

**STREET HAWKING, EDUCATIONAL DEPRIVATION AND  
DOMESTIC VIOLENCE AMONG SCHOOL-AGED CHILDREN  
(12–17 YEARS) IN IMO STATE, NIGERIA: A SOCIO-  
ECONOMIC NEXUS**

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**ABSTRACT:** This study examines the interrelated challenges of street hawking, educational deprivation, and domestic violence among school-aged children (12-17 years) in Imo State, Nigeria. Anchored in feminist theory and exchange theory, the study adopts a mixed-methods cross-sectional design, with structured questionnaires administered to 150 respondents. Findings indicate that 68% of children are engaged in street hawking, with a significantly higher school dropout rate (45%) among hawking children than among non-hawkers (4%). Additionally, 60% of hawking households reported domestic violence, while 67% of children who dropped out of school had experienced domestic violence. These findings highlight the intersection of economic hardship, family instability, and educational exclusion. However, due to the cross-sectional nature of the study, causal relationships cannot be inferred. The study contributes to existing literature on child welfare in Nigeria and recommends targeted policy interventions to address child labour, strengthen family support systems, and improve access to education.

**Keywords:** Street Hawking, Educational Deprivation, Domestic Violence, Suburban Residents.

## **INTRODUCTION**

Street hawking has become a widespread socio-economic phenomenon across Nigeria, particularly in urban and semi-urban areas. Among the most vulnerable participants are school-aged children, who are compelled by financial hardship and familial pressure to trade goods on the streets instead of attending school. According to Abisoye (2013), street hawking is the act of canvassing for the sale of items by hawkers along the street, from house to house, or in public places in town. On the other hand, Tobin (2026) stated that it is a negation of the International Convention on the Rights of the Child. It is indeed inhuman for anyone to engage a child in money-making ventures because such a child is denied basic education, which is a right for every child. Child street trading is a threat to the continued survival of society; hence, it distorts government policies in the education of youth as well as the acquisition of vocational skills and relevant education, thereby destroying the economic sector of any state or country. In Imo State, the rise in child hawking reflects broader issues of poverty, unemployment, and the failure of social protection mechanisms. While hawking

may provide short-term economic relief for families, its long-term consequences on children's education and social development are profound.

The intersection of hawking and educational deprivation has triggered concern among educators, social workers, and policymakers. Children engaged in hawking frequently experience absenteeism, poor academic performance, and diminished aspirations. These outcomes are compounded by the hostile environments in which street hawking occurs, ranging from traffic to exposure to harassment by law enforcement and predatory adults. The normalization of such vulnerabilities not only damages children's immediate welfare but also entrenches cycles of inequality.

Furthermore, domestic violence has emerged as both a cause and a consequence within this cycle. Families trapped in poverty may exhibit heightened stress levels, manifesting in verbal, emotional, or physical abuse—especially when educational failure is perceived as shameful or burdensome. Different types of abuse occur in the domestic sphere. Domestic violence in Nigeria is defined within the framework of the Violence Against Persons (Prohibition) Act (2015), which recognizes physical, sexual, psychological, and economic abuse within both private and public life. The Child Rights Act (2003) further provides legal protection for children against all forms of abuse, neglect, and exploitation. Children are not left out on this. As well as being affected by physical abuse, children can be affected by non-physical domestic abuse based on coercive control, such as isolation, continual monitoring, financial abuse, and verbal and psychological abuse (Katz, 2016). Domestic violence is part of the landscape of child protection. Government documentation on child protection titled 'Working Together to Safeguard Children' (HM Government, 2013) details safeguarding responsibilities of professionals and organizations, and promotes a child-centered approach based on the needs and views of children (Holt, 2014). In turn, children exposed to violence at home may display behavioural challenges, reduced cognitive focus, and greater susceptibility to peer exploitation. The interplay between street hawking, disrupted schooling, and domestic violence reveals an urgent need to examine these overlapping crises and develop responsive policies.

### **Statement of the Problem**

In Imo State, a growing number of children engage in street hawking during school hours, undermining their access to formal education and exposing them to a myriad of physical and psychological risks. Despite existing child protection laws, many families still rely on their children to contribute financially, forcing them into unsafe street environments. The normalization of this practice contributes to educational marginalization, weakening children's academic foundation and overall wellbeing.

Compounding this issue is the prevalence of domestic violence within hawking households, where economic hardship and social stressors manifest in abusive behaviours. Children caught in this dynamic often suffer silently, bearing the burden of interrupted learning and emotional trauma. Schools, meanwhile, are ill-equipped to detect and respond to these compounded vulnerabilities, resulting in an underreported crisis within the education system.

This study seeks to unravel the complex nexus between street hawking, educational deprivation, and domestic violence, particularly in Imo State, where socioeconomic pressures continue to push vulnerable children into harmful labour practices. By investigating this intersection, the research aims to spotlight the systemic failures that perpetuate child exploitation and hinder educational progress, offering evidence-based insights for more effective intervention strategies.

### **Research Objectives**

1. To ascertain the prevalence of street hawking among children in Imo State
2. To examine the impact of street hawking on children's educational attainment
3. To determine the prevalence of domestic violence in households engaged in street hawking
4. To assess the relationship between domestic violence and educational deprivation

### **Research Questions**

1. Is street hawking prevalent among children in Imo State?
2. To what extent does street hawking interfere with children's school attendance and academic performance in Imo State?
3. To what extent does domestic violence occur in households engaged in Child Street hawking in Imo State?
4. What is the connection between educational deprivation and domestic violence within households engaged in child street hawking?

### **Theoretical Framework**

This study is anchored on three interrelated theories that illuminate the dynamics between child street hawking, educational deprivation, and domestic violence:

#### **Feminist Theory (Dobash & Dobash, 1978)**

Feminist theory, known as the Feminist Model, aims to understand violent relationships by examining the socio-cultural context in which these relationships occur. Proponents of the feminist theory suggest that men often use different tactics, including physical violence, to exert control and dominance over women and their families (Dobash & Dobash, 1978), and that female violent behavior towards their male partners should be understood as self-defense, retaliation, or pre-emption for male violence. This theoretical tradition views violence towards women as a special case, different from other forms of violence and other forms of crime (Dobash & Dobash, 2004). Again, scholars often view gender inequality and sexism within patriarchal societies as the main causes of violence (Bell & Naugle, 2008). Female children who are victims of this form of bullying do experience severe emotional stress, body harm, low school attendance, and poor academic achievements. However, emphasis for the treatment of the problem should be concerned with educating males and addressing their patriarchal beliefs and domineering behaviour toward females, while the ultimate goal would be overturning patriarchal social structures to prevent, reduce, and eliminate violence against women (Dutton, 2011). It is therefore apparent that when

men use physical violence to exercise dominance over women or other members of the family because they are defenceless, most of them incur physical harm, emotional trauma, as well as psychological distress. In cases where these conflicts are not properly managed, they will affect the children's psychological well-being, school attendance, and academic performance because these abuses affect these children directly. If the children do not receive attention at this point, most of them might resort to street hawking to reduce over-dependence on parents.

### **Exchange Theory (Gelles, 1982)**

Gelles' 1982 exchange theory defined it as "a behavioural approach to understanding social relationships in general," with the assumptions that human interactions are guided by "pursuit of rewards and avoidance of punishment and costs" (Gelles, 1982). This theory focuses on the social relationships within marriage as an institution, and the cost-benefit analysis that occurs in the relationship. It assumes that violence will be enacted if the costs of the violence do not outweigh the benefits. If the costs exceed the benefits, the relationship will dissolve. According to Ellis (1989), exchange theory is one explanation for why rates of Intimate Partner Violence (IPV) are higher amongst cohabiting intimate partners, compared to married men and women. Ellis argues that "exchange relations" between married couples are governed by a "powerful set of normative elements" that do not operate as strongly for cohabiting partners. Ellis therefore stated that the costs of violence are higher for married men, and therefore, IPV is less likely to be perpetrated in married versus cohabiting relations. Again, exchange theory is "indifferent to gender and analyses of how resources facilitate the exertion of power by whoever has more," as men will enact violence against women in any situation in which it benefits them and in which they will not be sanctioned (Rodríguez-Menés & Safranoff, 2012). All of these fall back on the boy or girl child in the home, as they go a long way toward informing his or her behaviour. However, cost-benefit analysis might favour violence today because of personal pursuit, but it becomes a prerequisite to endanger the future of children. In fact, children often run away from home because of violence, and spouses often separate because of violence. This family relationship impairs children's confidence in their parents, which perhaps they may see as a better option, to the detriment of quality education, just to forget the troubles at home.

These theories collectively explain how poverty, gender roles, and lack of education intersect to perpetuate child labour and domestic violence. Therefore, they provide a lens through which to interpret the lived experiences of children with disabilities and their families in Imo State.

### **Empirical Review**

#### ***Street Hawking and Educational Deprivation***

Inalegwu et al. (2025) studied street hawking and its effects on the educational development of children in Jos North LGA of Plateau State, Nigeria. The study was reviewed, and the results showed that street hawking significantly impedes children's educational progress, leading to higher dropout rates and diminished interest in formal education.

Oluwasanmi et al. (2025) conducted a study on street hawking duration and educational outcomes among adolescents in Osun and Oyo States, Nigeria. Data were collected from 390 street hawkers aged 10-19 years. The study concluded that street hawking significantly negatively impacts adolescents' education.

Magaji and Sarka (2020) in their study on the effect of teenage hawking in Kaduna State and its implications on National development. A sample of 152 teenage hawkers was randomly selected for this study. Results found that street hawking significantly impedes the educational development among teenagers and also concluded that poverty, low level of education and parents' poor educational and occupational status are the major reasons for teenagers' involvement in street hawking

### ***Domestic Violence and Educational Marginalization***

Daramola (2025), in his study on domestic violence and its effects on the academic performance of secondary school students in Ekiti State, Nigeria, selected 120 respondents using purposive sampling. The findings of the study indicated that students exposed to domestic violence often exhibit poor academic performance, including absenteeism and reduced classroom participation.

Williams et al (2024) researched the impact of domestic violence on the academic performance of school-aged children and adolescents in Abeokuta South, Ogun State. They used 410 secondary school children aged 10-17 years, and the findings of the study showed that 80%-100% of students had experienced some form of domestic abuse, which led to academic challenges, including diminished school engagement. The study concluded that domestic violence hinders children's educational progress.

Souza et al. (2023) and Buchh et al. (2015), in their study, assessed domestic violence against women and education and the effect of domestic violence on women and children independently and concluded that the lack of education contributes to the normalization of domestic violence, especially in patriarchal societies.

Van Komen & Pierce (2024) carried out a study on formal schooling, literacy, and health knowledge in addressing domestic violence and found that literacy and schooling reduce vulnerability to abuse by empowering individuals with knowledge and support networks.

Research has shown that some of the predisposing factors to child street hawking are: high cost of living, lack of sponsorship, poor school performance, poor parenthood, large family size, peer group pressure, poor home conditions, lack of parent care, and poor scholastic achievement, unemployment, loss of parents, cultural and religious factors, coupled with the lack of enforcement of child labour restrictions and inconsistencies in anti-labour legislation, cause hawking (Yosep et al., 2022; Ngada & Kyari, 2023).

In another research conducted in 2023 on street hawking in Africa, the International Labour Organisation (ILO) estimated that worldwide, 160 million children (around 10% of the global child population) are involved in child labour, of which 72 million are in hazardous work. In Africa, 26%

of the total child population in Sub-Saharan Africa is exposed to child labour, while in Nigeria, 31% of the total child population, under the age of 17, is exposed to child labour of various types, which includes street hawking (UNICEF, 2023). This percentage places Nigeria among the countries with the highest street hawking. This menace has led to poor academic achievement, and school dropout becomes inevitable (Item et al., 2026). Street hawking leads to increased exposure to antisocial activities like smoking, drug and alcohol abuse, cultism, and crime (Igbokwe, 2025; Adeyemi, 2023). Also, hawkers are exposed to harsh weather conditions, insect and reptile bites, and hunger (Borlin et al., 2025; Obuzor & Gabriel-Job, 2022). When children are involved in these risks, they are deprived of education and sound health, and these constitute child abuse (Uche, 2024). Sexual molestation was more common among the female hawkers, a finding which conforms to reports from other parts of the country (Obunadike et al., 2021; Uche, 2024).

### *Intersections of Hawking, Violence, and Vulnerability*

Nasirudeen (2025) carried out a study on teenage street hawking and vulnerability to sexual abuse in Nigeria using 25 respondents selected through purposive and convenience sampling methods. The findings revealed that girl hawkers are not only sexually abused, but also kidnapped, killed and used for ritual purposes.

Olutunde (2013) in their study concluded that hawking households often experience heightened domestic stress, which can escalate into violence. Usman (2020) highlights that hawking is more prevalent in regions with weak social institutions, where children are seen as economic assets rather than rights-holders. Ofonime and Ihesie (2015) link hawking to poor academic outcomes and increased exposure to crime, reinforcing cycles of poverty and abuse.

Callaghan et al. (2018) argue it is too restrictive to view domestic violence as abuse between partners in an intimate dyad whereby children are perceived as ‘affected by’ the abuse: ‘Far from passive witnesses, they are not “exposed” to violence and abuse; rather they live with it and experience it directly, just as adults do.’ Regarding children as ‘affected by’ domestic violence diminishes its impact on them. Instead, Callaghan et al. (2018) call for children to be recognized as direct victims of violence and abuse, which in turn could improve professional responses to their needs.

In relation to the physical impact of domestic violence, Calder and Regan (2008) state that the effects include, but are not limited to, injury, eating problems, and stress-related conditions such as asthma and bronchitis. Emotional effects, such as manifested in disruption to schooling, including non-attendance, attention and concentration difficulties, sleep disturbance, withdrawal, insecurity, guilt, depression and low self-esteem. Behaviourally, the impact might be changes in conduct, unpredictable behaviour, aggression, anger, and hyperactivity. Being the perpetrator or victim of bullying can also ensue (Children’s Commissioner, 2018). Again, Sterne and Poole (2010) found that some children facing trauma at home display hyper-vigilance and hyper-arousal at school, constantly watchful and fearful of danger. They added that domestic violence can negatively affect cognitive skills, language development and educational attainment.

### Research Hypotheses

1. **H<sub>1</sub>:** Street hawking will be significantly prevalent among children in Imo State
2. **H<sub>2</sub>:** Children engaged in street hawking in Imo State have significantly lower educational attainment compared to their non-hawking peers.
3. **H<sub>3</sub>:** There is a significant relationship between educational deprivation and domestic violence among children who engage in street hawking.
4. **H<sub>4</sub>:** Households engaged in street hawking in Imo State have significantly higher reports of domestic violence compared to their non-hawking counterparts.

### METHODOLOGY

#### Study Participants

150 school-aged children aged 12-17 were included in this study. A multistage sampling technique was adopted: stratified sampling was used to select study locations, while convenience sampling was employed to select participants within those locations due to accessibility constraints.

#### Instruments

Data was collected using a structured questionnaire developed for children to assess hawking practices, educational history, and experiences of domestic conflict, semi-structured interviews conducted with educators and community leaders to gather contextual insights, and focus group discussions (FGDs) held with selected parents and older adolescents to triangulate quantitative data.

The reliability analysis yielded Cronbach's alpha values of 0.78 for the street hawking scale, 0.81 for educational deprivation, and 0.76 for domestic violence, indicating acceptable internal consistency.

#### Procedure

As soon as the research protocol was reviewed and approved by a recognized Institutional Review Board (IRB) or ethics committee in Imo State, the structured questionnaire was distributed and collected at the selected study locations using convenience sampling. At each location, a brief introduction to the research was provided, rapport was established, cooperation was obtained from the participant(s), and other ethical considerations, such as informed consent, confidentiality, and anonymity, were ensured and maintained before the questionnaire was administered and collected. Information obtained from the questionnaire, interviews, and focus group discussions was organized for analysis.

#### Research Design and Statistics

This study employed a mixed-methods cross-sectional design to investigate the relationship between street hawking, educational deprivation, and domestic violence. Descriptive statistics and thematic coding were used to present the data collected.

The study was conducted in strict compliance with the Helsinki Declaration, and the ethical principles guiding research involving human and animal behavior were observed.

The authors attest that there is no conflict of interest in the conduct of this study.

## RESULTS

**Table 1: Summary of the descriptive statistics showing the prevalence of street hawking among children in Imo State**

<b>Hawking Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Engaged in hawking	102	68%
Not engaged in hawking	48	32%
<b>Total</b>	<b>150</b>	<b>100%</b>

Table 1 above shows a high rate of street hawking among children in Imo state, with a frequency of 102 and a percentage of 68%. Therefore, the first hypothesis of a significant prevalence of street hawking among children is accepted.

**Table 2: Summary of the findings showing the impact of street hawking on educational attainment**

<b>Group</b>	<b>Dropped out</b>	<b>In School</b>	<b>Total</b>
Hawking Children	46	56	102
Non-Hawking Children	2	46	48
<b>Total</b>	<b>48</b>	<b>102</b>	<b>150</b>

*Dropout Rate among Hawking Children: 45%*

*Dropout Rate among Non-Hawking Children: 4%*

The second hypothesis, which states that children engaged in street hawking in Imo State have significantly lower educational attainment compared to their non-hawking peers, is accepted, as Table 2 above shows that the dropout rate of hawking children is 45% (46) as compared to their counterparts with a dropout rate of 4% (2).

**Table 3: Summary of the findings showing the intersection of educational deprivation and domestic violence among households engaged in street hawking**

Education Status	Experienced Violence	No Violence	Total
Dropped Out	32	16	48
In School	41	61	102
<b>Total</b>	<b>150</b>		<b>100%</b>

*Violence among Dropouts: 67%*

*Violence among In-School Children: 40%*

From Table 3 above, out of the 48 children who are dropouts, 32 (67%) children reported experiences of domestic violence, while 16 (40%) reported no experience of violence. For children in school, out of 102 of them, 41 reported experiences of domestic violence, while 61 reported no experience of violence. Therefore, the third hypothesis of a significant relationship between educational deprivation and domestic violence in street hawking is accepted.

**Table 4: Summary of the findings showing the prevalence of domestic violence among child-hawking and non-hawking households**

Household Type	Reported Violence	No Violence	Total
Hawking Households	61	41	102
Non-Hawking Households	12	36	48
<b>Total</b>	<b>73</b>	<b>77</b>	<b>150</b>

*Domestic Violence Prevalence in Hawking Households: 60%*

*Domestic Violence Prevalence in Non-Hawking Households: 25%*

The fourth hypothesis, which states that households that engage in street hawking in Imo State have significantly higher reports of domestic violence compared to their non-hawking counterparts, is accepted, as Table 4 above shows a 60% (61) prevalence of domestic violence in hawking households compared to their counterparts with a 25% (12) domestic violence rate.

## DISCUSSION

This study looked at street hawking, educational deprivation and domestic violence among school aged children in Imo state. Four (4) hypotheses guided this work and Four (4) themes were used to present data collected based on the responses gotten.

The result of the first hypothesis revealed that 68% of children surveyed in Imo State are engaged in street hawking. This aligns with national trends, where hawking is a survival strategy for many families facing economic hardship. It also aligns with the works of UNICEF (2023), that estimated

that 31% of children under 17 years are exposed in Africa (Nigeria). The findings of this study revealed that street hawking is prevalent among children in Imo State, and that children engaged in hawking exhibit significantly lower educational attainment than their non-hawking counterparts. Additionally, a significant relationship was found between educational deprivation and exposure to domestic violence, while households that engage children in street hawking reported higher levels of domestic violence than those that do not.

The high prevalence of street hawking observed in this study aligns with earlier empirical findings. For instance, Inalegwu et al. (2025) and Oluwasanmi et al. (2025) both reported that street hawking is widespread and has detrimental effects on children's educational development. Similarly, Magaji and Sarka (2020) identified poverty, low parental education, and poor socioeconomic conditions as major drivers of children's involvement in hawking. These findings suggest that street hawking in Imo State is not an isolated phenomenon but rather part of a broader structural issue linked to economic hardship and social inequality.

The finding that children engaged in street hawking have significantly lower educational attainment is consistent with prior studies. Research by Daramola (2025) and Williams et al. (2024) demonstrated that adverse home conditions, including violence and economic strain, negatively affect academic performance, leading to absenteeism and reduced engagement in school activities. Likewise, studies cited in the empirical review (e.g., Item et al., 2026; Igbokwe, 2025) have shown that children involved in hawking are often deprived of adequate study time and are exposed to environments that are not conducive to learning. This reinforces the argument that street hawking directly and indirectly undermines children's educational outcomes.

Furthermore, the significant relationship between educational deprivation and exposure to domestic violence supports existing literature. Studies by Souza et al. (2023) and Buchh (2015) indicate that lack of education contributes to the persistence and normalization of domestic violence, particularly in patriarchal settings. In addition, the work of Callaghan et al. (2018) emphasizes that children are not merely passive witnesses but direct victims of domestic violence, which significantly disrupts their cognitive and emotional development. The present finding, therefore, underscores the interconnectedness of educational deprivation and domestic violence, suggesting a cycle in which each reinforces the other.

The finding that households engaged in street hawking report higher levels of domestic violence is also supported by previous research. Olutunde (2013) observed that economic strain associated with hawking households often leads to increased domestic stress, which may escalate into violence. Similarly, Usman (2020) noted that in contexts where children are viewed as economic assets, exploitative practices such as hawking are more common and may coexist with other forms of household dysfunction, including violence. This indicates that street hawking and domestic violence may share common underlying risk factors, particularly poverty and weak social support systems.

From a theoretical perspective, these findings can be explained using Social Exchange Theory. This theory posits that human interactions are shaped by cost-benefit analyses, where individuals engage in behaviors that maximize benefits and minimize costs. In the context of this study, parents may

perceive street hawking as economically beneficial despite its negative consequences for children's education and well-being. Similarly, domestic violence may persist in households where power imbalances and economic dependency reduce the perceived cost of abusive behaviour. Thus, both street hawking and domestic violence can be understood as outcomes of unequal exchange relationships within the household.

In addition, Feminist Theory provides a critical lens for understanding the intersection of street hawking, educational deprivation, and domestic violence. Feminist scholars argue that patriarchal social structures perpetuate gender inequality and normalize various forms of exploitation and abuse. In many Nigerian contexts, children, particularly girls, are disproportionately affected by street hawking and are more vulnerable to abuse, including sexual exploitation. This aligns with findings from Nasirudeen (2025), which highlight the heightened vulnerability of female hawkers. Feminist Theory, therefore, helps to explain how systemic inequalities and gendered power relations contribute to both the prevalence of street hawking and the persistence of domestic violence.

Overall, the findings of this study highlight a complex interplay between economic hardship, educational deprivation, and domestic violence. The results suggest that interventions aimed at reducing street hawking must also address broader structural issues, including poverty alleviation, access to education, and the prevention of domestic violence. Without addressing these interconnected factors, efforts to improve children's welfare and educational outcomes may remain limited.

## **Conclusion**

This study examined the prevalence of street hawking among children in Imo State and its relationship with educational deprivation and domestic violence. The findings revealed that street hawking is prevalent and that children involved in hawking have lower educational attainment than their non-hawking peers. The study further established a significant relationship between educational deprivation and exposure to domestic violence, as well as higher levels of domestic violence in households that engage children in street hawking.

These findings underscore the complex and interconnected nature of child labour, education, and family dynamics. Street hawking not only deprives children of educational opportunities but also exposes them to environments that increase their vulnerability to abuse and exploitation. The study also highlights that domestic violence is both a contributing factor to and a consequence of educational deprivation, thereby reinforcing cycles of disadvantage.

Drawing on Social Exchange Theory and Feminist Theory, the study demonstrates that economic pressures, power imbalances, and entrenched social norms collectively sustain these challenges. Addressing these issues, therefore, requires a holistic and multi-sectoral approach that goes beyond isolated interventions.

In conclusion, reducing street hawking and its associated negative outcomes in Imo State will require coordinated efforts aimed at poverty reduction, improved access to education, enforcement

of child protection laws, and prevention of domestic violence. Only through such comprehensive strategies can the well-being and future prospects of children be effectively safeguarded.

### **Recommendation**

The findings of this study have important implications for policymakers, educators, and social welfare agencies, particularly in addressing the interconnected issues of street hawking, educational deprivation, and domestic violence in Imo State.

First, the significant prevalence of street hawking among children indicates the need for strengthened enforcement of child labour laws. Government agencies should intensify monitoring and compliance mechanisms to ensure that children are not engaged in economic activities that interfere with their education. This includes stricter implementation of existing child protection policies and penalties for violations.

Second, given that children engaged in street hawking exhibit significantly lower educational attainment, there is a need to improve access to free and compulsory quality education. Policies such as school feeding programmes, provision of learning materials, and scholarship schemes should be expanded to reduce the financial burden on low-income households. These interventions can serve as incentives for parents to keep their children in school rather than sending them to hawk.

Third, the established relationship between educational deprivation and domestic violence highlights the importance of integrated social intervention programmes. Government and non-governmental organizations should develop community-based initiatives that address both education and family welfare simultaneously. This may include parental education programmes, awareness campaigns on the consequences of domestic violence, and access to counselling and support services for affected children.

Fourth, the finding that hawking households report higher levels of domestic violence suggests the need for targeted poverty alleviation and family support programmes. Economic empowerment initiatives such as vocational training, microcredit schemes, and employment opportunities for parents can reduce the economic pressures that often lead to both child labour and household conflict.

Additionally, gender-sensitive interventions are crucial. Given the heightened vulnerability of female child hawkers to abuse, policies should prioritize their protection through safe reporting channels, legal support systems, and community sensitization efforts aimed at challenging harmful cultural norms.

Finally, schools should be strengthened as protective environments by incorporating guidance and counselling services, training teachers to identify at-risk children, and establishing referral systems for cases of abuse and neglect.

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