

Perceived influence of household chores and hawking on female students' participation in after-school assignments in Odo-Otin Local Government Area of Osun State

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Abstract

The study investigated the perceived influence of Household Chores and Hawking on Female Students' Participation in After-School Assignments. The study adopted the descriptive survey type of research design. The population consisted female school students in secondary schools in Odo-Otin Local Government Area of Osun State. All female secondary school students were purposively sampled while 200 respondents for the study were conveniently selected from ten purposively-selected schools in Odo- Otin Local Government Area of Osun State. A self-developed data collection instrument titled "Students' Perception on Influence of Hawking and Household Chores on Female Students' After-School Assignment Questionnaire (SPHFSAQ)" was used in obtaining data from the female students. Face and content validity of the instruments were established by experts in test and measurements. The reliability of the instrument was established through parallel-test method and a reliability coefficient of 0.86 was established using Cronbach alpha. The descriptive and inferential statistical analysis tools were used for the study using Statistical Package for the Social Sciences (SPSS). Data collected were analyzed using both descriptive statistics of frequency counts, percentages and inferential statistics of ANOVA and t-test. The findings of the study indicated that hawking and housework as having negative effects on female students after school assignment participation. The impression of female students on house chores involvement had a negative impact on after school assignment was strong. Thus, it was recommended that female students' engagement in house chores should be reduced to minimize its effect on after school assignment; parents should be orientated by the school on effects of house chores and street hawking on after school assignment, especially for female students among others.

Keywords: *Household chores, Hawking, Female Students', After-School Assignments*

Introduction

Gender issues are currently at the centre of debate and research around the world, including Nigeria (Abdu-Raheem, 2012). The 1948 and 1996 United Nations Charters both described discrimination against the education of girls as a violation of human rights (Huisman & Smits, 2014). Offorma (2009) stated by definition that girls are biological female offspring from birth to eighteen (18) years of age. Gender apartheid, in fact, puts the girl-child in a disadvantaged position where her potential is suppressed and self-actualization is not achieved. The girl-child is subjected to various forms of gender-based oppression, exploitation and discrimination (Tyoakaa et al., 2014). Girl-child education has therefore become a major concern in most developing countries in the world today. (Ambetsa, 2016).

Traditionally, children in African families have been trained in helping the family by taking part in many fields, such as household chores and hawking (Ambetsa, 2016). Household activities have been identified as one of the barriers to the concentration of girls in school activities and actualization of success in their studies. In Africa, household activities are usually carried out by female members of the family, whereas outdoor activities are carried out by male members. Although this division of tasks seems reasonable, household activities are actually unplanned and are more time-consuming and tiring than those carried out outside the home (Huisman, & Smits, 2014). Gendered roles are those socially formed and culturally recognized activities that belong to women and men, which can also be called feminine and masculine activities (Huisman, & Smits, 2014). Such tasks

may include doing the dishes, sweeping, baby-sitting, multi-dimensional household chores among others (Ambetsa, 2016), while others participate in street hawking to complement the family's finances.

Street hawking has been defined as a situation where one offers goods and services for sale to the public on the streets. This also involves going around the major highways or public arena with the intention of selling goods or services. By occupying a position on the pavement or other public or private places, street hawking might be stationary; or may be mobile in the sense that they move from place to place carrying their products on pushcarts, placing trays, boxes, or baskets on their heads or other plastic carriers (Usman, 2018). Girls are most frequently sent to the streets to hawk all sorts of products due to problems linked to poverty; and to help supplement family income. In addition, hawking can help train them for the role of adults in the future (Busari, 2016).

It should be noted that assessment of students is a compulsory part of teaching-learning process. The term "assessment" is commonly used during the evaluation of students, both at the commencement stage and at the completion of the course. The outcome of the assessment is useful in making a decision and in providing information on the extent to which the students have benefitted in a particular course or subject (Faremi & Faremi, 2020). Onihunwa et al. (2018) identified three distinct types of assessments, depending on when and why they are carried out: diagnostic, or initial, assessments; formative, or continuous, assessments; and summative, or final assessments. Assessment can be further divided into **formal assessments** which includes tests, essays, major projects, vocabulary quizzes and other quizzes while **informal assessments includes** homework or after school assignment, classwork, reading checks, notebook checks etc.

After-school activities are, by definition, tasks given by their teachers to students to be done mainly outside the classroom and the name comes from the fact that most students perform the majority at home (Robinson, 2003). Also,

Cooper (1989) in Letterman (2013) defined after-school assignment as work assigned by educators for students to carry out during non-school hours. An assignment may be a task given to students by their teachers to be completed out of the class time. Ultimately, it is the student that must use his/her own discretion about whether, when and how to complete after-school assignment assignments (Letterman, 2013).

In addition, the objective of after-school assignment refers to whether after-school assignment for educational and/or non-instructional purposes is assigned to students. It is very unusual, however, for an after-school assignment to be assigned for one reason only. Although some after-school assignments are given for teaching purposes, such as allowing students the opportunity to study or practice the material already presented in the class, some which fulfill the mandate of a school. The degree of choice applies to whether there is a voluntary or compulsory after-school assignment. The number of after-school assignments is connected to the frequency and duration of the deadline. The number of after-school assignments is related to the frequency and duration of completion deadlines. It can take a short or long time for students to do set after school assignments, depending on the number (Letterman, 2013).

Eventually, educators and parents are concerned that if they are required to spend too much time on academic material, students will become bored. Perhaps, this could be due to the observation of parents that after-school assignment can deny access to leisure time and community activities that also teach important skills in life. The most direct positive effect of taking home assignment is that retention and comprehension will be improved (James et al., 2017). However, some researchers have found that assignments have beneficial effects on parents and families by enabling them to demonstrate an interest in the academic success of their children (James et al., 2017). Nevertheless, a study found out that students involved in street hawking were much more likely to have failed in their academic term reviews (Ijadunola et al., 2014). Ago's (2014)

study also revealed that street hawking influences the girl child's educational development while parent's socio-economic status contributes to girl-child street hawking. It also noted that street hawking is not encouraged by social norms.

Several research works that have been carried out on house chores and after-school assignments showed that, due to their traditions, economic problems and negative attitudes towards girls' education, parents have assigned more household activities to girls than boys. Girl students at home also performed household chores such as cooking food for the entire family, leading to a lack of time for school activities such as after school assignment (Emmanuel, 2015). As a consequence of time spent on domestic chores, the home conditions of girls from poor backgrounds were found not to be conducive to learning (Chinyoka & Naidu, 2014). James, Odo and Nnaemeka (2017) positioned that take home test, exercises and project influence students' performance in mathematics. In fact, after-school assignment allows students to acquire knowledge, developed learning abilities and increased academic achievements (Songsirisa & Jitpranee, 2019) After-school assignment is usually assigned by educators with the best of intentions, but can cause conflict between the school and the home (Letterman, 2013).

Statement of the problem

Children in traditional African families have been involved by participating in housework in supporting the family (Ambetsa, 2016). However, gender role has been found as an impediment to female access to education in many countries, Nigeria inclusive. It is expected that after school assignment can be a useful tool in the learning process. Although in recent times, the issue of house chores and after-school tasks has been a controversial educational issue and a continually-debated topic. However, there has been less research on perception of students on influence of house chores on after-school assignment. Hence, this motivates the need for this study on house chores and after school assignment as perceived by female students in secondary schools in Osun State.

Purpose of the Study

The general purpose of the study was to determine the perception of female students on the influence of hawking and house chores on their after- school assignment in secondary schools. The study is designed with a view that female students should be considered whenever a crisis occurs when they have to choose between hawkings, house chore and after school assignment by education stakeholders such as parents, teachers, etc.

Objectives of the study

The objecteives of the study are to:

1. examine female students' perception of the influence of hawking and house chores on after-school assignment.
2. investigate the different types of household chores that the female students perceived as having negative influence on their after-school assignments;
3. investigate if students are engaged in hawking equally as they engaged in house chores; and
4. determine the difference in the perception of the influence of house chores on after school assignment by female students in terms of their personal and socio-cultural variables.

Research Questions

The study sought answers to the following question:

1. How do female students perceive the influence of hawking and house chores on their after-school assignments?
2. What are the different types of household chores that the female students perceived as having negative influence on their after-school assignments?
3. Are these students equally engaged in street hawking as well as household chores?
4. Using these personal and socio-cultural variables (age, family type, tribe and parents' occupation), is there any difference in the female students' perception of the influence on after-school assignment?

Methodology

Research Design

The descriptive survey type was adopted for the study. This involved collection of information that described the perception of influence of household chores on after school assignment by female students in Odo-Otin Local Government Area of Osun State. The population consisted female school students in secondary schools in Odo-Otin Local Government Area of Osun State, Osun State. Ten secondary schools were purposively selected to form the sample frame for the study (The selection of four schools was based on accessibility as the research was conducted during the Covid-19 pandemic period) Thereafter, 20 respondents were conveniently selected from ten purposively-selected schools in Odo- Otin Local Government Area of Osun State to form a total of 200 respondents who formed the sample for the study (The use of convenient sampling was to adhere to the Covid-19 protocol). A self-developed data collection instrument titled "Questionnaire on Students' Perception on Influence of Hawking and Household Chores on Female Students' After-School Assignment (QSPHFSA) was used in obtaining data from the female students.

The questionnaire had two sections. Section A consisted the demographic information such as the name of school, respondent's sex, class and type of school. Section B had items on hawking

and household-chores. These items were on a 5-point Likert scale of ALW – Always, OFT – Often, OCC – Occasionally, SLD – Seldomly and Never-NV. Face and content validity of the instruments were established by experts in test and measurements. The reliability of the instrument was established through parallel-test method. This involved administration of the instrument to two different groups at the same time who were not included in the study. The questionnaire was administered to two different sets of people who were not included in the sample. The two sets of scores were correlated and a reliability coefficient of 0.79 was established using Pearson correlation. The research instrument was personally administered by the researchers. Two hundred copies of the instrument were administered and retrieved by the researchers as the researcher took time to explain the content of the instrument to the respondents. The administration of the ten schools was done within two weeks as the schools were not in the same location. The univariate and bivariate statistical analysis tools were used for the study using Statistical Package for the Social Sciences (SPSS). Data collected were analyzed using both descriptive statistics of frequency counts, percentages and inferential statistics of ANOVA and t-test.

Answers to Research Questions

Research Question 1: How do female students perceive the influence of hawking and house chores on their after-school assignments?

Table 1: Perception of influence of hawking and house chore activities on after school assignment

S/N	Items	Responses					Mean	Std. Deviation
		A Lot (%)	Partially (%)	Often (%)	Seldom (%)	Never (%)		
1	House-chores prevent me from doing my assignment	47 (23.6%)	24 (12.1%)	23 (11.6%)	41 (20.6%)	64 (32.2%)	2.74	1.583
2	I have too many outside obligations to complete homework hence I don't get my assignments done.	49 (24.6%)	44 (22.1%)	12 (6.0%)	36 (18.1%)	58 (29.1%)	2.95	1.601
3	Household chores affect my interest in assignments	44 (22.1%)	42 (21.1%)	15 (7.5%)	24 (12.1%)	74 (37.2%)	2.79	1.635
4	My parents ask about my homework after doing my house-chores	38 (19.1%)	57 (28.6%)	13 (6.5%)	22 (11.1%)	69 (34.7%)	2.86	1.594
5	I usually do my assignments before engaging in household chores	49 (24.6%)	64 (32.2%)	27 (13.6%)	14 (7.0%)	45 (22.6%)	3.29	1.486
6	Street hawking influences completion of assignment	56 (28.1%)	60 (30.2%)	12 (6.0%)	20 (10.1%)	51 (25.6%)	3.25	1.582
7	Street hawking reduces my interest in doing my assignment	48 (24.1%)	54 (27.1%)	25 (12.6%)	16 (8.0%)	56 (28.1%)	3.11	1.563
8	I do not go to school due to hawking	53 (26.6%)	37 (18.6%)	22 (11.1%)	18 (9.0%)	69 (34.7%)	2.93	1.655
9	My brothers are involved in household chores just as I am involved	43 (21.6%)	30 (15.1%)	26 (13.1%)	9 (4.5%)	91 (45.7%)	2.62	1.662
10	Being engaged in hawking after school hours prevents me from doing my assignments	63 (31.7%)	35 (17.6%)	26 (13.1%)	11 (5.5%)	64 (32.2%)	3.11	1.669
11	Hawking prevents me from taking part in group assignment with my friends.	45 (22.6%)	45 (22.6%)	25 (12.6%)	20 (10.1%)	64 (32.2%)	2.93	1.589
12	My parents believe that only girls should be involved in hawking.	51 (25.6%)	27 (13.6%)	20 (10.1%)	32 (16.1%)	69 (34.7%)	2.79	1.637
AVERAGE GRAND MEAN AND STANDARD DEVIATION							2.95	1.605

Table 1 displays the frequency counts, percentages, mean and standard deviation of respondents' perception of the influence on hawking and house chores on after school assignment. The table revealed that majority of the respondents agreed that their house-chores prevent them from doing their assignments. They claimed to have too many outside obligations; hence, they do not get their assignments done on time. Some do not go to

school due to hawking. Street hawking reduces their interest in doing assignment among others. This was also shown in the mean of all the items rising above the benchmark of 2.5. This implies that majority of the respondents perceived hawking and house chores as having a negative influence on their after-school assignments.

Research question 2: What are the different types of household chores that the female students perceived as having negative influence on their after-school assignments?

Table 2: Different types of household chores that the female students perceive as having negative influence on their after-school assignments

S/N	Items	Responses					Mean	Std. Dev.
		A Lot (%)	Partially (%)	Often (%)	Seldom (%)	Never (%)		
1	Washing (doing) dishes	99 (49.7%)	40 (20.1%)	12 (6.0%)	13 (6.5%)	35 (17.6%)	3.78	1.538
2	Sweeping the court yard or compound	129 (64.8%)	29 (14.6%)		11 (5.5%)	30 (15.1%)	4.09	1.493
3	Looking after the baby/younger ones.	49 (24.6%)	29 (14.6%)	14 (7.0%)	9 (4.5%)	98 (49.2%)	2.61	1.734
4	Cleaning/wiping the table after meals	75 (37.7%)	24 (12.1%)	25 (12.6%)	2 (1.0%)	73 (36.7%)	3.13	1.762
5	Cooking for the family.	117 (58.8%)	23 (11.6%)	20 (10.1%)	8 (4.0%)	31 (15.6%)	3.94	1.503
6	Fetching water	123 (61.8%)	18 (9.0%)	7 (3.5%)	2 (1.0%)	49 (24.6%)	3.82	1.701
7	Cleaning the house	116 (58.3%)	17 (8.5%)	7 (3.5%)	2 (1.0%)	57 (28.6%)	3.67	1.773
TOTAL AVERAGE GRAND MEAN							3.58	1.643

Table 2 displays the frequency counts, percentages, mean and standard deviation of respondents on perception on prevalence and pattern of house-chores engaged by female students. The table revealed that majority of the respondents perceived washing (doing) dishes, sweeping the court yard or compound, cleaning/wiping the table after meals, among others having negative influence on their after-school assignment.

This was further depicted with the mean of the entire item rising above the benchmark of 2.5. This further implied that majority of the respondents agreed that house chores have negative influence on their after school assignment.

Research question 3: Are these students equally engaged in street hawking as well as household chores?

Table 3: Engagement in street hawking of items

S/N	Items	Responses					Mean	Std. Deviation
		A Lot (%)	Partially (%)	Often (%)	Seldom (%)	Never (%)		
1	Food and raw food stuffs	59 (29.6%)	8 (4.0%)	11 (5.5%)	7 (3.5%)	114 (57.3%)	2.45	1.808
2	Vegetables and fruits	72 (36.2%)	3 (1.5%)	1 (.5%)	7 (3.5%)	116 (58.3%)	2.54	1.906
3	Provisions and snacks	71 (35.7%)		3 (1.5%)	2 (1.0%)	123 (61.8%)	2.47	1.909
4	Sachet water and drinks	64 (32.2%)	7 (3.5%)	3 (1.5%)	8 (4.0%)	117 (58.8%)	2.46	1.855
5	Others e.g., cloth	61 (30.7%)	8 (4.0%)	6 (3.0%)	2 (1.0%)	122 (61.3%)	2.42	1.846
TOTAL AVERAGE GRAND MEAN							2.47	1.865

Based on the table above, it is clear that majority of the respondents do not engage in street hawking. It seemed that they are engaged more in household chores. This was further shown in the values of the standard deviation (1.865) as well the mean (2.47) rising above the mean benchmark of 2.5.

Research Question 4: Using these demographic variables (age, family type, parental guidance and parents' occupation) as factors, is there any difference in the female students' perception of the influence on after-school assignment?

Table 4.1: ANOVA showing the difference in perception of female students on influence of hawking and house chores on after school assignment based on age.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1476.647	2	738.323	5.803	.004
Within Groups	24938.991	196	127.240		
Total	26415.638	198			

Table 4.1 showed that there was a significant difference between female students on influence of hawking and house chores on after school assignment based on age. The analysis came up with this value $F_{(2,196)} = 5.803, p < 0.05$.

Hence, a significance difference exists. Therefore, Tukey's HSD post hoc was used to establish the difference between the age groups.

Table 4.1.1.: Tukey post hoc showing difference in perception based on age

Multiple Comparisons						
Dependent Variable: influence Tukey HSD						
(I) AGE		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
10-15	16-20	5.56433*	1.63921	.002	1.6931	9.4356
	20-25	.67544	5.73812	.992	-12.8760	14.2269
16-20	10-15	-5.56433*	1.63921	.002	-9.4356	-1.6931
	20-25	-4.88889	5.77761	.675	-18.5336	8.7558
21-25	10-15	-.67544	5.73812	.992	-14.2269	12.8760
	16-20	4.88889	5.77761	.675	-8.7558	18.5336

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

Table 4.1.1 showed that a significance difference exists between the perception of 10-16 years and 16-20 years but there was no significance difference between the perception of 10-15 years and 21-25 years. A significance difference exists between 16-20 years and 10-15 years when compared but no significance difference exists between 16-20 years and 20 to 25 years based on the Tukey's HSD post hoc

above. In addition, no significance difference exists between 16-20 years and 20-25 years. In the same vein, no significance difference was found between 21-25 years and 10-15 years as well as 21-25 years and 16-20 years. This might be due to the fact that the respondents between ages 16-20 years are adolescent, an age that might influence their perception.

Table 4.2: Difference in perception based on type of family

Variables	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	307.758	1	307.758	2.322	.129
Within Groups	26107.880	197	132.527		
Total	26415.638	198			

Table 4.2 showed that there was no significant difference between the perception of female students on influence of hawking and house chores on after school assignment using family

type as a determining factor. The analysis came up with these values: ($F_{(2,196)} = 2.322, p > .05$) which indicated no difference.

Table 4.3: Difference in perception based on parental guidance

Variables	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	134.400	2	67.200	.501	.607
Within Groups	26281.238	196	134.088		
Total	26415.638	198			

Table 4.3 showed that there was no significant difference in the perception of fee have earlier male students on influence of hawking and

house chores on after school assignment using their parental guidance as a criterion.: ($F_{(2,196)} = 0.607, p > .05$) which indicated no difference.

Table 4.5: Perception's difference based on guidance socio-economic background

Variables	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1224.133	2	612.067	4.762	.010
Within Groups	25191.505	196	128.528		
Total	26415.638	198			

Table 5 showed that there was/is a significant difference between female students on influence of hawking and house chores on after school assignment. ($F_{(2,196)} = 4.762, p < .05$).

Table 4.5.1: Tukey's HSD post hoc showing the difference in perception based on occupation of guidance

Multiple Comparison						
Dependent variable: influence Tukey HSD						
(I) OCCUPATION OF GUIDANCE		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CIVIL SERVANT	Public Servant	5.97229*	2.32316	.029	.4858	11.4588
	Self-employed	6.13165*	2.07853	.010	1.2229	11.0404
PUBLIC SERVANT	Civil Servant	-5.97229*	2.32316	.029	-11.4588	-.4858
	Self-employed	.15936	1.89656	.996	-4.3197	4.6384
SELF EMPLOYED	Civil Servant	-6.13165*	2.07853	.010	-11.0404	-1.2229
	Public Servant	-.15936	1.89656	.996	-4.6384	4.3197

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

Table 4.5.1 showed that there is no significance difference between the perception of respondents whose guidance are civil servants and public servants but a significance difference exists between the perception of the self - employed and public servants. This might be because the respondents whose parents are public and civil servants do not engage in hawking and house chores as most chores are done by domestic servants.

Discussion

The research focused on the effect of hawking and house chores on female students' after-school assignments. The results of the study showed that the respondents see hawking and housework as having negative effects on their assignment after school. This is in line with Chinyoka & Naidu (2014) findings that girls from poor backgrounds do not have conducive environment to learning because they spent a lot of time on domestic chores in their home circumstances. Emmanuel (2015) also found out

that household chores such as preparing food for the whole family were performed by girls in homes, resulting in lack of time for school activities such as after school assignment.

It was also found that the impression of female students on house chores involvement had a negative impact on after school assignment was strong. These tasks for house chores include, but are not limited to, cooking, sweeping, etc. This confirmed the Ambetsa (2016) findings that female students participate, among others, in household chores such as doing the dishes, sweeping, baby-sitting, household chores of various dimensions, etc.

Furthermore, the study revealed that most of the participants were not engaged in street hawking. This contradicted Busari's (2016) findings that girls are sent to the street to hawk all sorts of products due to problems related to poverty and to help supplement family income. If the socio-economic status of the parents is taken into account, the results of this study may not be in accordance with Busari's findings. The majority of the parents are self-employed; about 50 percent of them are either public or civil servants at the same time. In order to support the financial status of the family, this does not bring pressure on the parents to ask the children to go hawking.

In short, it was found out that there is a substantial gap in the understanding of respondents about the effect of hawking and housework on after-school activities based on demography (Age and Occupation of guardians). However, no difference in significance was recorded on the interpretation of respondents based on the family type.

Conclusion

Based on the findings of the study, it was thus concluded that hawking and housework are having negative effects on female students after school assignment participation. The impression of female students on house chores involvement had a negative impact on after-school assignment was strong. It was also discovered that that most of the participants were not engaged in street hawking and it was found that there is a substantial gap in the understanding of respondents about the effect of hawking and housework on personal and socio-demographic variables after-school activities

(Age and Occupation of guidance).

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Female students engagement in house chores should be reduced to minimize its effect on after school assignment;
2. Parents should be orientated by the school on effect of house chores and street hawking on after school assignment, especially for female students; and
3. Female students should be excluded from hawking, as this may lead to other forms of abuse such as sexual abuse.
4. Boys should also be included in house-chores as girls to balance gender equity.

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