

Compensation And Workplace Behaviour: The Catalysts For Personnel Job Performance In Ministries Of Education In North- Central Geo-Political Zone, Nigèria

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Abstract

This study examined the relationship among compensation, workplace behaviour and personnel job performance in Ministries of Education in North Central States, Nigeria. The objectives of the study were to: (i) examine the level of staff compensation; (ii) investigate the level of workplace behaviour; (iii) examine the level of personnel job performance; and (iv) examine the relationship among compensation, workplace behaviour and personnel job performance. The study was a descriptive research design of correlation type. Multi-stage sampling technique was used for the study. Three states were randomly selected out of the six States in the Geo-political Zone. Purposive sampling technique was used to select all the three States Ministries of Education in these States. Random sampling technique was used to select 503 staff out of the 878 staff in the States ministries of education, and 145 principal officials (Directors, Assistant and Deputy Directors) out of the 243 in the states which constituted 60%. "Compensation Questionnaire" (CQ), Workplace Behaviour Questionnaire" (WPQ) and "Personnel Job Performance Questionnaire" (PJPQ) were used to collect data for the study. The instruments were validated by the experts and also tested for reliability. The reliability coefficients for CQ, WPQ and PJPQ were 0.67, 0.75 and 0.86 respectively. Research questions were answered using Mean and Standard Deviation while Multiple Regression and Pearson Product Moment Correlation were used to test main and operational hypotheses at .05 alpha level. Thus, the study concluded that effective compensation and efficient workplace behavior play significant roles in enhancing personnel job performance which would consequently facilitate realisation of institutional goals in Ministries of Education in North Central States, Nigeria. Based on the findings and conclusion, the study recommended that, state governments should intensify their efforts by paying more attention to staff compensation through prompt payment of attractive salary, timely promotion, provision of affordable health services and improved training opportunities and also ensure that staff maintain workplace behaviour through strict implementation of staff code of conduct and ensure that appropriate sanctions are carried out on defaulters.

Keywords: Compensation, Workplace Behaviours, Staff job Performance, Ministries of Education.

Introduction

The primary mandate of the ministry of education is to provide access to relevant education at all levels to all citizens, taking into account the issues of efficacy, equity, and special needs. Realizing that education is the foundation and the central pillar of economic and social development and being cognisant of its core mandate, the

Ministry of Education continues to commit itself to providing accessible, affordable and relevant education of the highest quality. The State Ministry of Education has prominent roles to perform in the educational development of the country, the institution is saddled with the responsibility of ensuring effective implementation of the curriculum through effective supervision and inspection (human and non-human resources) and ensuring competent staff for schools (FRN, 2013).

There has been considerable concern with public accountability and effectiveness and personnel performance in all types of government establishments (National Open University of Nigeria, 2015). An important issue is whether compensation and workplace behaviour in the state ministry of education can influence personnel job performance and effectiveness. Quality service is highly desirable in all ramifications for all forms of development, its importance is well recognised but despite all the measures put in place to ensure quality service delivery in Nigeria, the education sector is still suffering from poor quality service delivery and which usually affects the purpose for which the sector is designed (NOUN, 2013).

Purpose of the Study

The main purpose of this study was to examine the effects of compensation and workplace behaviour on personnel job performance in Ministries of Education in North-Central, Nigeria.

Specifically, the study was to:

- i. examine the level of compensation provided to the staff in Ministries of Education in North-Central, Nigeria,
- ii. investigate the level of workplace behaviour in Ministries of Education in North-Central, Nigeria,
- iii. determine the level of job performance in Ministries of Education in North-Central, Nigeria,
- iv. examine the relationship among compensation, workplace behaviour and personnel job performance in Ministries of Education in North-Central, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of compensation provided to the personnel in ministries of education in north-central states, Nigeria?
2. What is the level of workplace behaviour in the ministries of education in North-Central, Nigeria?
3. What is the level of personnel job performance in the ministries of education in North-Central, Nigeria?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

Hypothesis

Ho: There is no significant relationship among compensation, workplace behaviour and personnel job performance in ministries of education in north-central, Nigeria.

Review of Related Literature

Compensation packages provided to workers have significant impacts on their morals and commitment to the organisation. Well-compensated workers could have

higher remarkable performance or productivity and promotion of ethical practice within the organisation than workers who are poorly compensated (Qureshi & Sajjad, 2015). Mustafa and Othman (2010) observed that compensation is an indispensable part of the staff because it usually motivates them to be committed to their work. Osibanjo et al (2014) explained that compensation means the benefits workers get in return for performing organisational tasks. Compensation covers wages, salaries, bonuses or commission, housing allowances, incentive bonus, meals allowances, medical benefits, utility allowances, shift allowances, hospitalization expenses, out of station allowances, vehicle loan benefits, annual leave allowances and car basic allowances. Muguongo et al (2015) carried out a study of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. Three research questions were raised while three hypotheses were formulated in the study. The study employed a descriptive survey research design, stratified random sampling technique was used to select a sample size of 214 teachers drawn from the target population of 474. Responses were collated through the administration of the questionnaire. Research questions were answered using chi-square. The study established that the basic pay, allowances and work environment affect teachers' job satisfaction to a great extent. The study concluded that teachers were highly dissatisfied with all aspects of compensation that they receive. The researcher recommended that the government should review the teachers' compensation to commensurate with the services rendered. Ami et al (2015) also carried out a study on the assessment of compensation determinants and its impact on Employees commitment in private tertiary institutions in Ghana. The study adopted a descriptive survey design, while the questionnaire was used to gather data for the study, stratified sampling technique was used to select 157 academic staff from a total number of seven private tertiary institutions. The study found that compensation was determined by both internal and external factors and the tenure and job position positively influenced the maintenance of organisational membership. It was also realised that financial rewards only increase continuance commitment but not affective commitment. This study creates awareness and sensitizes stakeholders about the impact of ineffective compensation on employees and institutional performance and how compensation can be tailored to individual needs and wants in achieving both individual and organisational goals.

Workplace behaviour is defined as behaviour that an organisation requires or demands of employees at all times which will encourage efficient running of the organisation and subsequently lead to the attainment of the goals (Robbins, 2005). It is believed that consciousness at work (which is a grouping of overall attendance, rule following, and break allotment) has a strong positive effect on organisation effectiveness. When the normal workplace behaviour goes outside the norms of the organisation, its consequences are far reaching and affect all levels of the organisation including its decision-making process, productivity, and financial costs.

Abdulkareem et al (2015) researched a study on corporate culture and university goal achievement in South-west Zone, Nigeria. One thousand three hundred and sixty-one lecturers were proportionally selected while 96,595 graduates (between 2008/2009 and 2012/2013 academic sessions) were purposively selected from five federal Universities in this zone as respondents for the study. Three research questions were raised to guide the study, while data collection was done through the use of questionnaire tagged "Corporate Culture Questionnaire" and proforma titled "Students'

Academic Performance Proforma'. The study found that the corporate culture in South-west universities is both collegial and bureaucratic in nature, university goals have been achieved to a high extent in South-west geo-political zone, Nigeria and there was significant relationship between corporate culture and university goal achievement in South-west geo-political zone, Nigeria. It therefore recommended that university administration should ensure that team work, lecturers' development and research collaborations strive in the universities to ensure high university goal achievement.

Honingh and Oort (2009) compared teachers' organisational behaviour in publicly- and privately-funded schools in the Dutch Vocational Education and Training (VET) in publicly and privately funded schools (72 percent and 43 percent respectively) wherein distributed self-report questionnaires were distributed to teachers measuring teachers' attitudes, sense of identification and perception of the school climate. The analyses showed that teachers in publicly funded schools report a less curriculum-oriented attitude, a lower sense of identification, and perceive a less supportive school climate than teachers in privately funded schools. Funding did not affect the extent to which teachers have a student-oriented attitude. Also, the analyses showed significant effects of teacher characteristics, the disciplinary sector, and affiliation characteristics on teachers' organisational behaviour. The study indicated differences in teachers' organisational behaviour in publicly and privately funded schools.. It is evident from the above that for state ministries of education in north-central to get maximum productivity of its employees and achieve the general goals of education, the government should prioritise compensation (salary payment, promotion, health services, and training opportunity). It is also asserted that for the state ministries of education in north-central to actualised high job performance of their workers, code of conduct (workplace behaviour (punctuality, teamwork and discipline)) must be fully implemented. Therefore, compensation and workplace behaviour are considered as catalysts for personnel job performance in ministry of education in north-central geo-political zone, Nigeria.

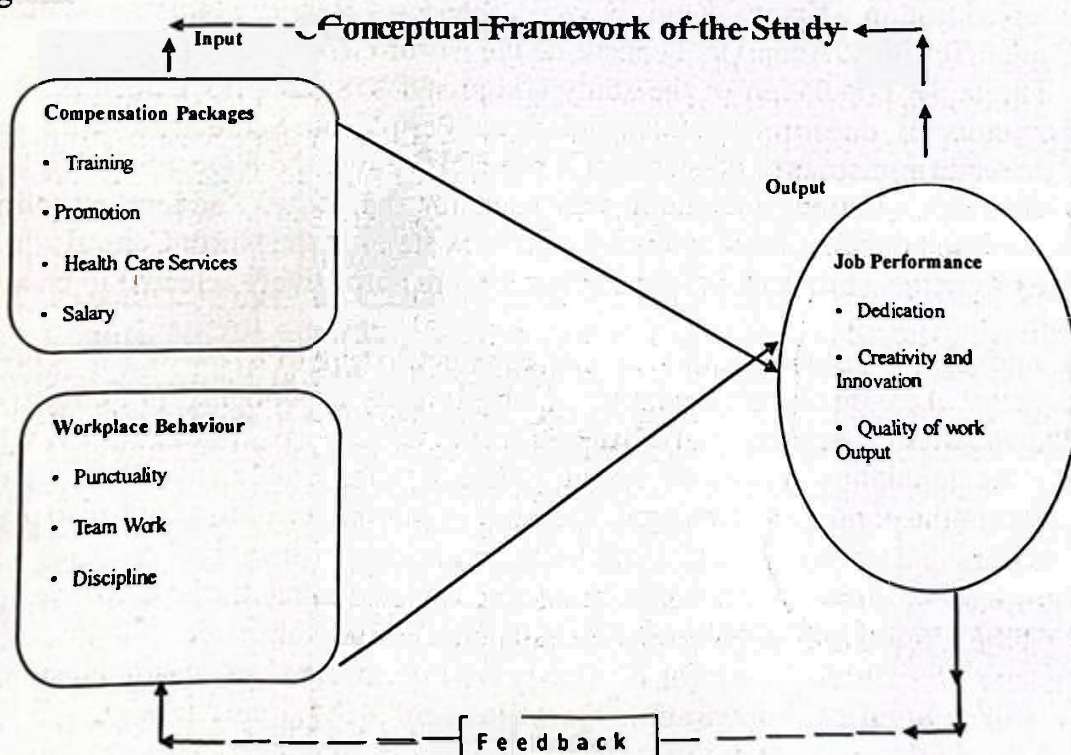


Figure 1

Compensation, Workplace Behaviour and Job Performance in States Ministries of Education in North-Central Zone, Nigeria

The conceptual framework in Figure 1 shows the relationship among compensation, workplace behaviour and job performance in ministries of education in north-central geo-political zone. Compensation and workplace behaviour are the independent variables that serve as predictors of the dependent variable (job performance). Compensation stands to be an important tool that every organisation needs to employ for the realisation of its goals. Quality service is highly desirable in all ramifications for the achievement of the stated goals of any organisation, the services will be effectively performed if the employees are well motivated in terms of adequate compensation. As shown in the model, the component of compensation includes; salary, promotion, health care services, training opportunities. As indicated in the model, the components of workplace behaviour are team work, punctuality and discipline. Workplace behaviour is also needed for the goals to be achieved. No matter the efforts put in place by any organisation in term of resources and compensation packages the objective will not be achieved unless it intensifies its efforts in continually harnessing code of conducts (workplace behaviour) and ensures strict implementation.

Methodology

The research design adopted for this study was descriptive survey, the design was considered appropriate for this study because it allowed the researcher to systematically gather respondents' opinions on the relationship between compensation packages and staff job performance and workplace behaviour and staff job performance in the state ministries of education in north-central geo-political zone, Nigeria.

The population of the study comprised all the 1461 staff, 30 Directors, 364 Deputy Directors of departments/units and six Permanent Secretaries from the six state ministries of education, (Kwara, Kogi, Niger, Nasarrawa, Benue, Plateau excluding Federal Capital Territory, Abuja) that constitute the North-Central Geo-Political Zone, Nigeria. The target population of the study comprised 878 staff, 15 Directors, 235 Deputy Directors of departments/units and three Permanent Secretaries from the selected three state ministries of education, (Kwara, Nasarawa and Niger) as at August, 2019. Multi-stage sampling technique was used for the study. Random sampling procedure was used to select three states out of the six states in the North Central while all the three ministries of education in these states were purposively selected to ensure homogeneity.

Random sampling technique was used to select 531 out of 878 which was 60% of the entire staff in the three state ministries of education as respondents. The choice of the sample population was based on the submission of Olaitan and Nwoke (2014) who stated that if the population is a few thousand, a 60% or more sample will do. Based on this view, 60% of the population was used. Purposive sampling technique was also used to select 145 principal officers out of 235 also 60%, comprising fifteen Directors and 130 Deputy Directors of departments/units, from the selected three state ministries of education (Kwara, Nasarawa and Niger) as respondents for the study.

The instrument for gathering data for this study was questionnaires, designed by the researcher and entitled "Compensation Questionnaire" (CQ), was used to collect information from the personnel in the three state ministries of education on the level of

compensation packages provided for them. "Workplace Behaviour Questionnaire" (WBQ), was used to elicit relevant information from the principal officers (Permanent Secretaries, Directors and Deputy Directors of departments/units) state ministries of education on the level of staff workplace behaviour. And "Personnel Job Performance Questionnaire" (PJPQ) was used to collect vital information about the productivity of the staff in the three state ministries of education sampled (Kwara, Nasarawa and Niger). The structured statement on (CQ) consisting 20 items attracted the response of options: YES/NO. Statement on (WPQ) consisting 15 items attracted response using a Likert scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. While statement on PJPQ consisting 15 items had options; Always (A), Often (OF), Occasionally (OC) and Never (N). Respondents were asked to put a tick (✓) against each of the items to make their choice. The questionnaire designed was validated by experts. Reliability of the instrument using Cronbach Alpha method of reliability at 0.05 level of significance and reliability coefficient of 0.67, 0.75, and 0.86 were obtained for compensation (C), workplace behaviour (WPB) and personnel job performance (PJP) respectively. Descriptive statistical technique of percentage, mean and standard deviation were used to answer the research questions raised and multiple regression was used to test the hypothesis formulated at 0.05 level of significance.

Results

Research Question 1: *What is the level of compensation provided to the personnel in the ministries of education in North-Central, Nigeria?*

Table 1

Mean and Standard Deviation of the Level of Compensation Provided to the Personnel in North-Central, Nigeria

S/N	Variables	N	X	SD	Decision
1.	Salary	503	2.51	0.64	Moderate
2.	Promotion	503	1.42	0.28	Low
3.	Health Services	503	1.72	0.42	Low
4.	Training Opportunities	503	1.60	0.35	Low
	Grand Mean		1.81		Low

Key

X

1.00-1.99 Low

2.00-2.99 Moderate

3.00-4.00 High

Table 1 explains the mean and standard deviation of the level of compensation provided to the personnel in the ministries of education in North-central States, Nigeria. It was discovered that salary, promotion, health services and training opportunities had mean scores of 2.51, 1.42, 1.72 and 1.60 respectively and they were all found to be low except salary. Therefore, the grand mean of 1.82 clearly shows that the level of compensation provided to personnel in the ministries of education in North-Central, Nigeria was low.

Research Question 2: *What is the level of workplace behaviour in the ministries of education in North-Central, Nigeria?*

S/N	Variables	N	X	SD	Decision
1.	Punctuality	503	2.25	0.63	Moderate
2.	Teamwork	503	2.09	0.52	Moderate
3.	Discipline	503	2.41	0.58	Moderate
	Grand mean			2.25	Moderate

Key

X

1.00-1.99	Low
2.00-2.99	Moderate
3.00-4.00	High

Table 2 shows the mean and standard deviation of the level of workplace behaviour in the ministries of education, North-central States, Nigeria. It was discovered that punctuality, teamwork and discipline had mean scores of 2.25, 2.09 and 2.41 respectively as such is considered moderate. Therefore, the grand mean of 2.25 shows that the level of workplace behavior in the ministries of education, North-Central, Nigeria was moderate.

Research Question3: *What is the level of personnel job performance in the ministries of education in North-Central, Nigeria?*

Table3

S/N	Variables	N	X	SD	Decision
2.	Dedication	503	1.93	0.53	Low
3.	Creativity	503	1.99	0.47	Low
4.	Quality of work output	503	1.83	0.58	Low
	Grand mean		1.92		Low

Key

X

1.00-1.99	Low
2.00-2.99	Moderate
3.00-4.00	High

Table 3 presents the mean and standard deviation of the level of personnel job performance in the state ministries of education in North-central States, Nigeria. It was found out that dedication, teamwork and quality of work output had mean scores of 1.93, 1.99 and 1.83 respectively as such is considered low. Therefore, the grand mean of 1.92 depicted that the level of personnel job performance in the ministries of education in North-central States, Nigeria was low.

Ho: *There is no significant relationship among compensation, workplace behaviour and personnel job performance in the ministries of education in North-Central, Nigeria*

Inferential statistic of Multiple Regression was used to test the main hypothesis.

Table 4: Multiple Regression Analysis of Compensation, Workplace Behaviour and Personnel Job Performance in the Ministries of Education in North-Central, Nigeria

Variables	B	Std. Error	Beta	t-values	Sig
Constant	35.64	4.17		12.35	0.00
Compensation	0.26	0.07	0.12	4.73	0.06
Workplace behaviour	0.07	0.06	0.04	.523	0.31

Table 4 shows the relative contributions of compensation and workplace behaviour to the personnel job performance in the ministries of education in North-Central, Nigeria. It was found that the regression weight (B) of compensation and workplace behaviour were 0.26 and -0.07 respectively. Also, the standard error of compensation and workplace behaviour were found to be 0.07 and 0.06 respectively. This signifies that 0.26 unit of compensation and -0.07 decrease of workplace behavior

would be responsible for every increase in the personnel job performance in the ministries of education in North-Central, Nigeria.

Table 5: Summary of the Relationship among Compensation, Workplace Behaviour and Personnel Job Performance in Ministries of Education in North-Central, Nigeria.

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
Personnel Job Performance Workplace Behaviour Compensation	0.72	0.052	.051	0.36	0.06

Table 5 shows how compensation and workplace behaviour predicted personnel job performance in the ministries of education in North-Central, Nigeria. The coefficient of multiple regression (R) of 0.72 and multiple correlation of square (R^2) of 0.052 were realized. Therefore, this depicts that, 5.2% variance of personnel job performance was as a result of the contribution of compensation and workplace behaviour.

Table 6: Regression Analysis of Compensation, Workplace Behaviour and Personnel Job Performance in the State Ministries of Education in North-Central, Nigeria.

Model	Sum of Square	Mean square	Calculated f-value	p-value	Decision
Regression	4.59	0.296			
Residual	213.079		0.379	0.00	Ho
Total	217.669	0.126			Rejected

Table 6 shows the calculated f-value (0.379) while the p-value (0.00) is less than the significance level (0.05). Hence the null hypothesis (H_0) is rejected. This implies that there was a significant relationship among compensation, workplace behaviour and personnel job performance in the ministries of education in North-Central, Nigeria.

Discussion of Findings

The findings of the Research Question 1 revealed that the level of compensation provided to the personnel in the ministries of education in North-central States, Nigeria was low. This shows that the compensation provided to the personnel in the ministries of education in North-central States, Nigeria was not encouraging and this could be affecting their job performance. Without improvement in the manner in which governments in the North-Central, Nigeria compensate their personnel in the ministries of education, their job performance might not be effective and this could affect realisation of the stated goals. This finding is in line with the view of Agata (2014) that, the manner in which some state governments in Nigeria compensate their workers is not encouraging and this could be one of the factors responsible for their ineffective job performance. As observed by Mustafa and Othman (2010), compensation is an indispensable part of the employee. When it is well provided, employees would be happy and they tend to be unhappy the moment they are not well compensated and the end result could be ineffective job performance.

The findings of the Research Question 2 revealed that the level of workplace behaviour in the ministries of education in North-Central, Nigeria was moderate. This means that the personnel attitude to the work in the ministries of education in North-Central, Nigeria was not encouraging enough and far from what could enhance their

effective job performance. This finding corroborates the view of Samson (2018) that, workplace behaviour of some workers in some states in Nigeria was not high enough to facilitate their effective job performance. This is because some of these workers do not go to work at the right time, some might not go to work for days without any cogent reason, some are not ready to collaborate with their colleagues to achieve the state goals and the level of indiscipline in some of these workers is very disgusting. This finding corroborates the view of Monday (2017) that, many workers in the government enterprises see the work they do as nobody's father's business. This is the reason why their workplace behavior has been poor. Unless they change this bad attitude, the level of productivity in these organisations might not be appreciable.

The findings of the Research Question 3 revealed that the level of personnel job performance in the ministries of education in the North-central States, Nigeria was low. This implies that, what was discovered in the services delivery of the personnel in the ministries of education in North-central States, Nigeria was discouraging and there is need for government to expedite actions on how it can be improved. This finding is in line with that of Monday (2017) that the level of job performance of the employees in the public enterprises in Kogi State was low. This needs to be urgently prevailed upon by the state government to facilitate better operation of these organisations. In addition, Samson (2018) opined that, job performance of the employees determines the success of any organisation. When the job performance is effective, the organisation stands at the good position to achieve the stated goals but the reverse is the case when the job performance is unappealing.

The findings of the hypothesis tested revealed that there was a significant relationship among compensation, workplace behaviour and personnel job performance in the ministries of education in North-Central States, Nigeria. This connotes that when government in the North-Central States, Nigeria fervently key into adequate provision of compensation (salary, health care services, training opportunities and health services) to their personnel in the ministries of education, it could enhance their effective job performance. This finding is in tandem with the view of that Islam and Ismail (2008) who opined that compensation such as salary, promotion, capacity building and fringe benefits occupy a crucial position in the management of the employees in any organisation. In an organisation with no attractive and befitting compensation packages, employees' job performance might not be effective and this could hinder actualisation of the stated goals. Qureshi and Sajjad (2015) also believed that, compensation provided to workers in an organisation have significant impact on their job performance. An organisation which places priority of the compensation of its employees could achieve higher remarkable employees' job performance than its counterpart which shows nonchalant attitudes to the compensation of its employees.

Also, behaviour exhibited by the personnel in the ministries of education in North-central-states, Nigeria on the job could also determine their job performance. When the personnel in these organisations make punctuality, teamwork and discipline their watchword, it could lead to effective performance of their job. According to James (2016), workplace behaviour of the employees determine how they perform their job in the organisation. An employee who is very committed, punctual, accommodating, trustworthy, supportive and loyal to the organisation is likely to perform his job effectively and reverse is the case when an employee gives little or no regards for all these. In the same vein, Samson (2018) believed that, one of the factors responsible for

ineffectiveness of some public enterprises in Nigeria is poor workplace behaviour of the workers. No matter how skilled and knowledgeable workers in an organisation are, unless they cultivate positive workplace behaviour, their job performance might continue to be discouraging thereby resulting in poor productivity of the organisation.

Conclusion

A significant relationship existed among compensation, workplace behaviour and personnel job performance in the state ministries of education in north-central, Nigeria. The study revealed that the level of compensation provided to the staff in these institutions was low and the level of workplace behaviour was also low therefore, the level of personnel job performance in these institutions was low.

Achieving effective personnel job performance in the state ministries of education can be traced to both effective compensation provided to staff (attractive salary, timely promotion, conducive working environment, opportunity for professional trainings and provision of affordable health services) and workplace behaviour, (punctuality, discipline and team work). This is based on the fact that both compensation and workplace behaviour serve as predictors or determinants of staff productivity.

Recommendations

Based on the above discussions, the following are recommended:

- i. state governments need to intensify their efforts by paying more attention to ensure that salary of staff in the ministry of education is attractive and frequently paid to enhance job performance;
- ii. governments should ensure that adequate incentives such as allowances, bonus for extra hours spent in office which would enable staff to be highly committed to their job are provided;
- iii. governments should provide an enabling environment by providing offices with necessary equipment that would enhance personnel job performance;
- iv. promotion process and procedure should be timely followed and implemented to boost staff morale, so that their productivity will increase;
- v. affordable health care services should be made available to the state ministries of education through the provision of sickbay or clinic with adequate health facilities and drugs, health insurance scheme should be given to the staff like that of their colleagues benefit in federal ministry of education to improve their commitment to the institutions;
- vi. government should provide enabling environment which will make staff consider it a moral obligation to stay in the institutions and effectively improve their productivity and performance;
- vii. training opportunities should be made available for staff regularly to acquire more knowledge, techniques and skills which would make them more relevant professionally, thereby improving their performance to the job;
- viii. the authorities at the state ministries of education must develop and implement the policy and procedure to foster appropriate workplace behaviour and a culture of respect and to deal effectively with inappropriate workplace behaviour;

- ix. regular orientation and sensitisation should be carried out for staff with adequate information about discipline that will promote appropriate behaviour at work; and
- x. there should be a proactive approach in developing the interpersonal skills of persons selected to supervise/management positions in terms of their ability to relate appropriately to staff who report to them and their ability to build teamwork among the staff.

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Psychosocial Determinants Of Street Hawking Among Secondary School Students In Mushin, Lagos State: Implications for Educational Managers

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Abstract

Various efforts were made by federal government and non-governmental organizations to stem the habit of street hawking, such as the creation of childrens games village, the passage of the Child's Rights Bill in 2005 by the National Assembly and the subsequent passage by some states, not much has been achieved as the trend continues. The study therefore investigated psychosocial factors of street hawking among secondary school student in Mushin, Lagos State. The study was a cross-sectional survey study. A simple random sampling technique was used to select 250 participants. The instrument used was a self-report questionnaire. Descriptive statistics was used for data analysis. Four research hypotheses were generated and tested at 0.05 level of significant. The result obtained from the analysis shows that there is a significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. ($X^2 = 26.26$, $df = 9$, $p < .05$). Also, there is a significant influence of peer group on street hawking among secondary school student in Mushin, Lagos State. ($X^2 = 42.72$, $df = 9$, $p < .01$). There is also a significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State ($X^2 = 35.91$, $df = 9$, $p < .05$). There is a significant influence of emotional factors on street hawking among secondary school student in Mushin, Lagos State ($X^2 = 29.47$, $df = 9$, $p < .01$). The study recommends that government should intensify efforts in poverty alleviation and eradication. Since poverty and lack of education are the root cause of child hawking, child hawking cannot be eliminated unless these problems are tackled.

Keywords: Parental factor, peer group, school environment, emotional factor

Introduction

Street hawking is a form of selling goods along the road from one place to the other; it also extends to be an act of canvassing for sale items carried by a hawker along the street, from house to house or in the public space (Ikechebebu, et al., 2008). Street hawking is a veritable means of socialization in the western part of Nigeria and it is widely practiced despite the attendant moral and physical dangers for children (Ebigbo 2003). In Nigeria, street hawking is done mostly by female children. Children hawk different items, ranging from food to different types of non-edible items. Some children have a particular spot where they stay to sell their wares. Moreover, there has been a perception that hawking of wares prepares the children for adult roles. This notion does not take cognizance of the fact that the juvenile hawkers on the street are exposed to numerous hazards, ranging from physical violence to loss of wares, risk of accident,

robbery, kidnapping and even murder for ritual purposes (Bosah, Offem, & Obunneke-Okeke, 2015). The hawker that sell similar goods walk different directions while those that sell goods that complement each other like food and drinks walk in the same direction, the youngest among these hawkers are followed by an adult child who also sell different things in order to teach the younger ones how to calculate or protect the child against any occurrence. These child hawkers shout on top of their voices to announce what they are selling in the community so as to attract the attention of intending buyer of their arrival.

Street hawking is rampant among children in Mushin, Lagos State, Nigeria as was observed by the researcher. According to the local community leader, street hawking has been in existence there for a very long time. As the major occupation is farming and trading, during the time of trade by barter, when a farmer harvests crop, he takes from the harvested crops for food consumption. The remaining has to be traded within the neighbourhood by the wives and children, so that they will get the money needed to purchase some other things needed in the household. Due to structural change (discovery of crude oil), currently many people are moving out of the agricultural sector and migrating to the city for a decent job. There is not much attention for farming any longer. As a consequence, most households nowadays buy things for the children to hawk around the neighbourhood with their mother. By so doing, children are taught how to trade for future purposes

One of the basic principles of the International Convention on the Rights of the Child is that every child must be protected against all forms of exploitation, indecent or degrading treatment, including child labour, abduction and kidnapping (UNICEF, 2000). According to the UNICEF, exploiting the labour of a child means employing a person below the age of 15 years and paying him/her less than the minimum standard wage. Despite attempts made by various governments to alleviate the scourge of poverty in the country through programs such as Better Life Program (BLP), Peoples' Bank of Nigeria (PBN), Family Support Program (FSP) and National Economic Empowerment Development Strategy (NEEDS) among others, poverty is still highly endemic and it is a serious social malaise. Poverty in Nigeria is characterized by insufficient access to public services, ecological problems, infrastructural decay, absence of functional education, ill health, insecurity, socio-political discrimination and economic marginalization (Nigeria Bureau of Statistics, 2010). This state of affairs according to Nseabasi and Abiodun (2010) has compelled millions of children to work as a means to boost the income of the family to guarantee the continued existence of the household.

The issue of child labor is mostly rife in sub-Saharan Africa, Asia and the Pacific (International Labor Organization (ILO), 2012). There are about 48 million children involved in child labor in sub-Saharan Africa, plus the 15 million active child laborers in Nigeria (Ajakaye, 2013). The manifestations of child labor include domestic servitude, forced and bonded labor, begging, mining and agricultural activities, child sex workers, cobblers, car washers, apprentices in various sectors, street hawkers among others. However, street hawking is the most prevalent mode of child labor in Nigeria (Osiruemu, 2007). Child Street hawking is the selling of goods and services by children who are below 18 years along major roads or streets and other designated place to make a living or complement family income. Similarly, Ebigho (2003) averred that in Nigeria, working children have been shown to contribute up to 90% of the family income and many children who work do so as a means of survival. Consequently, children hawking

are common sights in Nigeria cities and rural settlements. Poverty is perceived as the utmost driver of children into the work force. Prior studies have revealed that child labour is more common in poorer homes and societies with extreme economic inequalities (Owolabi, 2012; Ekpenyong & Sibiri, 2011).

Adolescents are particularly vulnerable to peer pressure, because they are at a stage of development, when they are separating more from their parents' influence but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that will allow them to be accepted but are against their better judgment. At this stage whether male or female the pattern thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skill to make healthy choices.

Statement of the Problem

The prevalence of child labour exist in various forms but some are clearly visible than the other. Children are seen getting involved in different kind of production work ranging from agriculture, manufacturing, industries and domestic work. In Nigeria, street hawking seems to be more popular form of child labour. Children hawk a wide range of cheap articles, edible and products such as sachet water, vegetable, bread, slippers, newspapers, fruits to mention but few. Street hawking is considered to be one form of child labour and exploitative because of the excessively long hour of trading by the children, hindrance of school attendance, and effectiveness on child's health (Nsor & Ibanga, 2008). Many Nigerian children are compelled to work because of their parent's joblessness, poverty or lack of education. Nsor and Ibanga study show that traditional custom especially polygamy contribute to poor living standard and push children into the street due to parents giving birth to many children. Some of the street hawking children spends the entire day and sometimes until late in the night selling goods under harsh weather condition. This form of economic activities by children interferes with emotional, educational and social development of children.

Child hawking exposes the child to a lot of hazards like sexual defilement, sexual assaults, neglects and threat of punishment for speaking out as exemplified above. The consequences of these acts usually result in an unwanted pregnancy, sexually transmitted diseases, psychological problems and a gradual withdrawal from a healthy relationship with the opposite gender (UNICEF, 2000). Although, various efforts were made by federal government and non-governmental organizations to stem the trend, such as the creation of children's games village, the passage of the Child's Rights Bill in 2003 by the National Assembly and the subsequent passage by some states, not much has been achieved as the trend continues.

Purpose of the Study

The main purpose of this study is to examine the psychosocial determinant factors of street hawking among secondary school student in Mushin, Lagos State, while the specific purpose is to:

- investigate the parental factor on street hawking among secondary school student in Mushin, Lagos State
- assess the implication of peer group on street hawking among secondary school student in Mushin, Lagos State.
- examine the school environment on street hawking among secondary school

student in Mushin, Lagos State.

- know whether emotional factor will influence street hawking among secondary school student in Mushin, Lagos State.

Research Questions

- 1 Will there be significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State?
- 2 Will peer group pressure have influence on street hawking among secondary school student in Mushin, Lagos State?
- 3 What is the influence of school environment on street hawking among secondary school student in Mushin, Lagos State?
- 4 Will emotional factor have significant influence on street hawking among secondary school student in Mushin, Lagos State?

Research Hypotheses

The following hypotheses will be tested in this study;

1. There will be no significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State.
2. There will be no significant influence of peer group on street hawking among secondary school student in Mushin, Lagos State.
3. There will be no significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State.
4. There will be no significant influence of emotional factor on street hawking among secondary school student in Mushin, Lagos State.

Methodology

Research Design

The study is cross-sectional survey study. Cross-sectional studies survey is a class of research methods that involve observation of all of a population, or a representative subset, at one specific point in time. They differ from case-control studies in that they aim to provide data on the entire population under study. The study that aims to describe the relationship between independent variables and the dependent variable as they exist in a specified population at a particular time, without regard for what may have preceded or precipitated the dependent variable at the time of the study. Such a study would throw some light on the relationship using statistical analysis. Data were collected through questionnaires responded to by the participants.

Population

The population of this study is all secondary school students in Mushin, Lagos State.

Sample and Sampling Technique

The study adopted simple random sampling technique in order to give each of the respondent's equal chance of being selected without any bias. The ten (10) secondary schools were randomly selected and twenty (25) students were sampled from each of the selected school making total number of 250 secondary school students in Mushin, Lagos State.

Instrument

Self-designed questionnaire was used for this study which was divided into four sections, namely sections A, and B.

Section A: Socio-demographic Variables

This section was designed to tap information from the socio-demographic characteristics of the participant which includes Age, Sex, marital status, religion, ethnicity, class and socio-economic status.

Section B: Parental factor, Peer-group influence, School environment, Emotional factor and Street Hawking. This section was measure factors as it determines street hawking among secondary school student.

Validity and reliability of instrument

Validity is the degree to which a test measures what purports to measure. The instrument used for collecting data was valid since data were gotten using the instrument effectively. Further explained that reliability is a measure of the stability or consistency of test scores. Therefore, the research instruments used was very reliable as consistent information was elicited from the rural dwellers through questionnaire extended to the selected population in different ways.

The reliability of data was established through a consistency test. This involved a test and retest analysis. The same questionnaire was administered to the same respondents on two occasions. The copies of the instrument completed by each respondent was be paired and scored

Procedure for data analysis

Descriptive statistics was used for data analysis. This includes frequencies and percentages. For the purpose of the generated hypotheses Chi-square was used as a statistical tool

Result

The following presents the personal characteristics of respondents in terms of sex, age e.t.c

Table 1: Distribution of Respondents by Age

Age	Frequency	Percentage
11-15 years	69	27.6
16-20 years	181	72.4
Total	250	100.0

Table 1 presents results on age distribution on street hawking. It is shown that 69(27.6%) were between 11-15 years old, while the other 181(72.4%) fall between 16-20 years of age

Table 2: Distribution of Respondents by sex

Sex	Frequency	Percentage
Male	106	42.4
Female	144	57.6
Total	250	100.0

Table 2 presents result on sex distribution of respondents. It is shown that 106(42.4%) were male, while the other 144(57.6%) were female.

Table 3: Distribution of Respondents based on hawking

Hawking	Frequency	Percentage
Yes	132	52.8
No	118	47.2
Total	250	100.0

Table 3 presents result on hawking distribution of respondents. It is shown that 132(52.8%) engaged in street hawking while 118(47.2%) were not engaged in street hawking.

Table 4: Distribution of respondents based on duration of hawking

Duration	Frequency	Percentage
No response	118	47.2
Less than 1 hour	22	8.8
Between 1- 2hours	44	17.6
Between 2-4hours	39	15.6
Between 4-6 hours	17	6.8
Between 6-8 hours	10	4.0
Total	250	100.0

Table 4 presents result on duration of hawking. It is shown that 22(8.8%) of the respondents reported hawking less than 1 hour daily, 44(17.6%) engaged in hawking between 1-2 hours daily, 39(15.6%) engaged in hawking between 2-4 hours daily, 17(6.8%) engaged in hawking between 4-6 hours, 10(4.0%) engaged in hawking between 6-8 hours while the other 118(47.2%) shown no response to hawking

Test of Hypotheses

Hypothesis one: There will be no significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. This was tested using chi-square analysis and the result was presented in table 5

Table 5: Cross-tabulation and chi-square analysis of parental factor and street hawking

Parental factor	Respondents' responses to Street hawking					χ^2 Cal	χ^2 Crit	df	P
	Strongly disagree	Disagree	Agree	Strongly agree	Total				
Strongly disagreed	20(8.0%)	23(9.2%)	21(8.4%)	22(8.8%)	86(34.4%)				
Disagree	3(1.2%)	15(6.0%)	20(8.0%)	10(4.0%)	48(19.2%)	26.263	21.67	9	<.01
Agree	4(1.6%)	26(10.4%)	20(8.0%)	11(4.4%)	61(24.4%)				
Strongly agree	1(0.4%)	25(10.0%)	18(7.2%)	11(4.4%)	55(22.0%)				
Total	28(11.2%)	89(35.6%)	79(31.6%)	54(21.6%)	250(100.0%)				

Table 5 reveals the cross tabulation and chi-square analysis of parental factor and street hawking among secondary school student in Mushin, Lagos State. The χ^2 calculated value (26.26) at 9 degree of freedom is greater than χ^2 critical value (21.67). This shows that there is a significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Cross, Leasuax, and Martiniello, (2008) argued that there is link between parents with marginal incomes and the imperative to push children into work so as to supplement family income. Corroborating this fact, Ibrahim (2015) submitted that the Nigerian child is the direct victim of the poverty level of his or her parents.

Hypothesis two: There will be no significant influence of peer group on street hawking among secondary school student in Mushin, Lagos State. This was tested using chi-square analysis and the result was presented in table 6

Table 6: Cross-tabulation and chi-square analysis of peer group influence and street hawking

Peer group influence	Respondents' responses to Street hawking					χ^2 Cal	χ^2 Crit	df	P
	Strongly disagree	Disagree	Agree	Strongly agree	Total				
Strongly disagreed	25(10.0%)	29(11.6%)	30(12.0%)	23(9.2%)	107(42.8%)				
Disagree	1(0.4%)	29(11.6%)	19(7.6%)	6(2.4%)	55(22.0%)	42.723	21.67	9	<.01
Agree	2(0.8%)	15(6.0%)	14(5.6%)	6(2.4%)	37(14.8%)				
Strongly agree	0(0.0%)	16(6.4%)	16(6.4%)	19(7.6%)	51(20.4%)				
Total	28(11.2%)	89(35.6%)	79(31.6%)	54(21.6%)	250(100.0%)				

Table 6 reveals the cross tabulation and chi-square analysis of peer group influence and street hawking among secondary school student in Mushin, Lagos State. The χ^2 calculated value (42.72) at 9 degree of freedom is greater than χ^2 critical value (21.67). This indicates that there is a significant influence of peer group influence on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Kirk, 2000 who found that peer pressure tends to have more of an effect on children with low self esteem. If a child feels compelled to fit in, the teen may do things that go against his/her beliefs simply to be part of the group.

Hypothesis three: There will be no significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State. This was tested using chi-square analysis and the result was presented in table 7

Table 7: Cross-tabulation and chi-square analysis of school environment and street hawking

School environment	Respondents' responses to Street hawking					χ^2 Cal	χ^2 Crit	df	P
	Strongly disagree	Disagree	Agree	Strongly agree	Total				
Strongly disagree	19(7.6%)	17(6.8%)	17(6.8%)	13(5.2%)	66(26.4%)				
Disagree	6(2.4%)	28(11.2%)	26(10.4%)	19(7.6%)	79(31.6%)	35.91	23.59	9	<.05
Agree	3(1.2%)	40(16.0%)	30(12.0%)	15(6.0%)	88(35.2%)				
Strongly agree	0(0.0%)	4(1.6%)	6(2.4%)	7(2.8%)	17(6.8%)				
Total	28(11.2%)	89(35.6%)	79(31.6%)	54(21.6%)	250(100.0%)				

Table 7 reveals the cross tabulation and chi-square analysis of school environment and street hawking among secondary school student in Mushin, Lagos State. The χ^2 calculated value (35.91) at 9 degree of freedom is greater than χ^2 critical value (23.59). This indicates that there is a significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Anene, (2005) It has to be noted that homes differ in terms of their significances in the social orders. For instance, some have more prestige, money etc. while some have wider experience and knowledge of how to operate within the society or school environment stated that the home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world- a process that starts at birth, if not before.

Hypothesis four: There will be no significant influence of emotional factor on street hawking among secondary school student in Mushin, Lagos State. This was tested using chi-square analysis and the result was presented in table 8

Table 8: Cross-tabulation and chi-square analysis of emotional factors and street hawking

Respondents' responses to street hawking						χ^2 Cal	χ^2 Crit	df	p
Emotional factors	Strongly disagree	Disagree	Agree	Strongly agree	Total				
Strongly disagree	23(9.2%)	36(14.5%)	38(15.3%)	23(9.2%)	120(48.2%)	29.472	21.66	9	<.01
Disagree	3(1.2%)	24(9.6%)	18(7.2%)	5(2.0%)	50(20.1%)				
Agree	1(0.4%)	21(8.4%)	17(6.8%)	14(5.6%)	53(21.3%)				
Strongly agree	1(0.4%)	7(2.8%)	6(2.4%)	12(4.8%)	26(10.4%)				
Total	28(11.2%)	88(35.5%)	79(31.7%)	54(21.7%)	249(100.0%)				

Table 4.8 reveals the cross tabulation and chi-square analysis of emotional factors and street hawking among secondary school student in Mushin, Lagos State. The X^2 calculated value (29.47) at 9 degree of freedom is greater than X^2 critical value (23.59). This indicates that there is a significant influence of emotional factors on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. The null hypothesis is therefore rejected. This is in line with the study by Anagbogu (2000) found feelings of inferiority, exhaustion, emotional distress, unhappiness and personality disorder to be associated with street hawking. In the late childhood stage (6- 10 years) the age of primary school, children learn at this period by observation (Banda, 2003). It is characterized by the period at which children always play as a natural activity which contributes to their development which give them satisfaction and enjoyment (Ibiam, 2006). It is the time children socialize with each other in the school and in the environment in which they find themselves, they interact with one another and make friends with their mates.

Discussion

Hypothesis one which stated that there will be no significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. The result shows that there is a significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Cross, Leasuax, and Martiniello, (2008), who argued that there is link between parents with marginal incomes and the imperative to push children into work so as to supplement family income.

Hypothesis two which stated that there will be no significant influence of peer group on street hawking among secondary school student in Mushin, Lagos State. The result reveals that there is a significant influence of peer group influence on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Kirk, (2000) who found that peer pressure tends to have more of an effect on children with low self esteem. If a child feels compelled to fit in, the teen may do things that go against his /her beliefs simply to be part of the group.

Hypothesis three which stated there will be no significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State. The result shows that there is a significant influence of school environment on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. This is in line with the study by Nseabas (2010). It has to be noted that homes differ in terms of their significances in the social orders. For instance, some have more prestige, money etc. while some have wider experience and

knowledge of how to operate within the society or school environment stated that the home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world- a process that starts at birth, if not before.

Hypothesis four which stated that there will be no significant influence of emotional factor on street hawking among secondary school student in Mushin, Lagos State. This indicates that there is a significant influence of emotional factors on street hawking among secondary school student in Mushin, Lagos State. The null hypothesis is therefore rejected. The null hypothesis is therefore rejected. This is in line with the study by Owolabi (2012) found feelings of inferiority, exhaustion, emotional distress, unhappiness and personality disorder to be associated with street hawking. In the late childhood stage (6- 10 years) the age of primary school, children learn at this period by observation (Ebigbo, 2003) It is characterized by the period at which children always play as a natural activity which contributes to their development which give them satisfaction and enjoyment (Osiruemu 2007). It is the time children socialize with each other in the school and in the environment in which they find themselves, they interact with one another and make friends with their mates.

Conclusion

Based on the results of the findings, it was concluded that parental occupation significantly influences street hawking behaviour. The result revealed there is a significant influence of parental factor on street hawking among secondary school student in Mushin, Lagos State. There is a significant influence of peer group influence on street hawking among secondary school student in Mushin, Lagos State. Also, school environment had significant influence on street hawking among secondary school student in Mushin, Lagos State. Finally, there was a significant influence of emotional factors on street hawking among secondary school student in Mushin, Lagos State.

Recommendations

This study recommends that public should be educated on the family life education, which involves knowledge of child's right, the quality of life of individuals and families. Women affairs commission should intensify efforts in the area of stopping children from hawking. Non-governmental organizations (NGOs) and other women societies should, through extension work, teach urban and rural women better ways of improving their income and also impart adequate knowledge on family planning measures so that they will have few numbers of children which they will be able to cater for.

Every adult citizen should be concerned about the children's survival and development since that is where the future of any nation lies. The State government should legislate against street hawking by school aged children so that they can concentrate on their studies. Enlightenment campaigns must be intensified.

Serious efforts should be made through seminars, workshops, conferences and other public talks to enlighten the parents on the dangers of exposing their children to street hawking, street begging as well as street wandering. Children must be incorporated as beneficiaries of such programme. They are the direct victims of the dangers inherent in street hawking. Law enforcement agents need to be enlightened and re-orientated with the view to making them abide by the laws, especially as its affect children, and to put in place proper mechanisms to punish the erring parents, and through

which the children can seek redress whenever the need arises.

Finally, government should intensify its efforts in poverty alleviation and eradication. Since poverty and lack of education are the root cause of child hawking, child hawking cannot be eliminated unless these problems are tackled.

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