration in Class	12-13	42	7.81	1.469	.227	7.35	8.27	5	11
	14-15	119	7.08	1.098	.101	6.88	7.27	4	10
	16-17	123	8.10	1.251	.113	7.87	8.32	6	11
	Total	284	7.63	1.311	.078	7.47	7.78	4	11
Preparation for Test and Examination	12-13	42	9.55	2.520	.389	8.76	10.33	5	14
	14-15	119	10.91	2.470	.226	10.46	11.36	5	16
	16-17	123	10.24	2.359	.213	9.82	10.66	4	16
	Total	284	10.42	2.468	.146	10.13	10.71	4	16
Consultation with Teacher	12-13	42	8.33	2.496	.385	7.56	9.11	4	12
	14-15	119	9.07	2.078	.190	8.69	9.44	4	12
	16-17	123	7.98	2.096	.189	7.61	8.36	4	12
	Total	284	8.49	2.203	.131	8.23	8.75	4	12
Mean Study Habit Score	12-13	42	52.62	9.546	1.473	49.64	55.59	35	69
	14-15	119	56.32	8.610	.789	54.76	57.88	35	70
	16-17	123	53.47	8.806	.794	51.90	55.04	37	72
	Total	284	54.54	8.940	.530	53.49	55.58	35	72

Research Question Three

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Time Management	Morning	157	9.18	2.278	.182	8.83	9.54	5	14
	Afternoon	65	8.28	1.023	.127	8.02	8.53	7	10
	Weekends/Holidays	62	11.16	1.570	.199	10.76	11.56	5	13
	Total	284	9.41	2.150	.128	9.16	9.66	5	14
Home Support	Morning	157	7.29	1.359	.108	7.07	7.50	5	10
	Afternoon	65	9.75	.884	.110	9.53	9.97	8	12
	Weekends/Holidays	62	11.45	1.111	.141	11.17	11.73	9	14
	Total	284	8.76	2.116	.126	8.51	9.01	5	14
Reading and Notes Taking	Morning	157	9.38	2.043	.163	9.06	9.70	6	13
	Afternoon	65	9.63	.720	.089	9.45	9.81	9	11
	Weekends/Holidays	62	11.19	1.199	.152	10.89	11.50	9	14
	Total	284	9.83	1.804	.107	9.62	10.05	6	14
Concentration in Class	Morning	157	8.14	1.222	.098	7.95	8.33	6	11
	Afternoon	65	7.11	1.187	.147	6.81	7.40	5	10
	Weekends/Holidays	62	6.87	1.063	.135	6.60	7.14	4	9
	Total	284	7.63	1.311	.078	7.47	7.78	4	11
Preparation for Test and Examination	Morning	157	9.78	2.425	.194	9.39	10.16	4	15
	Afternoon	65	9.42	1.144	.142	9.13	9.70	7	12
	Weekends/Holidays	62	13.10	1.555	.197	12.70	13.49	9	16
	Total	284	10.42	2.468	.146	10.13	10.71	4	16
Consultation with Teacher	Morning	157	7.15	1.978	.158	6.84	7.46	4	11
	Afternoon	65	9.77	1.115	.138	9.49	10.05	7	12
	Weekends/Holidays	62	10.53	.783	.099	10.33	10.73	8	12
	Total	284	8.49	2.203	.131	8.23	8.75	4	12
Mean Study Habit Score	Morning	157	50.92	9.256	.739	49.46	52.38	35	69
	Afternoon	65	53.95	2.328	.289	53.38	54.53	47	59
	Weekends/Holidays	62	64.31	3.873	.492	63.32	65.29	50	72
	Total	284	54.54	8.940	.530	53.49	55.58	35	72

Research Question Four

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Mean Performance Score	Male	151	46.11	12.325	1.003
	Female	133	47.29	12.036	1.044

Research Question Five

Descriptives

Mean Performance Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
12-13	42	44.33	12.225	1.886	40.52	48.14	20	64
14-15	119	49.61	12.299	1.127	47.38	51.85	8	80
16-17	123	44.60	11.538	1.040	42.54	46.66	8	72
Total	284	46.66	12.183	.723	45.24	48.08	8	80

Research Question Six

Descriptives

Mean Performance Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Morning	157	42.79	11.271	.899	41.01	44.57	8	72
Afternoon	65	47.66	11.239	1.394	44.88	50.45	20	78
Weekends/Holidays	62	55.42	10.659	1.354	52.71	58.13	24	80
Total	284	46.66	12.183	.723	45.24	48.08	8	80

Hypothesis One

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean Study Habit Score	Equal variances assumed	4.728	.031	-.390	282	.697	-.415	1.065	-2.511	1.681
	Equal variances not assumed			-.392	281.818	.695	-.415	1.058	-2.497	1.667

Hypothesis Two

Descriptives

Mean Study Habit Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
12-13	42	52.62	9.546	1.473	49.64	55.59	35	69
14-15	119	56.32	8.610	.789	54.76	57.88	35	70
16-17	123	53.47	8.806	.794	51.90	55.04	37	72
Total	284	54.54	8.940	.530	53.49	55.58	35	72

ANOVA

Mean Study Habit Score

			Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)		672.153	2	336.077	4.303	.014
	Linear Term	Unweighted	22.754	1	22.754	.291	.590
		Weighted	18.070	1	18.070	.231	.631
		Deviation	654.083	1	654.083	8.376	.004
Within Groups			21944.421	281	78.094		
Total			22616.574	283			

Post Hoc

Multiple Comparisons

Mean Study Habit Score

Scheffe

(I) Age of Respondents	(J) Age of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
12-13	14-15	-3.700	1.586	.068	-7.60	.20
	16-17	-.852	1.579	.864	-4.74	3.03
14-15	12-13	3.700	1.586	.068	-.20	7.60
	16-17	2.848*	1.136	.045	.05	5.64
16-17	12-13	.852	1.579	.864	-3.03	4.74
	14-15	-2.848*	1.136	.045	-5.64	-.05

*. The mean difference is significant at the 0.05 level.

Mean Study Habit Score

Scheffe

Age of Respondents	N	Subset for alpha = 0.05	
		1	2
12-13	42	52.62	
16-15	123	53.47	53.47
14-15	119		56.32
Sig.		.841	.147

Means for groups in homogeneous subsets are displayed

Hypothesis Three

Descriptives

Mean Study Habit Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Morning	157	50.92	9.256	.739	49.46	52.38	35	69
Afternoon	65	53.95	2.328	.289	53.38	54.53	47	59
Weekends/Holidays	62	64.31	3.873	.492	63.32	65.29	50	72
Total	284	54.54	8.940	.530	53.49	55.58	35	72

ANOVA

Mean Study Habit Score

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		7989.452	2	3994.726	76.742	.000
	Linear Term	Unweighted	7960.616	1	7960.616	152.931	.000
		Weighted	7351.441	1	7351.441	141.228	.000
		Deviation	638.011	1	638.011	12.257	.001
Within Groups			14627.122	281	52.054		
Total			22616.574	283			

Post Hoc Tests

Multiple Comparisons

Mean Study Habit Score

Scheffe

(I) Time Respondents Involved in Hawking	(J) Time Respondents Involved in Hawking	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Morning	Afternoon	-3.030*	1.064	.018	-5.65	-.41
	Weekends/Holidays	-13.383*	1.082	.000	-16.05	-10.72
Afternoon	Morning	3.030*	1.064	.018	.41	5.65
	Weekends/Holidays	-10.353*	1.281	.000	-13.50	-7.20
Weekends/Holidays	Morning	13.383*	1.082	.000	10.72	16.05
	Afternoon	10.353*	1.281	.000	7.20	13.50

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Mean Study Habit Score

Scheffe

Time Respondents Involved in Hawking	N	Subset for alpha = 0.05		
		1	2	3
Morning	157	50.92		
Afternoon	65		53.95	
Weekends/Holidays	62			64.31
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Hypothesis Four

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Mean Performance Score	Male	151	46.11	12.325	1.003
	Female	133	47.29	12.036	1.044

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean Performance Score	Equal variances assumed	.003	.956	-.819	282	.413	-1.187	1.450	-4.041	1.666
	Equal variances not assumed			-.820	278.995	.413	-1.187	1.447	-4.037	1.662

Hypothesis Five

Descriptives

Mean Performance Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
12-13	42	44.33	12.225	1.886	40.52	48.14	20	64
14-15	119	49.61	12.299	1.127	47.38	51.85	8	80
16-17	123	44.60	11.538	1.040	42.54	46.66	8	72
Total	284	46.66	12.183	.723	45.24	48.08	8	80

ANOVA

Mean Performance Score

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		1786.518	2	893.259	6.241	.002
	Linear Term	Unweighted	2.254	1	2.254	.016	.900
		Weighted	170.668	1	170.668	1.192	.276
		Deviation	1615.849	1	1615.849	11.290	.001
Within Groups			40219.031	281	143.128		
Total			42005.549	283			

Post Hoc Tests

Multiple Comparisons

Mean Performance Score

Scheffe

(I) Age of Respondents	(J) Age of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
12-13	14-15	-5.280	2.147	.050	-10.56	.00
	16-17	-.268	2.138	.992	-5.53	4.99
14-15	12-13	5.280	2.147	.050	.00	10.56
	16-17	5.012*	1.538	.005	1.23	8.80
16-17	12-13	.268	2.138	.992	-4.99	5.53
	14-15	-5.012*	1.538	.005	-8.80	-1.23

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Mean Performance Score

Scheffe

Age of Respondents	N	Subset for alpha = 0.05	
		1	2
12-13	42	44.33	
16-17	123	44.60	
14-15	119		49.61
Sig.		.991	1.000

Means for groups in homogeneous subsets are displayed.

HYPOTHESIS SIX

Descriptives

Mean Performance Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Morning	157	42.79	11.271	.899	41.01	44.57	8	72
Afternoon	65	47.66	11.239	1.394	44.88	50.45	20	78
Weekends/Holidays	62	55.42	10.659	1.354	52.71	58.13	24	80
Total	284	46.66	12.183	.723	45.24	48.08	8	80

ANOVA

Mean Performance Score

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		7173.835	2	3586.917	28.937	.000
	Linear Term	Unweighted	7089.616	1	7089.616	57.194	.000
		Weighted	7074.718	1	7074.718	57.074	.000
		Deviation	99.117	1	99.117	.800	.372
Within Groups			34831.714	281	123.956		
Total			42005.549	283			

Multiple Comparisons

Mean Performance Score

Scheffe

(I) Time Respondents Involved in Hawking	(J) Time Respondents Involved in Hawking	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Morning	Afternoon	-4.872*	1.642	.013	-8.91	-.83
	Weekends/Holidays	-12.630*	1.670	.000	-16.74	-8.52
Afternoon	Morning	4.872*	1.642	.013	.83	8.91
	Weekends/Holidays	-7.758*	1.976	.001	-12.62	-2.89
Weekends/Holidays	Morning	12.630*	1.670	.000	8.52	16.74
	Afternoon	7.758*	1.976	.001	2.89	12.62

*. The mean difference is significant at the 0.05 level.

Mean Performance Score

Scheffe

Time Respondents Involved in Hawking	N	Subset for alpha = 0.05		
		1	2	3
Morning	157	42.79		
Afternoon	65		47.66	
Weekends/Holidays	62			55.42
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.