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**Effect of Street Hawking on the Academic Performance of Junior Secondary  
School Students in Ikere Local Government Area of Ekiti State, Nigeria**

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**ABSTRACT**

This paper examined the effect of street hawking on the academic performance of secondary school students in Ikere Local Government Area of Ekiti State. Street hawking, often rooted in poverty and socio-cultural norms, exposes children to risks that negatively affect their education and emotional well-being. The objectives of the study were to identify the factors responsible for street hawking among secondary school students and to determine its effect on their academic performance. A descriptive survey research design was employed, with a sample of 200 junior Secondary School students selected through simple random sampling. A self-designed instrument titled *Street hawking on Academic Performance Questionnaire (SHAPQ)* was validated by experts and tested for reliability using the test-retest method. Data were analyzed using frequency counts, percentages, and Chi-square at 0.05 level of significance. Findings revealed that parental education, family size, and economic challenges are significant factors influencing children's involvement in street trading, while culture and broken homes were less significant. Results further showed that adolescents engaged in street trading experienced moodiness and peer ridicule, which adversely affected their self-esteem and concentration, though many normalized stress and anxiety as coping mechanisms. The study concluded that street hawking remains a socio-economic challenge that indirectly undermines academic performance and emotional stability. It recommended poverty alleviation measures, strict enforcement of child rights laws, parental sensitization, and provision of scholarships and educational support for disadvantaged children. Strengthening community and government collaboration was also emphasized to mitigate the harmful effects of street trading.

**Keywords:** Street hawking, academic performance, poverty, adolescents.

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