

**INFLUENCE OF PARENTAL BACKGROUND ON GIRL-CHILD
VOCATIONAL SKILLS ACQUISITION IN JUNIOR SECONDARY
SCHOOLS IN KADUNA STATE, NIGERIA**

BY

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INSTRUCTION**

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DECLARATION

I declare that this thesis entitled “INFLUENCE OF PARENTAL BACKGROUND ON GIRL-CHILD’S VOCATIONAL SKILLS ACQUISITION IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE” has been carried out by me in the Department of Education under the supervision of Dr. S. U. El-Yakub and Dr. A. A. Dada. The information derived from this literature has been duly acknowledged in the text and list of references provided.

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CERTIFICATION

This thesis entitled “INFLUENCE OF PARENTAL BACKGROUND ON GIRL-CHILD’S VOCATIONAL SKILLS ACQUISITION IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE” meets the regulations governing the award of Master Degree in Education (curriculum and instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved mother and sister, late AminaIsahAbukakar and Khadijat, may their gentle souls rest in perfect peace.

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OPERATIONAL DEFINITION OF TERMS

MakarantanAllo	Schools were Islamic religious studies are taught e.g. Qur'an, Hadith
MakarantanBoko	Western Schools or schools that teach western education
Quran	A Holy Book revealed to Prophet Muhammad
Sunnah	The Prophet teachings of Muhammed (P.B.U.H) given either by words, examples or passive approval
Ummah	The generation of the people in a community or society, or the entire people. Basically it is often referred to the Muslim

ABBREVIATION

ABU	Ahmadu Bello University
ANOVA	Analysis of Variance
CEDAW	Convention of the elimination of all forms of discrimination against women
CMS	Christian Missionary Schools
CRC	Convention on the right of the child
FRN	Federal Ministry of Education
GEP	Girl Education Project
GNP	Gross National Product
ILO	International Labor Organization
IPBGCSQ	Influence of Parental Background on Girl-Child's Vocational Skill Question
JSS	Junior Secondary School
LGA	Local Government Area
MDGS	Millennium Development Goals
NGOS	Non-Governmental Organizations
NPE	national policy of education
NSC	National School Census
TVET	Technical and vocational Education and Training
UBE	Universal Basic Education
UNESCO	United National Education and Scientific and Cultural Organization
UNGEI	The United Nations Decade for Girl's Education Initiative
UNICEF	United Nation International Children Education Fund
VET	Vocational Education and Training

ABSTRACT

This study investigated the influence of parental background on the Girl-Child's Vocational Skill acquisition in junior secondary schools in Kaduna state, Nigeria. It was predicted on the assumption that parents have negative influence on vocational skill acquisition of the Girl-Child. A total of (4) research questions and objectives were advanced as follows: Examine parents view on the influence of parental background on Girl-Child Vocational Skill acquisition in Junior secondary school in Kaduna state, Examine the influence of parental background on the Girl-Child's Vocational skills acquisition in relation to rural and urban difference in junior secondary schools in Kaduna state and to determine the opinion of teachers and principals on the influence of parental background on Girl-Child's Vocational Skills acquisition in Junior Secondary school in Kaduna state. Descriptive research design was adopted, 13,12815 the population of the study while 381 is the sample for the study, proportion method was used to select the sample from six Schools. Questionnaire was the instrument used for the study, frequency count and percentage was used to analyse research question Q1-4 while, Crombach Alpha co-efficient statistics was use to test the pilot study conducted at GSS Abah, a total of 25 copies of questionnaire was distributed, with a result of 0.868 statistics which is considered reliable. Chi-square statistics and ANOVA was used to test the hypothesis design for the study. The major findings shows that parental background does not have negative influence on the gild-Child vocational skill acquisition in junior secondary schools in Kaduna state, there is significant difference between the opinion of male and female students, with male ranked highest with 232.11 while female 146.52, the findings also shows that there is significant different with regard to location (rural & urban) onions on the influence of parental background of the Gild-Child Vocational Skill acquisition in junior secondary schools in Kaduna State. The researcher recommend that: Government should develop new sets of training centers especially in the rural communities so as to help the Gild-Child, women gain the vocational entrepreneur like skill that are crucial for their life employment and frequent monitoring adequate funding should be provided.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The extend of parental interest and involvement in school and vocational activities relates positively to their children achievements. Adams (2012) he further stated that home environment that encourages learning is more important to students than income level of education of parents and cultural background of the parents.

In Nigeria, girls access to education, especially in northern state, has remained very low. National school census (NSC, 2006) reveals a net enrollment proportion (19%) of primary school age population (6-11 years) is not enrolled in primary schools nationwide. In Kaduna State, the number of children out of school is high and the proportion of girls to boys ranges from one girl to two boys most especially in the rural communities (Adie, 2012).

In educational and economic studies, it has been found that parental background such as family size, family type, family income, location (rural or urban) and parental education are determinants of the amount and quality of education children receive over their life time. (Dokubo, 2014).

The job opportunism once available to less educated individuals are becoming scarce as more employers are raising their employment standards, colleges graduates are replacing employees with high school degrees. As the job market changes, individuals of all races and backgrounds should have the basic skills, education and opportunities to compete at the same levels.

It is evidence that family and parental background factors can either benefit or harm the chances of children receiving basic and vocational education and excelling in scholastic environment.

Nigeria recognizes education as fundamental human right and signatory to major conventions for the protections of the right of children and women, especially the convention of the elimination of all forms of discrimination against women (CEDAW in 2003), the government of Nigeria passed into law the child right act, this act is aimed at facilitating the realization and protection of the right of children, in its quest to achieve the objective of Millennium Development Goals (MDGS), Nigeria also enacted the universal basic education to fast track education with interventions at the primary and junior secondary levels. Nigeria has developed a strategy for the girl-child education, which evolved into a segment and now being reinforced by the girls education project (GEP). This is a substantial joint undertaken by the Federal Government of Nigeria DFID and United nation international children education fund (UNICEF) to boost girls schooling in Nigeria and accelerate progress towards the MDGS, especially with respect to United Nations International children education fund gender equality (UNICEF, 2003).

The major objectives of the girls-child education project (GEP) in UNESCO (2003) include:

- i.** Raising national awareness on girl-child education and increasing political and financial commitment through advocacy and sensitizing of policy makers at all levels;
- ii.** Developing technical capacity of schools and teachers pedagogical skills to create girls friendly school environments that enhance the participation of girls improve learning outcomes;

- iii.** Establishing child-friendly school principals as minimum benchmarks for effective schools, linked to community empowerment;
- iv.** Building institutional capacity of stakeholders on gender sensitivity and sexuality.
- v.** Collaborating with government and other stakeholders in reviewing existing curricula and teaching materials for gender sensitivity; and
- vi.** Promoting the employment of more female teachers in the rural areas where they are most needed to serve as role model and assist in the monitoring of out of school girls, as stipulated in the Federal Ministry of Education (FRN 2013), noted that the national average for school enrollment and adult which is negatively influenced by the gender factor where by girls enrollment and female literacy have remained very low.

Technical and Vocational Education and Training (TVET) have been recognized the world over as tools for empowering people, especially the youth, for sustainable livelihood and socio-economic development. The United Nations Educational Scientific and Cultural Organization (ILO) recommendations of 2000 on technical and vocational education and training for the twenty-first century, defined TVET as those aspects of education process involving in addition, to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The overriding goals of TVET in Nigeria are to provide trained manpower in the applied sciences, technology and business particularly art and craft, advanced craft and technical levels:

- vii.** Provide the technical knowledge and vocational skills necessary for agricultural commercial and economic development;

- viii.** Give training and impart necessary skills to individual who shall be self-reliant economically. (Auru, Lawan and Aduozaua, 2015).

Despite all the efforts made by the government and other private agencies to encourage the Girl-Child education there are still cases of low enrolment, issues of school dropout and unemployment cases among the Girl-Child and the youth in general; hence these prompt the researcher to carry out the study on the influence of parental background on the Girl-Child in relation to vocational skill acquisition, in Junior Secondary schools, so as to enlighten, encourage motivate all those concern on the benefit of vocational skills to Girl-Child.

1.2 Statement of the Problem

There are social, economic and political problems bedeviling the Nigeria children. These problems and the policies put in place to salvage the situation of Nigeria children include children's decree, the new political dispensation, the Human Right commission and the ministry of women affairs with a full department for child development matters, But in spite of these measures, leadership and socio-economic problems have not allowed for effective implementation and monitoring or observance of the rights of the girl-child. The issue of girl-child education is now a global issue of importance; it is a fundamental resolution that was reached at the Dakar Agreement on education in recent times. (Abolarin, 2010).

Poverty with high illiteracy rate is a common phenomenon in developing countries, most especially among rural people, of which woman form the majority. However, woman empowerment through vocational skills training programmes has been seen as a greet weapon to curtailing illiteracy poverty, discrimination and over dependency on men which rub women. Of decision making in the family and in the society at large.v

In most societies, a particularly traditional society anybody who has not reached the age of maturity is regarded as a child. Similarly, in the contemporary modern societies a child at the age of (18) eighteen, are regarded as adults, yet mostly need help from their parents, relatives and the society as a whole if they are to become responsible in their life time. The girl-child problem in Nigeria has many dimensions of problems but the root of all kinds of discriminations and bias against the girl-child lies in the customs, traditions and typical mindset of the society which considers the girl-child and women as inferior beings (Fisfo-Orideji, 2012).

Looking at some traditional and cultural practices in especially Northern part of Nigeria most parents do not allow their girl-children access to western education or MakarantanBoko as it is known, it is the favoured ones that were lucky to attend primary school. This has hampered our level of educational attainment and enhancement.

It was initially believed that, the influence of western education on the girl-child was inimical that those schools would change their ways of life and make them discard their traditional as well as their cultural ways of life and to others, when the girl-child is educated, it has no direct or immediate benefit to the family, since she has to get married some day, so the responsibility of training her should rest on her husband. That might be the fundamental reasons why only religious education, particularly "MakarantanAllo is allowed to be pursued by the girl-child in the North.(Usman, 2007).

Lack of vocational skill acquisition as rendered many youth (Girl-child) over dependent on parents, husband and relatives, in order to reduce or eradicate the level of maltreatment, neglect, negative attitude of the parent towards Girl-Child vocational skills acquisition. It is in the light of the above observation that this

research is to be undertaken to find out the influence of parental background on the girl-child vocational skills acquisition and other factors responsible for low enrolment of girls into schools, such as socio-cultural, religious misinterpretation of Holy Books, economic, societal negative attitude to girl-child education, early marriage and gender bias.

1.3 Objectives of the Study

The objectives of the research work is to:

1. examine parents views on the influence of parental background on Girl-Child's Vocational skill acquisition in junior secondary school in Kaduna state;
2. determine the opinions of male and female students on the influence of parental background on the Girl – child's vocational skill acquisition in Junior Secondary Schools Kaduna state;
3. examine the influence of parental background on Girl – child's vocational skills acquisition in relation to rural and urban difference in junior secondary schools in Kaduna state; and
4. determine the opinions of teachers and Headteachers on the influence of parental background on Girl – child's vocational skill acquisition in junior secondary schools in Kaduna state.

1.4 Research Questions

The following research questions are to be answered in the course of the study.

1. To what extent is the view of parents different on the influence of parental background on the Girl-Child Vocational skill acquisition in junior secondary school in Kaduna State?
2. What is the opinion of male and female students on the influence of parental background on girl-Child's Vocational skill acquisition in junior Secondary school in Kaduna state?
3. Can parental background influences the rural and urban Girl-child vocational skills acquisition differently in junior secondary school in Kaduna state?

4. What is the opinion of teachers and Headteachers on the influence of parental background on Girl – child’s vocational skills acquisition in junior secondary school in Kaduna state?

1.5 Hypotheses

The following hypotheses will be tested at $P=0.05$:

- Ho₁: There is no significant difference between the opinions of the respondents on the influence of parental background on the Girl - child’s vocational skill acquisition in junior secondary schools in Kaduna State;
- Ho₂: There is no significant difference between the opinion of male and female students on the influence of parental background on the girl – child’s vocational skills acquisition in junior secondary schools in Kaduna State;
- Ho₃: There is no significant difference on the influence of parental background on rural and urban Girl-Child’s vocational skills acquisition in junior secondary school Kaduna State; and
- Ho₄: There is no significant difference in the opinion of teachers and Headteachers on the influence of parental background on the Girl – child’s vocational skill acquisition in junior secondary schools in Kaduna state.

1.5 Basic Assumptions

The study is based on the following assumptions:

1. It is assumed that parents have different views on the influence of parental background on the Girl-child vocational skills acquisition in junior secondary school in Kaduna state;

2. It is assumed that there are different opinion from the male and the female students on the influence of parental background on the Girl-child vocational skills acquisition in junior secondary school in Kaduna state;
3. It is assumed that parental background influences the rural and urban Girl – child differently in junior secondary schools in Kaduna state; and
4. It is assumed that there are different opinions from the teachers and Headteachers on the influence of parental background on the Girl – child’s vocational skills acquisition in junior secondary schools in Kaduna state.

1.7 SignificanceoftheStudy

The role of the girl-Child/women is a role of guidance, nurturing, raising and producing a generation of responsible young man and woman. Hopefully, the result of this research will wipe out negative feelings of parents on the issue of girl-Child’s vocational skills acquisition.

It is a universal truth that vocational and technical education is the key instrument for empowering individual in any society. The result of this study hopefully will reduce the rate of poverty and unemployment.

Vocational education enables the woman to manage their households better to apply and improved hygiene and nutrition practices, it raise product (GNP) of a nation while at same time raising both economic, social and political status of the girls themselves, hopefully these advantages will benefit the succeeding generations.

The result of the study will uplift the position of the girl-Child and a references point curriculum planners.

It is hoped that the findings of this study will give young girls and woman, both the married and unmarried who dropped out of schools and vocational training centers incentive to want to go back to achieve their desired goals.

In a recent study analyzing social indicators in some one hundred and twenty four countries, UNICEF (2008) discovered that functional education particulars of the girl-child was the indicator showing the greatest correlation to reduce under five mortality rates and increased life expectancy and enhance children's ability to express and act upon their needs, concerns and hopes for the future. This confirms the popular adage that when you educate a woman you educate a whole nation but when you educate a man, you educate a single soul.

1.8 Scope of the Study

The study is to determine the influence of parental background on Girl-Child's vocational skill acquisition in Kaduna state. The study was conducted in (3) Local Government Areas of Kaduna state; the three local governments are Zaria, Soba and SabonGari local government areas. In these local government areas there are 40 junior secondary schools, out of 40 there are 20 mixed junior secondary school, the researcher focus only on the mixed schools. The study focused on the following topics: Theoretical framework, Conceptual framework, concept of skills, vocational education, objectives of vocational education, goals of vocational education, vocational training for the Girl-Child, history of education in Northern Nigeria, the girl-Child education, influence of parental background on the girl-child training impediment to girl-child vocational skill acquisition. As regard to the instrument the research limited it to questionnaire.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter an attempt will be made to review some literature related to the research in order to justify the need for the study, the following areas of related literature are considered, these include theoretical framework, conceptual framework education, objectives of vocational education, goals of vocational education, history of education in Northern Nigeria, the Girl-Child education, influence of parental background on the Girl-Child's vocational skill acquisition, training for vocational skill acquisition of the girl-Child's impediment to Girl-Child's vocational skill acquisition and education, this study will go further to review empirical studies related to the study.

2.2 Theoretical framework

The study will be based on the following theories to serve as a plank on which the study must always confirm. These are the McGraw or (1960) theory X and Y, scientific theory by Taylor (1949) and vroom and Schater1964 theory.

The first theory is McGregor (1960) theory X and Y, is basically a theory based on vocational and technical education, the theory X states that the average human being has an inherent dislike for work and will avoid it if he can; because of this human characteristic of dislike for work, most people must be coerced controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

The average human being, prefers to be directed, wishes to avoid responsibility, has little ambition and wants security above all. Therefore, this theory assumed that

people are passive and resistant to organizational goals and must be coerced, directed, commanded and controlled if the organization must achieve its objective.

On the other hand, theory Y assumes that:

1. The average human being does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction or a source of punishment.
2. External control and the threat of punishment are not the only means for bringing about effort towards the organizational objectives to which he is committed.
3. Commitment to an objective is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Therefore, from the foregoing, people are not by nature passive, the Girl-Child are not naturally resistant to organizational goals, men should be allowed to exercise self-direction and self-control to achieve objectives to which he is committed.

Industrial education programmes should therefore, create such a climate that encourages maximum commitment to the organizational objectives.

Consequently, it is imperative that learners must be involved in the programme and projects of vocational and education in order for them to carry out the organizational objectives effectively Dokubo (2014) posited that when people are involved in need assessment, project identification, planning, execution and utilization of resources, the pride of ownership is achieved. The theory has also shown the need to create good learning environments for vocational education programmes in order to achieve their objectives for the learners and the society at large.

The second theory is the scientific management theory which was first introduced by Taylor, (1949) hence he has been known as the father of scientific management theory. Taylor was worried about the low efficiency in industrial establishment, as the industrial revolution of the 19th century had brought along with it socio economic changes that led to inefficiency in industry. He began consistent attack on prevailing production management problems. He argued passionately for the use of incentive wage system as a way of getting more output from the workers. Taylor also believed that workers could always exert greater effort efforts if they are paid some financial incentive based on the number of units of work they are able to produce. He believed that standards could be developed and efficiency improved, and so conducted services of studies on operations and operators. In the first study, Taylor identified and studied the relevant variables in the metal cutting process, thus introducing us to operations oriented analysis. In his research on the movement of iron casting from one place to another, Taylor viewed the operator as an extension of the machine, and suggested that lone cost could be achieved by giving the operator in incentive for increasing his output. He also suggested that lower cost could be achieved by improving the way work was done.

Consequently, Taylor's work had shown the need for monetary incentives to be provided to learners in vocational education programme as a means of motivating them in the programme on the other hand, such provisions will greatly empower them economically and also make them have the pride of their vocation. Hence, when people are economically empowered, they could produce more efficiently.

The third is the Vroom theory developed by Vroom's and Scafer in 1964. It explains that people are motivated to do things which lead to desired outcomes and that desired outcomes could be both intrinsic and extrinsic rewards. This theory says that satisfaction with a job follows the attainment of rewards. This simply means that people are satisfied with jobs that provided them with desired rewards; however, they are not necessarily motivated to perform the job effectively. People will perform effectively when their intrinsic and extrinsic rewards are contingent upon effective performance.

This theory has been supported by studies that have indicated when a job provides people with the opportunity to achieve their desired goals, they will more likely be satisfied with their jobs (Agarwal 1990, in Achieng 2012).

On the other hand, this theory has also met some criticism on the basis that job satisfaction is a function of not only what a person received but also what he feels he should receive and what he wants to receive (Oyenbolu 2011).

This theory is more relevant to the study because it asserts that people only get satisfied with the instrumental jobs providing them with their desired rewards and they will be motivated to do jobs well, when these rewards are contingents on good performance. Rewards satisfy people but the contingency of rewards is what motivates people vocational skills acquisition of the Girl-Child lead to self-reliant

and economic growth of the country. These theories that have been discussed above are relevant to vocational training centers where learners are expected to perform a lot of manual work that enables them to acquire skills they are taught.

2.3 Conceptual Framework

The notion of a skill is problematic (Vallas 1990 in the Dokubo 2014) following Vallas' suggestion that researchers have used widely varying conceptions of skills which result in inconsistent and contradictory findings, is concerned to show that the confusion which surrounds talk about skills arises from the different kinds of skills which are placed under the general description. (Ainley 1993 in dokubo 2014) also raises questions of ontology: just what sort of cluster or relation of attributes, for example, is required for skillful work in different domains or disciplines? Thus, critical thinking, according to Barrow, cannot be described as a skill because it both requires a set of skills and because it requires application in a context

In a different vein Missimer (1990) in Magaji (2010) is concerned to draw a contrast between the capacity to think critically conceived as an outcome of skill, rather than as an outcome of character traits. It is not necessary to rebut this view here, indeed to do so would require a good deal of discussion about the concept of character. Nevertheless, that critical thinking is connected in some way with certain features of mind and perhaps even constituted by certain attributes of mind, is cogently persuasive.

D.M. Armstrong (1991) in Onjewu (2011) has suggested that philosophers have 'special skills'. Armstrong suggests that,

These [skills] include the stating and assessing of the worth of arguments, including the bringing to light and making explicit suppressed premises of arguments, the detection of

ambiguities and inconsistencies, and, perhaps especially, the *analysis* of concepts. But ... these special skills do not entail that the objective of philosophy is to do these things. *They* are rather the special means by which philosophy attempts to achieve further objectives.

What Armstrong is suggesting here is not inconsistent with Ainley claim that critical thinking is more than a discrete skill, but Armstrong also suggests that skills, in this case philosophical skills, are deployed as means for some other end, and are, one might surmise, held to be of a lesser order or importance than the ends to which they are directed. The way in which certain goals influence, perhaps determine, certain modes of thought is an important point educationally and, of course, the application of any skill is usually directed towards some end. In any case, this dependency relation of cognitive skills on other features of mind parallels the dependency of motor skill on certain features of cognition, such as pattern recognition and perceptual salience,

Ainley is also critical of bundling a whole lot of things which characterise human activity under the general heading of skills. The major distinctions which he makes are those between physical skills, motor skills, intellectual skills, interpersonal skills, perceptual skills and creative skills. Thus, skills are not going to be understood in isolation since they will take on distinct appearances *for* non-appearances depending on the domain involved; At first sight, the development of creative skills will be very different from the development of motor skills, though it is probable that creative skills vary from domain to domain, that one could, for example, be creative in some motor skill applications. Thus, even creative skills may be qualitatively different and acquired differently In different domains of human conduct. Barrow suggests that some kinds of skills require intellectual dimensions, some are partly physical and partly intellectual and he urges that

little account is taken in skill talk of the extent to which such things as understanding, disposition, values and emotional maturity are involved in the acquisition of all but the simplest of physical skills.

This, too, is an important pedagogic point. The way something is taught is dependent on how teachers 'read*' the needs of their students and what they have to do to shape the subject content in ways which make it accessible to a range of learners with different learning needs and different levels and kinds of knowledge. Moreover, a number, perhaps a large number, of interpersonal prerequisites need to be established to maximise learning of the desired sort. In part, this is what is meant by the term 'facilitated learning', in contrast to 'transmission' styles of teaching, though pedagogic polarisations of this sort tend to oversimplify the complex nature of teacher's work (Guttmann 2009)

Thus, here it is suggested that there are no skills, competencies, or capabilities which do not have a cognitive or intellectual component which influences the level of expertise or skillfulness of performance, or the acquisition and development of skill. It is also very clearly the case that a lack of motivation, or a lack of maturity, for example, will influence a person's ability to acquire skills. Skills, then, even very elementary motor, or sensory-motor skills, require certain intellectual or cognitive configurations - or so it is suggested - most of which are unobservable in any direct way. In any case, though some skills might be thought of as primarily physical, involving, or depending on, say, motor and perceptual capacity or ability, these will also be linked to certain processes of the mind relevant to the domain in which the task is executed. These processes of mind, it is suggested, are necessary to successful execution of the skill and are not

the same thing as the emotional character of the person in context. But both things are important to teaching and learning processes.

Okeke (2008) also argue for cognitive structures underlying skills. They refer to this as 'procedural knowledge'. (The concept of procedural knowledge was also used by Schmitz (2006) There are many important differences between skills of an apparent intellectual kind - such as critical thinking - and those of a practical, 'embodied' or motor kind - such as laying down a weld. For one thing, they tend to be learnt differently. 'Doing*' type skills tend to be taught (and learnt) not by formal study - such as reading a book, though this may be part of it - but in a real-life application or a real-life simulation, that is, in a practical way. But whatever the differences between theoretical type skills and practical type skills they are not as significant as the differences between the different ways of thinking which characterise different forms of activity. Even in paradigmatic theoretical domains the different kinds of thinking involved are likely to be missed under such general appellations as 'propositional knowledge' (Seng, 2010).

Concept of Vocational Education

Vocational education is any form of education whose primary purpose is to prepare persons for employment in recognized occupations. They went further to explain by emphasizing that it is a type of education, which aims to provide the recipient with skills, knowledge and attitudes necessary for effective employment in specific occupation. United Nations Education Scientific and Cultural Organization (UNESCO 2008), refers VET as addition to general knowledge process which involves the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life. (Lawan, Auru and Aduozava, 2015).

Puyata (2008), VET is a social process, concerning primarily with people and their part in doing work that society needs alone. Which is concerned with preparing the people for work and improving the work potential of the labour force? Olaitan (2006), in Auru, Lawan, Aduozava (2015), defined vocational technical education as that aspect of education which is a skill acquisition-oriented form of training, based on application of mathematic and scientific knowledge in specific field for self actualization and development. Gomper (2011), citing the National Policy on Education (NPE), defined Technical Vocational Education and Training (VET) as a comprehensive term embracing those aspects of the educational processes involved, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, understanding and knowledge relating to occupations in various sectors of the economic and social life. Gomper (2011), further explain that Vocational and Technical Education is the preparation for work in a given occupation and the fulfillment of role in the society.

Goals of Vocational Education

The goals of Technical and Vocational Education Training (VET) are;

1. Provide trained manpower in the applied sciences, technology and business particularly art craft, advanced craft and technical levels;
2. Provide the technical knowledge and vocational skills necessary for agriculture, commerce and economic development,
3. Produce people who can apply scientific knowledge to the improvement and solution to knowledge to the improvement and solution to environment problems of the use and convenience of man,
4. Give an introduction to professional studies in engineering and other technologies.

5. Give training and impacting the necessary skills leading to the production of craft men, technicians and other skilled personnel who will be enterprising and self-reliant; and
6. Enable our young men and women to have an intelligent understanding of the increasing complexity of technology. (Oyebolu, 2011).

The Objectives of Vocational and Technical Education

The objectives of Vocational and Technical Education as to;

1. remove the attitude that technical education is inferior in status to academic or grammar school education.
2. introduce technical and vocational courses into secondary schools so that pupils will acquire practical skills and learn to use their hands in making repairing and assembling things, and
3. increase the employability of school leavers by giving students technical and vocational skills and to train crafts men technicians and other skilled personnel. (Auru, Lawan and Aduozava 2015).

Thom-Otuya (2008) in Ehimen and Akpotohwo (2014), define skills simply as business skills, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur or a self-employed or a self-reliant person. Ehimen and Akpotohwo (2014), further explain skill as individual ability or abilities to perform specific task or assignment successfully. To attain these skills they said the individual or persons need to acquire basic training or knowledge levels related to the assignment or tasks to be performed whether through formal training or a combination of both.

2.4 History of Education in Northern Nigeria

Education is the aggregate of all the process in which a child or young adult develops the abilities, attitude and other forms of behaviour which are of positive value to the society in which he lives. Education is the process of teaching, training and learning especially in schools, or colleges to improve knowledge and develop skills (Onjewu, 2011).

While western education is a formal system of education which is received in the formal schooling school setting, for instance, the primary, secondary and tertiary institution. Formal education has well determined setting where well trained and equipped personnel (teacher) interact, on planned educative processes. (Dokubo, 2014).

Education according to Offorma (2008), is a process of providing information to an inexperienced person particularly the girl-child, to help her develop physical, mentally, socially, emotionally, spiritually, politically, and economically. That is why in a university setting at graduation ceremonies, one hear the vice –chancellors pronounces these words while awarding degrees to their institutions graduates, ‘‘you have been found worthy in character and learning...’’ This means that the individual has acquired adequate and appropriate knowledge, skills and attitude and values, known as cognitive, psychomotor and affecting behaviours to be able to function optimally as a citizen.

For girl-child to become a proper and useful adult, she needs both informal and qualitative formal educations. These will enable her to develop her mind, intellects and skills to enable her contribute meaningfully to her society. Also Akinpelu (2007), asserts that education involves a process through which individuals are functional the young person acquires knowledge and realizes his/her potentialities and uses them for self-actualization to be useful to him /herself and

others. Akinpelu (2007), Further explains education as a means of preserving and improving the culture of society. Akinpelu concluded that in every society education connotes acquisition of something good and worth while.(Offorma, 2008).

History is commonly used to connote the entire human past as it did happened, it is an attempt at interpreting the past to be able to discover the significant things about the past, history, therefore, can be seen as the development of human societies in space and time, for it to embrace thoughts and actions of people in the past, present and future (Offorma 2008).History of education, as an academic discipline could be viewed as the application of historical methods or skills in studying and improving educational processes of the society. It tries to study the educational practices of the past, noting their strength and weakness, so as to built a better system for the present and future generations(Magaji, 2010).

The missionary activities started in certain part of northern Nigeria before the turn of the century. The ill fated Niger expedition of 1841 which include Samuel Ajayi Crowder reach GbelandLokojawhich are at the confluence of two of Nigeria major rivers, the Niger and the Benue. The expedition established a model farm settlement there but this was later abandoned. (igube, 2010).

In July 1857, the reverend Ajayi Crowder left Onitsha with a party in the day spring was later wrecked near the juju rock at Jebba during a visit to Kabba and the members of the expedition were stranded for almost a year before relief came. In 1865, Dr. Baikie of the CMS founded a settlement at Lokoja. A school was opened the same year and instruction given in Hausa and NUPE languages right from the beginning. Thus, except for Gbede and Lokoja, there was no Christian missionary station in northern Nigeria before 1900. (Yusuf, 2011)

The protectorate of northern Nigeria was proclaimed on 27 December 1899 and Sir Lord Frederick Lugard was appointed high commissioner. On January 1st 1900 at 7:20am the union jack replaces the flag of the Royal Niger Company at Lokoja where both the Christian mission and the Royal Niger Company had established themselves. Thus, the three civilizing agents, Christianity, commerce, and colonialism, form an alliance (often an uneasy one) at Lokoja to open up the northern territories. Although the proclamation of the northern protectorate took effect as of 1900, effective occupation of the northern emirate was not completed until 1903. Lugard launched an 800-mile military campaign against Kano, Katsina, and Sokoto and brought these emirates by force of arm under the authority of the British government. At Lokoja where it had its foothold, the CMS established churches and schools but was unable to penetrate the northern interior for quite some time. The mission later retreated to Zaria, and introduced schools which were called home schools for ex-slaves and children of ex-slaves. In 1903, a British school master was appointed to take charge of the Lokoja School with the aid of a Nigerian assistant. (Shittu, 2006).

Shittu, (2006). Further explain that, the school master was requested to devote seven and a half hours a week to the instruction of his school teachers in accordance with the rules and regulations for CMS elementary schools which were already in operation in the southern school administered by the mission. In the infant and in standard one of the primary department children were to never be separated from the teaching of the Christian faith. Lugard and Miller agreed on a number of issues relating to the education of the northerners but disagreed on the religious aspect. In his 1905-6 annual report Lugard proposed a four – point plan:

- i. Mallams should be taught the Roman characters for writing Hausa, colloquial English, arithmetic and geography.
- ii. A school or college for the sons of Chiefs should be established, where the pupils would be boarders and would receive a primary education, and be so trained in the virtues of patriotism, honesty, loyalty, that they would become enlightened rulers. They were not to imbibe such western ideas as would cause them to lose the respect of their subjects nor should they necessarily forego their religion.
- iii. Secular general primary schools should be established throughout the protectorate.
- iv. Cantonment schools for the education of children of Clerks and other government officials should be set up, that coastal Clerks need no longer send their children away for education – a practice which deterred clerks from applying for work in the Northern protectorate. It was obvious that Lugard wanted loyal Emirs, educated local officials, and contented Clerks. But Miller, like the Zealous Christian which he was, wanted religious, not secular education and wished to see the Northerners forego their religion and embrace Anglican Christianity. (Togunde, 2008), Miller had two plans for Zaria experiment:
 - a. The Mallams' school or classes, and
 - b. A boys boarding school for the Sons of chiefs. Here again, his plan was to use these two types of schools to attract and convert the mallams and the Sons of chiefs. He spared no effort in his attempts to achieve his evangelical mission; he suggested that each Emir should be asked to send his Sons or two children of important families in his province aged 12 – 16 years. They would live

with Miller, and the Emir should be told that Miller was a white Mallam in whom Lugard had the utmost Confidence. Miller's religious position, which was well known to Lugard and other officials, delayed the establishment of these Schools for more than a year. In May 1907 Miller started the two Schools. The boys school was a failure almost from the start as no Emir outside Zaria sent his Sons or relatives; even the children were indifferent and preferred their local Quranic School. Thus the class of fifteen Soon dwindled to six. All was not lost, however, Miller and the C.M.S succeeded in converting their first Hausa Christian. Mallam Fate, who helped Miller to translate most of his selected texts. Another convert was Mallam Audu who was trained at St. Andrew's Teacher Training College at Oyo and returned to Zaria to help with the boy's school in 1909 Hans Vischer, a former C.M.S missionary worker in Northern Nigeria turned administrative officer, was appointed to organize a system of education for the protectorate of Northern Nigeria. Vischer seven cardinal principles of education for the north were to;

1. develop the national and racial characteristics of the natives on such lines as will enable them to use their home morals and physical forces to the best advantage
2. widen their mental horizon without destroying their respect for race and parentage.
3. supply men for employment in the government.
4. produce men who will be able to carry on the native administration in the spirit of the government.

5. impact sufficient knowledge of western ideas to enable the native to meet the influx of traders, from the coast with the advent of the rail way, on equal terms
6. avoid creating ‘‘Babu’’ class.
7. avoid encourage the ideas, readily formed by Africans, that it is more honourable to sit in an office than to earn a living by manual labour, introducing at the earliest opportunity technical instruction side by side with purely clerical teaching. (Togunde, 2008)

In September 1909, prior to the opening of the first government elementary schools in Kano, Vischer actively started the training of local teachers in Kano. He started his scheme in order to avoid the recruitment of coastal Negroes and west Indians as teacher. Twelve Mallams were recruited from Sokoto, Kano and Katsina. Vischer held his class at Nasarawa, outside Kano city. The syllabus included Hausa reading and writing in roman script, arithmetic and the geography of northern Nigeria, Africa and the British Empire. Classes were held from 8am to 12am and from 2pm to 4pm. The Mallam class rose rapidly from a dozen to thirty-five and to one hundred before the end of the year. (Ikoh, 2011)

The boarding schools for the sons of chiefs were open by vischer in 1909 with about thirty pupils. The resident in the province had to press many emirs to send their sons to Kano to be educated by Vischer. Naturally, many parents were reluctant to send their sons to a school far away from home and for a purpose not clearly known to the father or sons. Three trained Mallam assisted Vischer with the school. The syllabus was a modified vision of the one used at millers Mallam school. The boys were also taught agriculture with particular reference to the cultivation of crops, carpentry, leather-work and smithery. (Seng, 2010)

The Nassarawa Schools at Kano included two elementary, one primary, one secondary and one technical school and a school farm. Sixty-three of the pupil were enrolled for technical education and the age of the pupil in the entire range from six to fifty. The staff consisted of a director of education and the staff of the Nassarawa School and provincial school in Sokoto and Katsina. (Fafunwa, 2004)

From 1900 to 1914, the missionary endeavour progress at slow pace. The missions continued to be the only agency to establish school in non- area of the north. As mentioned earlier, the CMS was active in Zaria and Bida, the only two areas where Christian organization was found at that time. The mission blamed the northern administration for excluding them from area and accuse Hans Vischer, the director of education, for promoting secular education among the .(Igube, 2010).

At an-inter-denominational conference held in Lokoja in 1910 the CMS and the Sudan united mission met to discuss education and language study the two major problems that confronted the northern mission at that time-as well as church affairs. The language problem was concerned with vernacular and English as media of construction and the difficulty of translation work. One of the resolution pass at the conference dealt with the burning issue of non-interference in religious matter:

That this conference does not consider that the pledge of non-interference with religious given by the government to Mohammedan rulers is in anyway violated by the presence of Christian missionaries peacefully and tactfully setting forth the claims of their faith;and that they considered that sufficient proof has already been given that the peaceful propagation of the gospel in Muhammed and centers such as Zaria, Bida, Wushishi and Shonga has aided rather than hindered the promotion of good relation between the government and people of this cities...(Dayyabu, 2008)

Giwa&Abdulmalik (2006),noted that it was in the 1920s, after the arrival of the missionaries, that independent African religious movement emerged to challenge the western-oriented Christian religion. The movement was basically of two types:

- (a) The African church movement which attracted would-be Christian who wanted to retain their African way of life, for example polygamy, African music and the African Bible; and
- (b) African indigenous religious which preached back to the religion of our forefather and which emphasized African traditional medicine and animism. Both group believed in the preservation of the Nigeria cultural heritage and the need to make the education of the child relevant to his community and life-style.

2.5 The Girl-Child Education

The girl-child is a biological female offspring from birth to eighteen (18) years of age, this is before one becomes a young adult; this period covers the crèche, nursery or early childhood (0 to 5 years) primary (6 to 12 years) and secondary school (12 to 18 years); during this period, the young child is totally under the care of the adults who may be her parents or guardians and other siblings it is made up of infancy, childhood early and late adolescence stages of development. During this period the girl-child is malleable build and develop her personality and character she is very dependent on the significant others, those on whom she models her behavior through observation, repetitions and imitation, her physical, mental, social, spiritual and emotional development starts and progresses to the peak at the young adult stage. Fisho-Orideji (2011); Ibrahim (2004) and Offorma (2009).

Education is the process of teaching, training and learning especially in schools or collages, in other to improve knowledge and developed skills. For a girl to

become a proper and useful adult, she needs both informal and qualitative formal educations; these will enable her to develop her mind, intellects and skills to be able to contribute meaningfully to her society.(Yusuf, 2010).

Girl-child education is the process of providing information to an inexperienced girl-child to help her develop physical, mentally, socially, emotionally, spiritually, politically and economically. That is why in university setting at graduation ceremonies, one hears the vice-chancellors pronounce these words while awarding degrees to their institutions graduates “you have been found worthy in character and learning...” this means that the individual has acquired adequate and appropriate knowledge, skills, attitudes and values known as cognitive, psychomotor and effective behavior to be able to function optimally as citizens. These behaviours are the focus of training individuals in institutions of learning, the planned and systematic training given in an institution of learning and is formal education. The programme is organized, planned and systematically implemented; in an informal education there is no plan and the training is haphazard and incidental.(Offorma, 2008).Also Dokubo (2014), asserted that education involves a process through which individuals are made functional, the young person acquires knowledge and realize his/her potentialities and uses them for self-actualization to be useful to him/herself and others; it is a means of preserving, transmitting and improving culture of the society.

Even in Islam education is a way of life, a life to be lived. There are verses and Hadith which enjoin s to seek knowledge, even from china, ostensibly because china was of the farthest part of the then known world with Mecca as the centre. This injunction made many of the earliest s travel to various part of the world in search of knowledge and these men were to establish the foundation of our present day

civilization; in Islam seeking for knowledge is compulsory on both Muslimmale and female.(Yusuf, 2010).

In Islam, man is free to investigate not only the things on earth but explore the regions in space. A Qur'anic verse reminds the Muslim that: He (Allah) had made subservient to thee whatever is in the heavens and whatever is in the earth's. even in the Surah-Fatihah, which is regarded as the mother of the Qur'an, reference is made to Allah as "Lord of the Heaven". In Chapter II verse 190, the Qur'an sites the sun and the moon follow a reckoning and the herbs do obeys". An expression of a basic geographical phenomenon which anecdotes its discovery in the west by several centuries.(Yusuf 2010).

Also in another verse the Qur'an says: "o ye collective body of Jinn's and men" if you can penetrate the regions of the Heavens and the rotator earth then do pass through you will not be able to penetrate except by means of authority (power or knowledge) Q 55:33 these and other verses of the Qur'an clearly shows that there is no conflict between Islam and philosophy and other modern branches of knowledge.(Giwa, 2006).

Shittu (2006), further explained that several passages can be cited in the Holy Qur'an which show that beside making it obligatory on the s to seek knowledge, the Holy Qur'an itself contains, the gems of all branches of science, man must explore and reflect on the phenomena of nature. The Qur'an offers rudimentary explanations of such phenomena as the creation of the heavens and the earth, the change of the seasons, the rotation of the earth and its consequences, the nature and composition of the sun, the moon, star, clouds, the winds, the seas and the sun and law of nature they obey. The s must reflect on the mysteries of life-death and birth, growth and decay, the changes in weather, sunset and sunrise, heat and cold.The Qur'an offers

explanations for the observed behavior of these natural phenomena, explanations which in modern parlance could be referred to as hypothesis; hypotheses are not meant to be taken for granted. It is therefore, the duty of the to use the “bounties bestowed on him/her, knowledge and his/her power to search the underlying dynamics”. Of these phenomena, hence that is why the s girl-child needs to be educated because it is through that she can take part in addressing day to day matters or issues.(Bagudo, 2007)

2.6 Influence of Parental Background on Girl-Child Education and vocational skill acquisition

The woman is the home-maker and she is responsible for the upbringing of upright children, thus she cannot assume such a responsibility if she is ignorant of unfolding events around her and the acceptable societal norms which each member of the society is expected to observe and follow.

Through family everyone is exposed to values, attitudes, feelings and a climate for learning, this underscores why the parental background has profound influence on the evaluative aspects of the child’s development, a child’s desires satisfaction and dissatisfaction, and his sense of values are influenced by the educational statues in the family too. As the family is the social group with which the child has direct contact, it determines not only the individual’s personality but also his vocational interests, at least to some appreciable extent. A child is raised in accordance with the values of the family and as he grows he learns, internalizes and concretizes the behavior patterns to which he is exposed.

Parental education level determines the amenities and the cultural level of the home. Parents armed with adequate education often get gainful employment. Thus, with their level of income and exposure, they are better disposed to procure educational materials for the children and discuss job opportunities surrounded with

good magazines, books, as well as intelligent discussions could be expected to develop different, and perhaps better, vocational interests than a child not exposed to those things (Bayabu, 2008).

Vocational education influences the girl-child in developing essential life skills, such as self-confidence, ability to participate effectively in society and protect themselves from HIV/AIDS and sexual exploitation. Togunde, and Carter (2008). Noted that vocational education help the girl-child to realize the importance of child care and that children thrive and learn quickly when their mothers are educated culturally education help in socializing the girl-child, the values, norms, attitude and skills. Etc thereby making the girl-child behave in a proper manner, gentle polite and respectful. Also Ikoh (2006), noted that vocational education improve the girl-child health wise and nutritional status, economically educated girl-child/women can get a well paid job, fare better in business and be in a position to contribute toward the up keep and education of her children, thereby raising their standards and participating family decision making. Ikoh further explain that vocational education has greatly influence, the girl-child, today many Nigerian girl-child/women are effectively participating in the world of work, well-trained manpower in the field of science, technology, business particularly art and craft, advance and modern craft which in turn make them to be self reliant economically.

The role of the Girl-Child/woman is a role of guidance and nurturing, raising children upon the sunnah, producing a generation of young men and women who know their religion and practice it. For the woman to take up this vital role, she definitely needs functional education (Shittu, 2006). Also Ibn al-jawzi in his books *Ahkam al-nisa* said; A woman is accountable just as the man is she is obliged to seek knowledge of her duties. So that she may perform them properly” since the girl is

the first school for her children, she cannot teach them without knowledge. It is equally important to educate the girl-child for the following reasons;

1. Allah has said in the Qur'an "O you who believe, protect yourself and your family from the hell fire..... (Q 66:6) the girl-child cannot perform this duty or play this role of protecting her family without essential knowledge.
2. The prophet (peace and blessing of Allah be upon him) said: "you are all shepherds and you will be asked on the day of judgement about your flock". To be a shepherd one needs to have the technicalities. She needs the knowledge of how to run her house, take care of her family and guide it the best way.
3. Education is one of the fundamental rights of individuals as the universal declaration of human rights article 26 stipulates. It is very important to educate the girl-child especially so she can play the role that Allah has ordained for her and be a true and faithful believer thereby attaining paradise.
4. Education for girls leads to less domestic conflict in the family, through common understanding and better communication.
5. The prophet (May the peace and blessings of Allah be on him) has said: Whoever is not concerned with the situation of his people is not one of them; concern is born only out of education, knowledge of the needs of the Ummah and its environment.
6. The Girl-Child today, lives in a complex and difficult world dominated by systems of knowledge, technologies and economics, which have marginalized them. The uneducated girl will not be able to impact on the development of the Ummah with the men unless she attains the right education.

7. The prophet (peace and blessings of Allah be on him) said: “Whoever dies while seeking knowledge in order to revive Islam, will be in paradise and nothing would be between him and the prophets except one degree.
8. Women owe the Ummah a duty to know the contemporary world intimately, to be able to analyze it using principles and concepts from the Qur’an and sunnah, and to offer alternatives for the future direction of man.
9. The prophet (May the peace and blessing of Allah be on him) has said: The best of mankind is he who is beneficial to others. Good education leads to strategies in bringing about a better more just, caring and a safer world.
10. Education for the girl promotes a reduction in poverty she will be less dependent on either her family or husband. This will also give them a more productive life.
11. Education gives the girl-child power to attend to other women’s problems as a doctor, nurse, teacher and so on. Because through education she has a better understanding of her fellow women’s problem.

The girl-child needs to grow intellectually and broaden her horizon, thus making education a very vital part of her life, Ibrahim went further to explain that the Qur’an in so many verses advises all s to read and to think over the signs of Allah life, the universe, law of nature, the sun, moon, the origins of life and so on, and not a single of such verses singles out whom that education is for. (Ibrahim,2000).

2.7 Training for Vocational Skill Acquisition for Girl-Child

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competences. Training has specific goals of improving one’s capability, productivity and performance. (Oyebolu 2011).

Training is a process to share skill and knowledge to extend and develop capabilities for better job performance.

Vocational Education and Training (VET) refers to learning pathways which aim to equip people with knowledge, know-how skills and competences required in particular occupations or more broadly in the labour market for the jobs of today and tomorrow. VET includes non-formal skills development programmes which may be delivered in the workplace and which do not lead to formal qualifications. (Nduru, 2003, in Dukobo 2014).

Vocational education and Training (VET) is a critical element in supporting and accelerating development, inclusive growth and poverty reduction through economic transformation and job creation. Formal vocational training and the new forms of skills development should equip people with the skills enabling them to get good jobs and to face the key challenges posed by globalization, the informal economy and, in the shorter term, recovery from the global crises (UNESCO, 2012).

In Nigeria's philosophy of education, we believe that education is an instrument for National development and the interaction of persons and ideas are all aspects of education. The background of the people contribute to functional education, these include aspect of their everyday life, products and behaviour. The ways of life of a people according to Shittu (2006) is an embodiment of all the material and non – material expressions of the people as well as the processes with which the expressions are communicated. These include the way they think, the things they do, their skills, ideas, values, norms, goals, symbols beliefs and so on.

The introduction of the 6 – 3- 3- 4 educational system in Nigeria is a bold step towards functional education. The Nigeria national policy of education (2004) emphasize the following;

- i.** The inculcation of national consciousness and national unity.
- ii.** The inculcation of the right type of values and attitudes for the survival of the individual in Nigerian society.
- iii.** The training of the mind in the understanding of the world around and
- iv.** The acquisition of appropriate skills and competencies both mental and physical as equipment for the individual to live and contribute to the development of society. Shittu, (2006).

Shittu further noted that the various ethnic nationalities in Nigeria are endowed with some vocational skills and abilities such as; weaving baskets and clothes, smiting of iron, silver and gold, casting of bronze, art sculpture, painting, carving, dress making, soap making health technology (use of herbs and pottery).

UNESCO TVET congress of 2012 stated that developing TVET should be a top priority in the quest to build greener societies to tackle global unemployment.

Vocational education has directly influence the life style of the girl-child in the following ways;

1. Encouraging Self Reliance
2. Encouraging Skill Development
3. Job Creation/Employment
4. Increasing for capital income
5. Reduction in Brain Drain

6. Developing skilled/expertise in Relevant fields. (Auru, Lawan and Aduozava, 2015)

Auru, Lawan and Aduozava, (2015). further explained that vocational skills acquisition encourage the girl-child to be self reliance it help to create value which will ensure economic independence and survival, and increase in welfare of the Girl-Child and the citizens at large.

Ehimen and Akpotowo (2014), explained the following skills:

v. Carpentry

To them the vocational skill of carpentry is important in the construction of industry. Carpenters mark, measure and cut wood for building houses, roads, bridges and even factories, according to them. A person can also use their carpentry skills to build cabinets, install windows, lay floor and perform remodeling work.

ii. Writing skills

Writing skill are required for many professions. Business people must reports or write letter that are relevant and informative, writing help the girl-child/women in business transaction greatly.

iii. Problem solving skill

This particular skill is highly important in business and education. Problem solving skills help the girl-child of women to develop marketing strategies to overcome aggressive action of their competitors, problem solving skills are usually developed through education (Auru, Lawan and Aduozava, 2015).

iv. Computer programming skills

Computer programming is considered a livelihood skill, or one that enables a person to earn a living. According to Unicef (2010), people who have computer programming skills usually excel at logic, which enables them to arrange symbols

and perform non-arithmetic functions that run computers. With the ever growing use of laptops, cellphones and other highly technical products, there will always be a need for people with computer programming skill, hence this enable the girl-child to gain employment opportunity. (Mcintosh, 2008).

v. **Health care and social assistance:**

Workers who are able to interact with the public in health care or social assistance situations will find the most demand for jobs. The Bureau of Labour statistics identified this industry as the one expected to gain the most jobs this decade. All told, there should be 5.6 million new jobs for health care and social assistance, making it a high demand industry in future. Jobs that fall under this category include work done in health offices, home, health services, hospitals, residential care facilities, and day care services. (Mwangi, 2004).

vi. **Bookkeeping, accounting and auditing:**

Financial services are important now more than ever, and financial support staff are in high demand. This sector will grow from 1.9 million to 2.2 million by 2020, a 13.6% growth rate. Financial clerks are in demand in many different industries, including those that provide accounting, tax preparation, and bookkeeping. Many bookkeepers learn their schools through vocational training or in job, quickly becoming qualified for median annual wage of \$34,030. (Rese, 2010).

vii. **Food services:**

Everyone has to eat, not every meal can be prepared at home. That's why every food service is and continues to be such an in-demand vocational skill. Food service workers, cooks, and chefs all enjoy a healthy job outlook that remains steady or growing. Pay can vary widely depending on experience and the setting,

but one thing is for sure: and training can almost certainly find job. (UNESCO, 2012).

viii. **Dental care:**

Preventive services are among the easiest most popular ways to care for teeth, and dental hygienists are responsible for many of these services, cleaning teeth, examining patients, and offering education. Dental hygienists typically require an associate's degree in dental hygiene, and are paid well for their relatively short education: a median pay of \$68250 per year. (UNESCO, 2014).

ix. **Hair styling and cosmetology:**

Beauty services are in high demand just about everywhere: people want feel good about themselves, and barbers, hairdressers, and cosmetologists can help them do that. This industry has good growth and job security, with minimal training from state-approved cosmetology programs. The pay is not high, with a median annual salary of \$22500, but the opportunities are good, especially for those who are self-employed. (Bass, 2004).

2.8 Impediment to Girl-Child Education

In most Nigeria communities, there are general problems facing girl-children which are directly and indirectly limiting their education opportunities and potentiality such as mention by Magaji (2010), that even though education is regarded as a human right for the realization of human dignity, many factors have been found to be responsible for the low enrolment of girls into school when compared to the enrolment of boys. Among these factors are poverty, socio-cultural impediments, religious misinterpretation of Holy Book; societal negative attitude to women education, early marriage and gender biases. These factors of course impede the progress and development of girl-child in the society. (Seng, 2010).

Some other Peculiar Problems of the girl-child according to Seng (2010) are:

1. Family abuse and domestic violence
2. Rejection and neglect
3. Forced and early marriage
4. Girl-child homicide
5. Inducement to prostitution
6. Child labour

Family Abuse and Domestic Violence

The girl child problem starts from the home and the same continues as she interacts with the general society. Shittu (2006), argued that traditionally, to born a girl in most traditional societies is almost synonymous to a curse. A girl child is born and socialized into the belief of being inferior or sub human with attendant marginalization and abuse. She is often held responsible and punished for any misfortune of her parents, physical, verbal and other related abuses are common practices against girl-child. These acts affect the psycho-social and educational performance of young learner, especially the girl-children.

Sexual Abuse

Child sexual abuse especially against girl-child has assumed a worrisome dimension in Nigeria, this is basically done by adult relatives and some cases by the step father, there are many reported cases of rape where girls regularly sexually abused. Threatened never to open up to anybody or else be killed and some are forced to abort the pregnancies that might resultedform the abused in order to cover up the abuse.(Bahago, 2000).

Rejection and Neglect

The neglect and rejection of girl-child normally starts from birth when the news of safe delivery is broken to the family and especially to the father; As soon as the sex gender status of a child is announced by the medical attendant after the delivery as a girl, some parents receive such news with disappointment and dismay; some even could go to the extent of asking midwives question like why it is a girl and not a boy? Some parent reject their girl-children from the hospital refuse to pay for hospital bills and other expenses relating to the girl-child delivery. (Togunde and Cartner, 2008).

On mothers who abandon babies recently in kadunahajiyaUwani popularly known as uwanmarayu said” And on our part we mothers contribute a lot to this menace, as when our young girls become pregnant we refuse to accept them. We only fear the shame and forget fate, we should always accept fate, and our children if we find them in such situation, show them love and above all pray for them”.

Uwanmarayu went further and explain that the idea of termination the pregnancy, killing the baby or abandoning it is like a go-ahead from the part of the mother for the daughter to repeat the same mistake over and over again. We should accept fate and guide our children through their mistakes.(daily trust 13thaug, 2016)

Forced and Early Marriage

Another disturbing issue of a girl-child challenge is the incidence and complexity of child marriage and forced marriage. A girl-child before twelve or at her early teen years is giving out in early marriage to friends, benefactors, visitors, strangers or bathrobe to local hero or cleric; in some cases she is forced to marry the man she does not love.The tendency for her is to be aggressive toward him which in most cases would be sent parking often after pregnancy; many of the girl-child in this category have met their untimely death through the practices of early marriage, some

when they pack out of their matrimonial homes while carrying babies, they have no place to go because they are equally rejected and abandoned by their parents. When they give birth to their children under uncompleted building or bridge or elsewhere, they abandoned the children especially if they are girls, at the spot of delivery. (Ezeibo A. 1996). Some parents, enormously, justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner; for such parents, early marriage is the best way to prevent this and at the same time preserve traditions.(Abolarin, 2010).

Girl-Child Homicide

Physical killing of the girl-child is preference to a boy-child, this is not a new thing in most traditional Nigerian communities. Some decades ago, girl-child homicides were limited to the rural areas but gradually crept into urban centers, cases abound in which girls dead bodies will be found at different corners and some part of their bodies missing especially genital organs and other parts of the body such as: breast, eyes, nose, and so on, which is believed to be used by the ritualist for the worldly gains.(Ossai,2008).

Inducement to Prostitution

Some poor parents, especially, single female headed families induced or force their daughters to commercial sex under various pretenses. Should the daughter refuse to succumb to the pressure, she is castigated, ridiculed and sometimes rejected

by the family, some girl - children could not pay for their school fees and are forced to engage in to commercial sex in order to pay for their fees.(Shittu, 2007).

Child Labour

The girl-child's education opportunities hampered by child labour in most households in Nigeria. Alibi and Alabi (2012), encountered that majority of the child labourers, domestic house helps are girls. The difficulty faced by the Nigerian child labourers pose a serious challenge as they proven over the years that they problem which are here to stay. Also international labour organization (ILO 2006), reported that child labour has been made worse in recent times because some of these children have no solid background, no education and no parental care, in this circumstances, they in most cases become street hawkers, prostitutes, robbers and a reserve army for fomenting political crises and other related criminal activities they work in the street during the day and in some cases work even late till 11:00 pm at night having no time for formal education or training; this further placed a barrier to their social and career mobility.(Alabi and Alabi, 2012).

Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organisations (Seng, 2010).

International Labour Organisation (ILO) suggests poverty is the greatest single cause behind child labour. For impoverished households, income from child's work is usually crucial for his or her own survival or for that of the household. Income from working children, even small, may be between 25 to 40% of the household income. Other scholars such as Harsch on African child labour, and Edmonds and Pavcinik on global child labour have reached the same conclusion.

Lack of meaningful alternatives, such as affordable schools and quality education, according to ILO, is another major factor driving children to harmful labour. Children work because they have nothing better to do. Many communities, particularly rural areas where between 60-70% of child labour is prevalent, do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor wonder if going to school is really worthy it. (Nzeneri, 2008).

In European history when child labour was common, as well as in contemporary child labour of modern world, certain cultural beliefs have rationalised child labour and thereby encouraged it. Some view that work is good for the character-building and skill development of children. In many cultures where informal economy and small household businesses thrive, the cultural tradition is that children follow in their parents' footsteps; child labour then means to learn and practice that trade from a very early age. Similarly, in many cultures the education of girls is less valued or girls are simply not expected to need formal schooling, and these girls pushed into child labour such as providing domestic services. (Auwal and Abdulmalik, 2006).

United Nations International Children Education Fund (UNICEF) 2007 identified the following as the impediments to girl-child education in Nigeria: Household chores, high opportunity costs, negative impression about female intelligence, street hawking, poor perception of girl-child education, early marriage, unwanted pregnancy, child labour, parental education level, misinterpretation of religious injunction, and safety on school routes;

Household chores

Division of labour in traditional northern Nigeria communities was mainly on the basis of gender, with the advent of schooling, male-child were given the opportunity of attending school while the female children remained at home, either baby-minding or assisting their mothers in doing household work such as washing plate, sweeping, cooking and so on, low value was attached to girls education because they believe that these roles socialize the girl-child for future roles, she would be wife fetching water, for her husbands cooking the food, taking care of the children, and performing other household chores (Attah, 2011).

Street Hawking

The United Nation Convention against transnational organized crime (2007) defined street hawking as “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, abduction, fraud, deception of abuse of power, giving or receiving of payments or benefits to achieve the consent of a person for the purpose of exploitation. “Exploitation shall include, at a minimum the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs” (Asare, 2009).

UNICEF (2007), has identified poverty, large family size, rapid urbanization among others as the major factor why many, Nigeria female are vulnerable to trafficking. Parents with large family are often prone to these traffickers deceit in giving away some of their female to city residents or even strangers promising a better life for them. Trafficking deprives child victims the privilege to exercise their wide range of rights, including the right to belong and identify, to freedom, education among others. (Ishaku, 2000).

Early and Unwanted Pregnancy

There are several cases involving girls as young as ten who are sexually active and who trade in sexual favours for money along side whatever commodities they are peddling. Most often, the girls who are under age are defiled by the boys who sleep at the same place at night with them. These street hawkers sleep in slums or uncompleted buildings with the girls, girls who do not agree to have sex with them are defiled one after the other and they have no one to report or complain to, most of these defilement cases result in pregnancy and most men who impregnate these girls do not accept the pregnancy because they cannot virtually care for themselves let alone cater for a pregnancy in most cases they do not know who really impregnated them. Most of these girls graduated from street hawking into prostitution and they become professionals (Bagudo, 2007).

The consequences of street hawking include illegal and unsafe abortions, sexually transmitted diseases, psychological trauma and the streets have nothing to offer girl-child hawkers. Except frustration and psycho-social disorientation. Abolarin further explain that the future of girl child hawker is bleak, the lucky one graduate into touts, irresponsible house wife and petty traders while the not so lucky ones will become prostitutes, pimps and social misfits. These girl-child hawkers constitute valuable human resources needed to drive the economy of Nigeria's tomorrow, they are our potential doctors, surgeons, engineers, nurses, teacher and administrators, the consequences of allowing girl-child to hawk is jeopardizing the socio-economic future of society concern and the country at large.(Abolarin, 2010).

High Opportunity Cost

Many parents have given up the idea of assisting their children for the attainment of education simply because they cannot afford the cost of education. The level of poverty in Nigeria is such that many families live from hand to mouth, what they eat is what they have sold or earned in that day; some parents are willing to send their children to school but they have no options at all (Shittu, 2006).

Misinterpretation of Religious Injunction

Over the ages in all civilizations and in judaism and Christianity, the girl-child was accorded an inferior or sub-human status. To the Greeks and Jews she was both a source of evil and misfortunes; the Chinese and hindu refers to the woman not as an entity but through her father, husband or son. Jewish scriptures view her as under an eternal curse while Christianity portrays Jesus mission to man was to redeem him of the sins a woman was responsible for so also the Arabs, who viewed the girl as a burden to the family and buried her alive at birth. All these perspectives of girls overlapped into most societies and continued over time and to date the girl-child do not receive priority attention (Bello, 1999 in Bagudo 2007).

Even in Islam, a motion is set that will guarantee the girl- child and women equality with men before Allah and create general awareness that they possessed a distinct individuality of her own. It took one step and time to achieve its goal from prohibition of preferential treatment among children to emphasizing special care to girls, to laying down rights and responsibilities of partners in marriage, rights to inheritance, duty on her as on the male to command good and prohibit evil, the woman emerged as a fully fledged human with independent legal status and independent rights and obligations. The Almighty Allah condemned various kind of discrimination against the girl-child, in the Qur'an Allah says: "What has your lord favoured you people with sons and taken daughters for himself from the angels? What a monstrous

thing For you to say (Q 17:40) ‘‘When one of them is given news of the birth of a daughter, such as he so readily ascribes to the lord of mercy, his face grows dark and he is filled with gloom-someone who is brought up amongst trinkets, who cannot put together a clear argument? (Q 43:17-8) The prophet also said ‘‘Whoever has a female (daughter) and does not bury her alive nor scorn her nor give preference to his male child over her, Allah will admit him to paradise (Abubakar, 2010).

Most ulama still believe that it is haram to educate the girl-child, their argument is based on the fact that the education referred to in the Qur’an and the various hadith is that of the religion and even that is limited to the study of the Qur’an, sunnah, fiqh and Arabic, they also argue that an educated woman transcends her limits. Western education, some Ulama believe melts away the innocence of a girl and thus it is extremely detrimental to her life. (shitu, 2006).

Islamic education is a system of education which trains sensibility of pupils in such a way that in their actions, discussions and approaches to all kinds of knowledge they are governed by the spiritual, and deeply fact ethnical values of Islam. This suggest that Islamic education is the whole educational process given according to the principles of Islam. (Abdulraman, 1999 in Dayyabu 2008).Abdulrahman quoting Al-ghazeli who defined education as ‘‘knowledge exists potentially in the human soul like a seed in the soil, by learning potential becomes actuals’’.

The giving of knowledge was not the principal objective but it must be the stimulation of the students’ moral consciousness. This suggests that Islamic definition of education is that ‘‘It is a process which helps man to acquire wisdom so as to run him into a wiser master’’. In other words, Islamic education is the acquisition of all skills, knowledge and values in accordance with Islamic principles.

Abilities which may be described as non-cognitive, such as talents of the creative artists and physical skills are recognized in Islam as divine gifts. That is, education is also concerned with intellectual training, a well know historian and philosopher Ibnkhaldnu is reported to have said ‘’man is a reasoning animal, and reasoning is the foundation of all learning’’ These and other fact show that Islamic educator puts an importance on intellectual training and Islamic education is concerned with the unification of all learning. (Al-Attas 1979 in Muhammed, 2010).

2.9 Importance and Values of Girl-Child Vocational skill acquisition & Education

The importance of girl-child education in a nations welfare according to Alabi (2012) are:

- 1 Reduces inequality
- 2 Increases productivity and earning
- 3 Drives economics competitiveness
- 4 Poverty-reducing effect
- 5 Improve health and nutrition
- 6 Contributes to democratization
- 7 Reduces women’s fertility rates
- 8 Lower infant and child mortality rates
- 9 Lower maternal mortality rates
- 10 Protect against HIV/AIDS infection
- 11 Increases women’s labour force participation rate and earnings.
- 12 Create intergenerational education benefits reduces inequality

Education is a great “leveler” illiteracy being one of the strongest predictors of poverty. Primary education plays a catalytic role for those most likely to be poor, including girls, ethnic minorities, orphans, disabled people and rural families. By enabling larger numbers to share in the growth process, education can be powerful tide that lifts all boats, Increases productivity and earnings(Ocho, 2005).

Research has established that every year of schooling increases individual wages for both men and women by a worldwide average of about 10 percent; poor countries, the gains are even greater (Dayyabu, 2008).

Drives Economic Competitiveness

An educated and skilled workforce is one of the pillars of knowledge-based economy, increasingly; comparative advantages among nations come less from natural resources or cheap labour and more from technical innovations and the competitive use of knowledge. Studies also link education to economic growth. Education contributes to improved productivity which in theory should lead to higher income and improved economic performance.(Afeti, 2011).

Poverty Reducing Effects

Education can vitally contribute to the attainment of the Millennium Development Goals. While two of the goals pertain directly to education, education also help to reduce poverty., promote gender equality, lower child mortality rates, protect against HIV/AIDS, reduce fertility rates and enhance environmental awareness. (Shittu, 2007).

Improves Health and Nutrition

Education greatly benefits personal health, particularly powerful for girls, it profoundly affects reproductive health and also improves child mortality and welfare through better nutrition and higher immunization rates (Audi, 2004).

Contributes to Democratization

Countries with smaller education gap between rates of boys and girls schooling tend to enjoy greater democracy. Democratic political institutions (such as

power sharing and clean elections are more likely to exist in countries with higher literacy rates and education levels.(Muhammed, 1996 in Usman 2007).

Reduces Women's Fertility Rates

Women with formal education are much more likely to use reliable family planning methods, delay marriage and child bearing and have fewer and healthier babies than women with no formal education. It is estimated that one year of female schooling reduces fertility by 10 percent. The effect is particularly pronounced for secondary schooling.(Audi, 2004).

Lower Infant and Child Mortality Rates

Women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children nutritional requirement and adopt improved sanitation practices. As a result, their infants and children have higher survival rate and tend to be healthier and better nourished.(Shittu, 2006)

Lower Maternal Mortality Rates

Women with formal education tend to have better knowledge about health care practices are less likely to become pregnant at a very young age, tend to have fewer better spaced pregnancies and seek pre-and post natal care. It is estimated than an additional year of schooling for 1,000 women helps prevent two maternal deaths. Also girl education ranks among the most powerful tools for reducing girl's vulnerability. It slows and reduces the spread of HIV/AIDS by contributing to female economic independence, delayed marriage, family planning and work outside the home as well as greater information about the disease and how to prevent it.(Giwa, 2006)

Creates Intergenerational Education and Benefits

Mother's education is a significant variable affecting children's education attainment and opportunities. A mother with a few years of formal education is considerably more likely to send her children to school. In many countries each additional one-third to one-half year.(UNESCO, 2008).

In summary, investment in girl education benefits the individual, society and the world as a whole, broad-based education of good quality is among the most powerful instruments known to reduce poverty and inequality. With proven benefits for personal health. It also strengthens nation's economic health by laying the foundation for sustained economic growth. For individuals and nations, it is key to creating, applying and spreading knowledge and thus to the development of dynamic globally competitive economies. And it is fundamental for the construction of democratic societies. (Seng, 2010).

2.10 Empirical Studies

In the empirical studies on girl-child education in recent times, feminist have continued to cry out against the odd meted on them as regard to discrimination against females. Akpotoho and Ehimen(2013), carried out a study to ascertain the causes of Gender disparity in the acquisition of Technical Vocational Skills in Delta and Edo State senior, secondary schools system. A descriptive survey design was used, Questionnaire was used to elicit information from the respondents, the population of the study consisted of 1,028 senior secondary school students selected in eight schools both from Delta and Edo states. A stratified random sampling technique was used to select 414 students. The reliability of the instrument as a pilot test conducted on twenty four students. The spearman rank order. Correlation coefficient was used to determine the internal consistency of the instrument, a reliability coefficient was used 70 determine the internal consistency of the

instrument, a reliability coefficient of 0.68 was established. The data obtained were analyzed using mean and standard deviation to answer the research questions. The findings showed that the unconscious influence of the society and parental/guardian opinions are responsible for gender disparity in the acquisition of Technical-Vocational skills.

Conclusion was drawn that in any society where people both male and female are excluded from meaningful participation towards developmental effort, such society, is bound to move at a snail pace towards the development stride. The technological development of any nation is comparatively rapid if the male and female sex avail themselves the opportunity to acquire technical-vocational skills without any form of stereotype that interfere with the interest of each individual.

The following recommendations were made:

1. Effort should be made to carry out sensitization campaign in print and electronic media to parents and members of the public on issues of gender disparity in Technical-Vocational skilled programmes and its attendant effects on the society in general and the nation in particular.
2. Vocational guidance in school should be strengthened to guide and encourage female students participation in technical skills acquisition programmes.
3. Efforts should be made by Government, parents, teachers and all stakeholders in education industry to encourage the female enrolment into technical skilled programmes to serve as role models to younger females to emulate.
4. The government should provide scholarship and bursaries to female students who enroll in technical skilled areas to make it attractive;
5. The government should make efforts to collect data to enhance planning in gender related issues in technical-vocational skilled programmes. This study

is related to this research because it focus on gender disparity on technical and vocational skill acquisition in senior secondary school in Delta state while this study focuses on parental background of Girl-Child vocational skill acquisition in junior secondary school in Kaduna State.

Bahago(2000), the researcher attempted to identify perception of parents, teachers and students on psycho social strategies for enhancing female education in Jaba and Kachia LGA's the population for the study was 5013, the simple random sampling was used using all the 14 secondary schools in the area, survey method was used, the instrument for the study was questionnaire, the researcher make use of percentage for item by item analysis of variance (ANOVA) t-test and Pearson Product Moment Correlation (PPMR) the analysis was done based on the stated hypothesis.

The result showed that there is significant difference in the perception of psycho social strategies between rural and urban males and females and there is significant relationship between educational qualification and teachers perception of psycho social strategies from enhancing female education based on these findings, the researcher recommended that: the national policy on education clause which stipulate equal educational opportunities for all Nigeria irrespective of sex should not be only stated but be vigorously pursued and implemented. Parents, NGOS, religious group and community leaders should be approach to elicit their view on how to move forward by creating feasible modalities for improving female education. This study is related to this research because it focuses on the perception of parent and the psycho social strategies for enhancing female education in Jaba and Kachia Local Government Area of Kaduna State.

Usman, (2007) and Daiyabu (2008), carryout a study in girl-child education in relations to western education. They expressed concern about it various forms of discrimination and sharp practices about the girl-child. Thus, they investigate the perception of parents on the socio-cultural, religious and economic factor affecting the girl-child education in the northern part of Nigeria. Three researches question and three null hypotheses were raised and tested at 0.05 level of significant, ordinary percentage and t-test statistical method were used for the analysis of data. The result results revealed that parent favoured boys education and regards girls education as waste since they will end up in the kitchen. Lack of religious knowledge and issue of poverty also constitute other influence. The test of hypotheses also show that participants, educated and non-educated rural and urban expressed, similar opinions regarding socio-cultural and religious factors. However, opinions of male and female. Subjects differs on these findings, it was recommended that girls should be given equal chance as boys in education, these should be a legal support for girl-child education and government should empower parents. This study is related to this this research because it focuses on the perception of parents on the socio-cultural religious, economic factors affecting the Girl-Child Education in the Northern part of Nigeria.

Magaji (2010), observed that even though education is regarded as a human right for the low enrolment of girls into schools when compared to the enrolment of boys. Among these factors according to him are poverty, socio-cultural impediments, religious misinterpretation of Holy book, societal negative attitude to women education, early marriage gender biases. These factors impede the progress and development of women in society. Thus the researcher carried out a study on the influence of socio-cultural, economic and religious factors affecting the girl-child education in the northern

part of Nigeria; the population for the study was 1,350 the sample consisted of 1200 subjects selected from six purposefully selected states in the northern part of Nigeria, the instruments used for the study was a self designed questionnaires. The reliability coefficient was 0.71, the statistical method was frequency count and percentages for descriptive analysis while t-test was used for testing the hypotheses. The study revealed that fear of public criticism of sending girls to school, cultural condemnation of mixing boys and girls together in schools, also lack religious legal action for the girl-child education, fear of early pregnancy, love of Qur'anic education, non recognition of western education, fear of conversion to other religion and undue exposure of girls to western education were rated highly by participants. They observed that girl-child chances of legitimate, cultural and religious marriage which parents believed would deprive girls Islamic moral training orientation.

Mohammed (2001), Investigated the problems of girls education in secondary schools in Sokoto state, the population for the study was 3125 the sample size was 130, two hypotheses were raised for the study, the instrument used was a questionnaire, chi-square test was used for testing the hypotheses.

The study came out with the following findings; most parents are still to understand and appreciate the importance of western education especially for females in the society. More parents also feel that Purdah is an important institution which all females of the age 12 and above must observe. It was also found out that many Hausa/Fulani men do not want to marry educated girls. In view of the findings of the study, recommendation was made for encouraging girls education in the state. Amongst the major recommendations were that schools should be located closer to communities. More female teachers should be encouraged to teach in girls schools. The curriculum should be relevant to girls daily lives and aspirations and lastly appropriate facilities

including separate toilets should be provided in co-educational schools. This research work is related to the current study because it focuses on the problem of the Girl-Child education in secondary schools.

Adie (2012), carried out a study on Universal Basic Education and girl-child education in Kudan LGA Kaduna. He studied the impact of UBE programme towards the promotion of basic education in Nigeria focusing in Kudan Local Government Area of Kaduna state with particular references to the girl-child in terms of enrollment and retention.

The population of the study consisted of the entire population of Kudan Local Government Area which is 138, 992 according to the official gazette of Nigeria 2007. The total sampled population was 139, the multi-stage sampling technique was adopted in this research using a combination of cluster and random method.

The research revealed that the assumptions that the UBE would narrow the gap between the boy-child and his girl-child counter-part was proved wrong from the field survey even though respondent from the questionnaire claimed that UBE has improved girls education in Kudan. The ratio between boys and girls enrolled in schools. Especially secondary schools disproportionate low based on these findings the following recommendation was made.

The monitoring of the implementation of the UBE programme in this local government should be constantly carried out by government agents. This should be done quarterly to assess the level of progress as well as its efficient and effective implementations and to also ensure that moneys meant for the programme is not diverted to others. And more awareness concerning the importance of girl-child education needs to be created and intensified by the government in this area through enlightenment and sensitization about the importance of the girl-child education

which traditionally was not seen beyond the home front. Also the barriers to girl-child education such as early marriage, poverty and ignorance etc. needs to be reduced to their barest minimum if not eliminated in this local governments area to encourage female education. This research work is similar to the current study because it focuses on the girl-Child in terms of enrolment and retention in schools.

Audi (2004), Carried out a similar study on education of Muslimwomen in Katsina state and its implication for development. Audi noted that the religion of Islam has placed the search for knowledge as one of the most meritorious acts of (Ibadah) worship that a Muslim can perform, infact the first five verses of the Qur'an revealed to the prophet indicate the importance of learning where Allah says:

“Read in the name of your Lord who creates man form the clots of blood”

“Read, and your Lord is the most Bounteous who teaches by the pen teaches man which he knew not” (Quran Alaq 96:1-5)

The researcher used survey design, 680 purposive sampling techniques from 7 local government areas which are considered to have large population in Katsina state. The researcher instrument is a questionnaire, and a summing rating frequency distribution, percentages, student t-test analysis of variance and multiple correlation formula was used to test the hypotheses.

The research revealed that Muslim women education has implication on the development of the state and that most of them through not highly educated prefer to work in public service so that they can give their share of contribution to the development of the state. Based on these finding the following recommendations were made:

Orientation should be given especially among the rural dwellers so that the negative attitude towards women education planted by customs and traditions in their mind would be change positively. Also the government and the wealthy individuals

should aid the Islamiyyah School system in both cash and kind so as to boost Islamic education among women in the state. This research work is related to the study because it focuses on the Muslim women education and its implication for development.

Shittu (2006), carried out a similar study on women education and its influence on the welfare of the family in Niger state. Shittu noted that a woman as the manager of the home, is responsible for proper education, training and upbringing of the children and the optimum satisfaction of the home and wider family relationship. For this to be adequately performed the woman must be well informed and this can only be achieved through proper education which include western education.

The researcher used descriptive research design and survey research method, the population was 3,766,2 local government area were proportionately sampled, a self designed questionnaire was used for the study, vetting and pilot study was used to test the validity of the instruments, frequency distribution and percentages was used to describe the demographic variable, spearman correlation test to test and the significant level of the hypothesis tested is 0.05.

The research revealed that the beliefs and societal values that hinders women from furthering their education should be compelled to go to school and get married at a specified age. And finally discrimination, harassment, marginalization and violence against women should stop. Based on these findings the researcher recommended that the state and local government should prepare an action plan for social mobilization to involve educators, parents and community leaders in order to encourage women education.

Jaja-Makoshi (2001), carried out a research on the influence of environmental factors on the management of the girl child education in Zamfara state. Six environmental factors were identified for the study these are school based factors, socio-cultural factors, religious factors, gender based factors, socio economic factors and attitudinal factors. A total of eight research questions were advanced to guide data collection and eight hypotheses to test the different variables were raised. A questionnaire of 57 items was used for data collection while focused group discussion were held with three groups of ten person comprising two groups of women and one of men. In addition, oral interviews with twenty five adult men and women across the sampled local government were held. Data collected was analyzed using frequencies tables, chi-square, t-test statistics and product moment correlation analysis. The major findings of this study are that female parents (mothers) have more positive attitude toward the girl child education in the state, that gender-based factors militate against girl child education, that school based factors do not have effect on girls enrolling and remaining in school, that financial constraints do not militate against enrolment and retention of girls that socio-cultural factors are not a problem; that religion is a major factor influencing adversely enrolment and retention that the general attitude of parental in Zamfara state was negative towards education of girl. On the basis of these findings recommendations were made. These include concerted partnership by all stakeholders in education to promote advocacy and social mobilization in order to create awareness on the importance of education as well as a means of enrolment drive; There is need for parent to be educated through the adult education programmers need for traditional rulers and community, involvement in the management of girls schools; full integrated Islamiya and western type of schools; concerted effort to train female teacher and head teachers for school in the next three

years; This it is believed may yield better result. This study is related to the current study because it focuses on the influence of environmental factors in the management of Girl-Child education.

2.11 Summary

From the reviewed literature, it is clear that a study on the investigation of socio-economic, political and religious misinterpretation of Holy Books and the barriers affecting the girl-child education has been made by different researchers but a consideration of the influence of parental background on the girl-child vocational skills acquisition at junior secondary school is yet to be made; this study is an attempt to contribute in fully the gap left by the previous studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to investigate the influence of parental background on the girl-child vocational skills acquisition in junior secondary schools in Kaduna State. The chapter will also describes research design the population, the sample size, the instrument to be used for gathering data, procedure for data gathering and the procedure for data analysis.

3.2 Research Design

The researcher adopts the descriptive survey research design. Ikoh (2011), noted that descriptive survey is employed whenever a study involve large population of subjects because it facilitate the use of appropriate research instruments. Hence this design is suitable for the study because the study attempt a survey and description of the opinions of a large number of people on the Influence of parental background on girl-child vocational skills acquisition in junior secondary schools in Kaduna State, Nigeria.

3.3 Population for the Study

The subjects of the study involve the students' school authorities and teachers in the three selected local government area of Kaduna State namely:

- (i) Sabon-Gari local government area
- (ii) Soba local government area
- (iii) Zaria local government area

The entire population of the study is (13128) thirteen thousand one hundred and twenty eight,

The table below shows the population of students enrolled in all the mixed junior secondary schools and rearticulated mixed secondary schools in the three local government areas of the study, and the population of the teachers, and school authorities.

Table 3.1: Showing schools and population of students, teachers and head teachers

Name of mixed Schools in the Three Local Government	J.S.S 1-3 Male	J.S.S1-3 female	Number of School Teachers	Authorities
1. G.J.S.S Aminu	941	259	35	1
2. G.J.S.S Muchia	495	355	38	1
3. G.J.S.S Chikaji	181	185	30	1
4. G.J.S.S Chindit	1010	914	41	1
5. G.J.S.S Yakasai	141	86	28	1
6. G.J.S.S Tudun Saibu	246	79	40	1
7. G.J.S.S Awai	146	29	29	1
8. G.J.S.S Matari	66	18	27	1
9. G.J.S.S Dinya	118	24	28	1
10. G.J.S.S Gimba	109	66	30	1
11. G.J.S.S Tudun-Jukun	501	589	32	1
12. G.J.S.S Dakace	282	165	33	1
13. G.J.S.S Gyllesu	263	97	28	1
14. G.J.S.S KofarDoka	1121	719	34	1
15. G.J.S.S Bogari	106	37	30	1
16. G.J.S.S KofarJatau	390	296	27	1
17. G.J.S.S KofarKuyanbana	634	296	38	1

18. G.J.S.S	Magajiya	369	134	26	1
19. SIASS	Karau-Karau	460	446	35	1
20. G.J.S.S	Aba	73	8	18	
Total			13128		

Source: Ministry of Education, Zonal inspectorate division Zaria (2014).

3.4 Sample and Sampling Technique

A sample size of 381 was purposively selected from a population of thirteen thousand one hundred and twenty eight (13,128). Six schools from the three local government areas was purposively selected, four schools from urban areas that is Sabon-Gari and Zaria local government areas while two schools from Soba local government area. The researcher select four schools from the urban area because they have the largest population of schools and students. The selection of 381 sample was justified by Morgan and Krejcie (1970), table of sample selection.

Proportion sample technique was used to select sample from subjects of the study from each schools.

Table 3.2 Sample for the study

Name of school	Number of Students	Number of Teachers	Number school authorities
1. G.J.S.S Aminu	89	1	1
2. G.J.S.S Chindit	142	2	1
3. G.J.S.S Yakasai	17	1	1
4. G.J.S.S Awai	13	1	1
5. G.J.S.S Gyllesu	26	1	1
6. G.J.S.S TudunJukun	81	1	1
Total		381	

3.5 Instrumentation

Questionnaire was used for collection of data for the study. In order to gather the needed data, the items was design alongside four point rating scale, a modified Likerts scale, which consist of Strongly Agreed (S.A) 4 Agreed A-3, Disagreed (D.A)- 2, Strongly Disagreed (S.D)- 1.

The questionnaire was split into two section, namely section A and B section A sought the respondents bio data, such as age, sex, qualification, marital status and so on. While section B seek information on the influence of parental background on the girl-child vocational skills acquisition in junior secondary schools in Kaduna State (IPBGVQ), forty items was used.

3.6 Validity of the Instrument

The instrument was subjected to the face and content validations by researcher supervisors. They check the language use if it is in-line with the study and the subjects level the content it is line with the objectives and also check if the statement are clear.

3.7 Pilot Study

A pilot study was conducted in Government Junior secondary school Aba in Zaria city by the researcher and with the assistance of the school teacher's twenty five (25) copies o questionnaire were printed and administered to the respondents out of this twenty two (22) were field and retuned correctly.

Those respondents who were used for pilot study were not involved in the actual study. The purpose of the pilot study was to enable the researcher determine the validity and reliability of the instrument.

3.8 Reliability of the Instruments

In order to establish the content validity of the research instrument for this study, data collected from the Pilot study was statistically analyzed for the purpose of reliability coefficients. The Cronbach's Alpha test of reliability was used to test the reliability of the instrument. However, a reliability coefficient of alpha level of 0.868 was obtained, (See Appendix II). This reliability coefficient was considered reliable for the internal consistency of the instrument. This according to Adie (2012) an instrument is considered reliable if it lies between 0 (zero) and 1 (one) and that the closer the calculated reliability coefficient is to 1 (one), the more reliable is the instrument. This is in line with Dokubo (2014) suggestion that a correlation that is close to 1 (one) is high. Therefore, the instrument is reliable and valid for use as an instrument for data collection.

3.9 Procedure for Data Collection

A letter of introduction was obtained by the researcher from Department of Education and Foundations and Curriculum, Ahmadu Bello University Zaria to Zaria Ministry of Education Zone, then the researcher obtained an introduction letter to various school authorities sampled.

The Questionnaire was administer to the various subjects of the population, the researcher go to the various schools sampled in the population administering the questionnaire to each subject with help of school authorities and some teachers, After collecting the questionnaire administered to the respondents, it was recorded based on the influence of parental background on the Girl-Child vocational skills acquisition.

3.10 Procedure for Data Analysis

In analyzing the data collected, descriptive statistics was used where responses were calculated in frequency count and percentages having the results obtained presented in tabular form. More so, to conducted the inferential statistics, chi-square and ANOVA were selected, this were used to test the four (4) stated hypotheses at 5% alpha level of significance i.e. 0.05. Hypotheses with probability level greater than 0.05 was rejected and any hypotheses less than 0.05 was retained.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter present results based on “The influence of parental background on the Girl-Child vocational skills acquisition in Junior Secondary Schools in Kaduna State”. Data was gathered from the total of 381 questionnaires given a response rate of 100%.

4.2 RESULTS AND DISCUSSION

4.2.1 Bio-data of respondents

The bio-data of the respondents examined in this study includes age, gender, qualification, area of study, marital status, response on if respondents have children and if respondents have female child/children.

Table 4.1: Age distribution

Age	Frequency	Percent
< 20 yrs	273	71.7
20-30yrs	89	23.4
31-40yrs	12	3.1
41 yrs and above	7	1.8
Total	381	100.0

As observed from table 4.1 above, majority recorded with 71.7% are less than 20 years of age, 23.4% falls between the age bracket of 20-30yrs, 3.1% falls between 31-40yrs while 1.8% are 41 years and above.

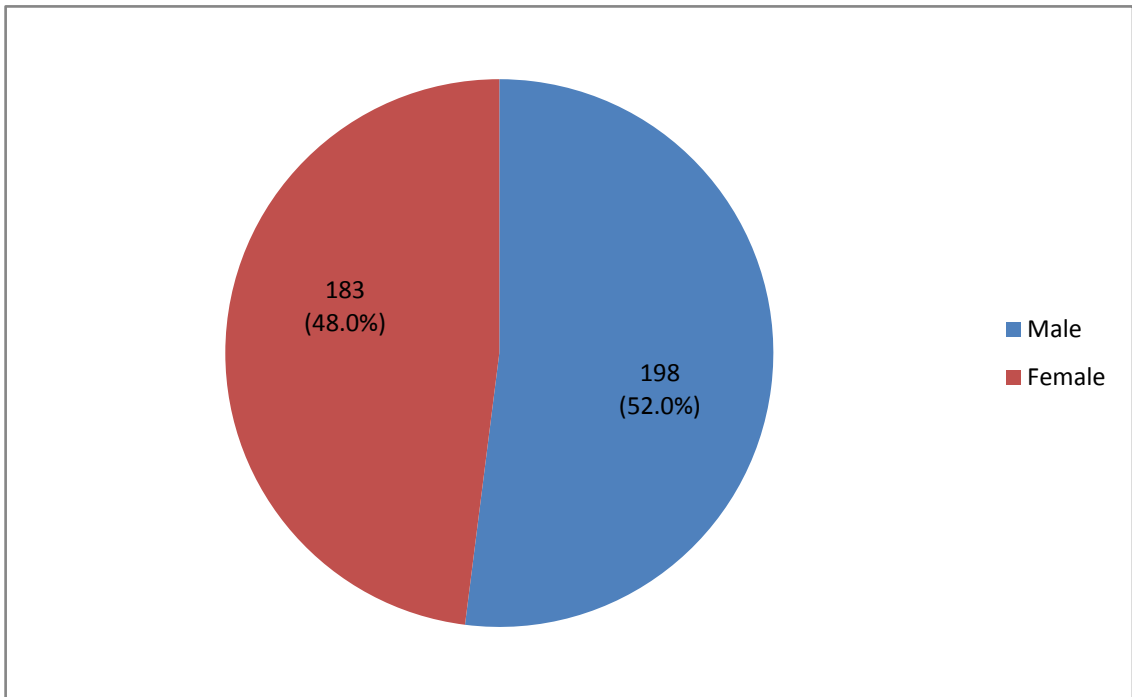


Figure 4.1: Distributio by gender

Pictorial view displayed above shows that, roughly equal distribution is observed on gender disparity though male respondents constitute the majority with 52.0%.

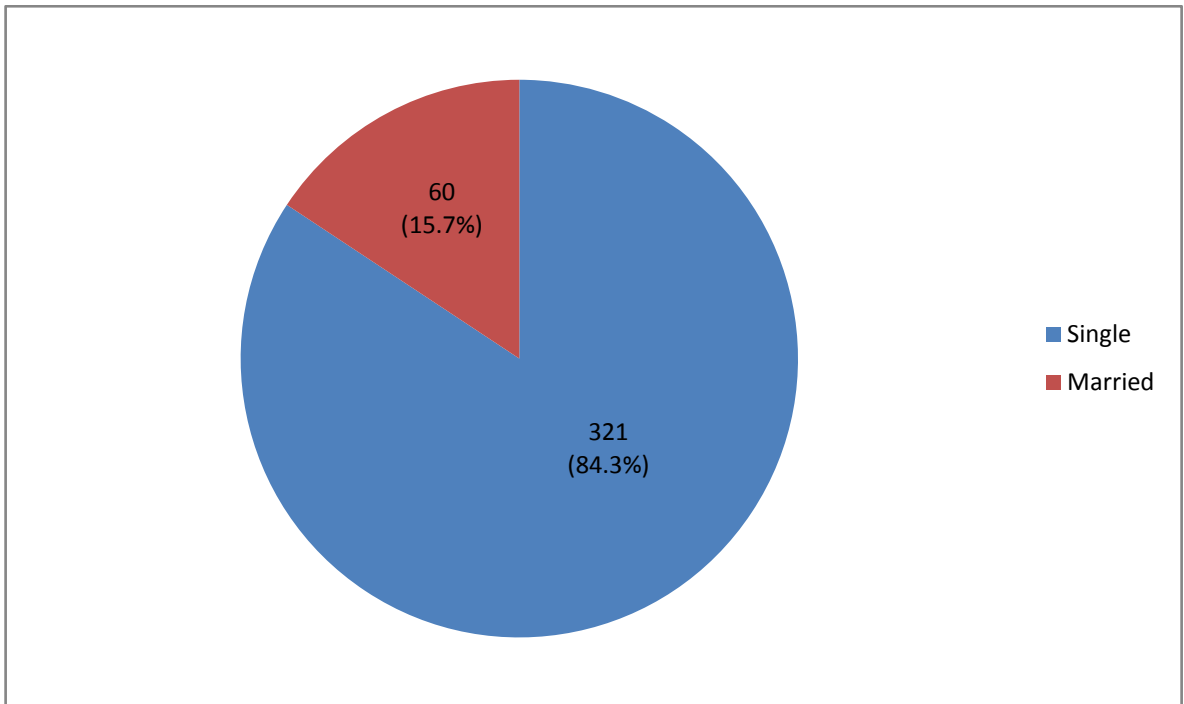


Figure 4.2: Marital status

From figure above, majority of the respondents constituting 84.3% are single while 15.7% are married.

Table 4.2: Qualification of respondent

Qualification 2	Frequency	Percent
Secondary Education	307	80.6
Tertiary Education	74	19.4
Total	381	100.0
Area of study		
Science	190	49.9
Art	161	42.3
Vocational	30	7.9
Total	381	100.0

The dichotomous view of respondents' qualification considered above revealed that, secondary education students are more with 80.6%, also most are science student followed by art as recorded with 49.9% and 42.3% respectively.

Table 4.3: Response on birth

Having children	Frequency	Percent
Yes	62	16.3
No	319	83.7
Total	381	100.0
If yes how many girls do you have (n=62)		
1-2	17	27.4
3-4	17	27.4
4-5	8	12.9
None	20	32.3
Total	62	100.0

More so, majority don't have children as record with 83.7%, this could be due to the fact that they are majorly secondary school student. However, out of those having children, majority covering 32.3% don't have female children while a

significant count of respondents is observed having children between 1-2 and 3-4 as observed from the response of 27.4% respondents each.

4.2.2 Response of parents on the Influence of Parental Background on the Girl-Child's Vocational skill acquisition in junior secondary school

This section deals with the responses of parents on the Influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary School. Opinions of parents were collected, analyzed and presented in tables using frequency and simple percentages. For assessment, four point scale was used for the rating. A mean score of 2.5 was therefore used for the decision (for and against). A mean score of 2.5 and above would mean agreement while mean score lower than the 2.5 midpoint would imply disagreement. Details are presented in below.

Table 4.5: Response of parents on the influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary School

SN	Items	SD	DA	A	SA	Mean
1	My parents advised me that vocational skills have adverse effect on marriage opportunity.	65(17.1)	139(36.5)	50(13.1)	127(33.3)	2.63
2	My mother said vocational skilled workers close late from work.	48(12.6)	143(37.5)	94(24.7)	96(25.2)	2.62
3	Vocational skills occupation are incomputable with mothers care at home	49(12.9)	129(33.9)	77(20.2)	126(33.1)	2.73
4	Girls that take to vocational skills do not marry on time	133(34.9)	79(20.7)	56(14.7)	113(29.7)	2.39
5	My father said that vocational skills is more of male than female profession	149(39.1)	100(26.2)	51(13.4)	81(21.3)	2.17
6	Vocational skills are foreign skills	144(37.8)	114(29.9)	46(12.1)	77(20.2)	2.15
7	My parent advice that vocational skills manipulation is not compatible with women during pregnancy	53(13.9)	108(28.3)	82(21.5)	138(36.2)	2.80
8	My parent advice that technical and vocational skilled personnel look more difficult for the Girl-Child.	154(40.4)	91(23.9)	56(14.7)	80(21.0)	2.16
9	Our culture does not allow woman to have technical and vocational skills.	185(48.6)	95(24.9)	39(10.2)	62(16.3)	1.94
10	Vocational skill acquisition of the girl – child lead to premarital relationship and sexual abuse	181(47.5)	76(19.9)	39(10.2)	85(22.3)	2.07
Aggregate mean						2.366

Table 4.5 above shows that, respondents disagreed with item 1 which state that ‘my parents advised me that vocational skills have adverse effect on marriage opportunity’, this is recorded with 36.5% although a significant count covering 33.3% strongly agree. From the mean score of 2.63 which is higher than the 2.5 midpoint of assessment, respondents agreed to the opinion that their parent actually advised them that vocational skills have adverse effect on the marriage opportunity of significant number of respondents.

In respect to item 2, which sought the views of respondents on ‘My mother said vocational skilled workers close late from work’ respondents disagreed as recorded with 37.5%. However, the mean score of 2.62 shows that respondent are in agreement with the above statement.

From item 3 which state that ‘Vocational skills occupations are incomputable with mothers care at home’, though respondents who constitute the majority disagreed with 33.9% but 33.1% also strongly agreed to the statement. Therefore, it can be deduced as observed from the mean score of 2.73 that, vocational skill occupation are incompatible with mothers care at home because mothers find less time attending to their domestic activities as such want to employed helping hands. However, it is compatible because, it help reduced too much expenses on the head of the house.

A strong rejection on item 4 which state that ‘Girls that take to vocational skills do not marry on time’ is observed from the response of 34.9% respondents. As clearly observed from the mean score of 2.39 which falls below the set midpoint, it can therefore be said that vocational skills do not affect time of marriage.

From Item 5, it is observed that majority of the respondents covering 39.1% strong disagreed on the opinion state ‘My father said that vocational skills is more of male

than the female profession'. However, the mean score of 2.17 further come to the agreement that father did not said that vocational skill is more of male than female profession.

The mean score of 2.15 which fall below the set midpoint is observed from Item 6 which states that 'Vocational skills are foreign skills'. However, percentage count also shows that respondents covering 37.8% strongly disagreed. This is ascribed to the definition of vocational skills by wiktionary.org where vocational skills is defined as "education that provides a special skill rather than academic knowledge".

However, in item 7 which state that 'My parent advice that vocational skills manipulation is not compatible with women during pregnancy', respondents strongly agreed to that fact as recorded with 36.3%. Also, the mean score of 2.80 which is higher than the 2.5 midpoint for the four point scale used for the assessment is in agreement to above response.

In respect to item 8 which state that 'My parent advice that technical and vocational skilled personnel look more difficult for the Girl-Child', response shows that respondents strongly disagreed with 40.4%. This implies that vocational skilled personnel do not look difficult. Also, the mean score of 2.16 which fall below 2.5 midpoint used for assessment further affirm to the above response.

Item 9 which state that 'Our culture does not allow woman to have technical and vocational skills' is strongly disagreed with 48.6% respondents which constitute the majority. Furthermore, going by the mean score of 1.94 which falls below the midpoint of assessment, it can therefore be said that, respondents' skills allow women to have technical and vocational skills.

In respect to item 10, majority of the respondents covering 47.5% strongly disagreed on the statement that ‘Vocational skill acquisition of the girl – child lead to premarital relationship and sexual abuse’. Also, from the mean score of 2.07 it could be said that does not lead to premarital relationship and sexual abuse.

It is evident as shown with an aggregate mean score of 2.366 that parental background don’t have negative influence on the Life Style of the Girl-Child Vocational Skill Acquisition in Junior Secondary School.

Table 4.6: Opinion of Male and Female Students on the Influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary Schools

SN	Items	SD	DA	A	SA	Mean
1	Parent prefers their Girl – child to hawk along the street.	181(47.5)	88(23.1)	37(9.7)	75(19.7)	2.02
2	Vocational skilled girl – child are manner less	180(47.2)	85(22.3)	39(10.2)	77(20.2)	2.03
3	A vocational skilled girl – child cherished their job more than there household work.	105(27.6)	119(31.2)	58(15.2)	99(26.0)	2.40
4	Vocational skilled girl – child cannot support her husband financially	107(28.1)	172(45.1)	36(9.4)	66(17.3)	2.16
5	Vocational skilled girl – child cannot prevent herself from sexual transmitted diseases.	141(37.0)	131(34.4)	32(8.4)	77(20.2)	2.12
6	Vocational skilled girl – child lack the idea of how to prepare good nutrition diet for her family	183(48.0)	98(25.7)	50(13.1)	50(13.1)	1.91
7	Vocational skilled girl – child does not dress decently	183(48.0)	74(19.4)	43(11.3)	81(21.3)	2.06
8	Vocational skilled girl – child is careless about her husband feelings, needs and happiness.	143(37.5)	123(32.3)	49(12.9)	66(17.3)	2.10
9	Vocational skilled girl – child is very stubborn and arrogant	188(49.3)	93(24.4)	39(10.2)	61(16.0)	1.93
10	Vocational skilled acquire by the girl – child cannot lead to economic development of the society and the country at large.	200(52.5)	72(18.9)	40(10.5)	69(18.1)	1.94
Aggregate mean score						2.067

From table 4.7 above which sort to examine the opinion of male and female student on the influence of parental background on the Girl-Child Vocational Skill Acquisition in Junior Secondary.

Considering the mean score of 2.072 from Item 1 which states that 'Parent prefers their Girl – child to hawk along the street', also 47.5% respondents who strongly disagreed. Parent do not prefer their children to hawk on the street.

Item 2 which states that 'Vocational skilled girl-child are mannerless', respondents strongly disagreed as revealed by 47.2% respondents. The above response is also support with the mean score of 2.03.

Response on item 3 which states that 'A vocational skilled girl – child cherished their job more than there household work.' shows that, a vocational skilled girl-child cherished their household work irrespective of any external engagement they are in, this is revealed by 31.2% respondents which constitute the majority. However, the mean score of 2.40 also support the above response.

On item 4 which states that 'Vocational skilled girl – child cannot support her husband financially', the mean score of 2.16 is observed. However, the frequency count also shows that respondents are not in agreement with the above statement disputed as recorded with 45.1% respondents constituting the majority.

From item 5 which states that 'Vocational skilled girl – child cannot prevent herself from sexual transmitted diseases', the view was disputed by majority of the respondents covering 37.0% where further justification of the response count is made by the mean score of 2.15 with falls below the midpoint of assessment.

The mean score of 1.94 is observed on item 6 which states that ‘Vocational skilled girl – child lack the idea of how to prepare good nutrition diet for her family’. However, respondents strongly disputed that view as recorded by 48.0% respondents which constitute the majority. This implies that, a vocational skilled girl-child have the idea of how to prepare good nutrition diet for her family.

Item 7 which states that ‘Vocational skilled girl – child does not dress decently’, have the mean score of 2.06 which falls below the midpoint of assessment. This indicates that vocational skilled girl-child dress decently. Also, the frequency count shows that 48.0% respondents which constitute the majority strongly disagreed.

From item 8 which state that ‘Vocational skilled girl-child is careless about her husband feelings, needs and happiness’, response shows that, respondents strongly kicked against the view as recorded by 37.5%. This implies that vocational skilled girl-child is not careless about her husband feelings needs and happiness.

View on item 9 which states that ‘Vocational skilled girl – child is very stubborn and arrogant’ shows that, vocational skilled girl-child is not very stubborn, this observation is made from the response of 49.3% respondents. Considering item 10 which states that ‘Vocational skilled acquire by the girl – child cannot lead to economic development of the society and the country at large’, it is discovered that vocational skilled acquired by the girl-child lead to economic development of the society and the country at large. From the aggregate mean score of 2.067 which falls below the midpoint of assessment, it can be said that acquiring vocational skill by girl-child have great advantage not only to the family of the child but to the economic and the country at large.

Table 4.7: Opinion of Respondents on the Influence of Parental Background on the Rural and Urban Girl-Child Vocational Skill Acquisition in Junior Secondary School

SN	Items	SD	DA	A	SA	Mean
1	Vocational Skills limit the harsh norms, culture and value of rural areas.	51(13.4)	53(13.9)	112(29.4)	165(43.3)	3.03
2	Vocational Skills cannot assist the Urban – rural girl – child to have good knowledge of agriculture	106(27.8)	148(38.8)	62(16.3)	65(17.1)	2.23
3	Vocational Skills cannot assist in commercial transaction of businesses from rural – to Urban and from Urban to rural	122(32.0)	141(37.0)	42(11.0)	76(19.9)	2.19
4	Vocational Skills cannot ameliorate the rate of illiteracy among the girl child especially in the local communities	116(30.4)	133(34.9)	45(11.8)	87(22.8)	2.27
5	Vocational Skills of the girl child cannot assist in preservation of Islamic culture	140(36.7)	125(32.8)	50(13.1)	66(17.3)	2.11
6	Vocational Skills cannot make the girl child to be aware of her responsibility at home	131(34.4)	129(33.9)	46(12.1)	75(19.7)	2.17
7	Vocational Skills make the girl child to be lazy and over dependent.	137(36.0)	138(36.2)	31(8.1)	75(19.7)	2.12
8	Vocational Skills cannot make the girl child to be composed and competent in all other activities	137(36.0)	132(34.6)	52(13.6)	60(15.7)	2.09
9	Vocational Skills make the girl child to lack respect for elders.	147(38.6)	126(33.1)	39(10.2)	69(18.1)	2.08
10	Vocational Skills make the girl child to abandon the norms, values, code of conduct ethic and culture of their communities	169(44.4)	93(24.4)	34(8.9)	85(22.3)	2.09
Aggregate mean score						2.238

Table 4.7 revealed the response on the Influence of Parental Background on the Rural and Urban Girl-Child Vocational Skill Acquisition in Junior Secondary School.

The mean score value of (3.03 > 2.5 midpoint of assessment) on item 1 which looks at 'Vocational Skills limit the harsh norms, culture and value of rural areas' shows that vocational skills limits the harsh norms, culture and value of rural areas i.e. it help amend the negative attitude of the girl-child, this is also affirmed by 43.3% respondents.

Considering the respondents of 38.8% respondents who disagreed with the statement of item 2 which states that 'Vocational Skills cannot assist the Urban – rural girl – child to have good knowledge of agriculture', vocational skills can assist urban-rural girl child to have good knowledge on agriculture. This is further justified from the mean score of (2.23 < 2.5 midpoint of assessment).

From Item 3 which states that 'Vocational Skills cannot assist in commercial transaction of businesses from rural – to Urban and from Urban to rural', respondents shows that vocational skills can assist in the commercial transaction of business from rural-urban and from urban to rural, this observation is made from the response of 37.0% respondents who disagreed also (2.19 < 2.5 midpoint of assessment).

From item 4 which state that 'Vocational Skills cannot ameliorate the rate of illiteracy among the girl child especially in the local communities', respondents covering 34.9% contradict the view. This implies that vocational skills can ameliorate the rate of illiteracy among the girl child especially in the local communities. The mean score of (2.27 < 2.5 midpoint of assessment) further justified the above response.

Examining item 5 which state that ‘Vocational Skills of the girl child cannot assist in preservation of Islamic culture’, response of 36.7% respondents who disagree shows that, Islamic culture can be preserve and even at higher level. The mean score of (2.11 < 2.5 midpoint of assessment) further justified the above response.

However, from item 6 which states that ‘Vocational Skills cannot make the girl child to be aware of her responsibility at home’, respondents strongly disagreed as recorded with 34.4%. Also, the mean score of (2.17 < 2.5 midpoint of assessment) further justified the above response.

According to the responses of respondents on item 7 which states that ‘Vocational Skills make the girl child to be lazy and over dependent’ strong contradiction is observed where respondent disagreed with 36.2% as well strongly disagreed with 36.0%. This implies that vocational skills make the girl child not to be lazy and over dependent. The mean score of (2.09 < 2.5 midpoint of assessment) further justified the above response.

From Item 8 which states that ‘Vocational Skills cannot make the girl child to be composed and competent in all other activities’, 36.0% respondents strongly disagreed also 34.6% disagreed. This implies that vocational skill of girl-child is seen as a tool to make the girl-child composed and competence in all other activities. The mean score of (2.09 < 2.5 midpoint of assessment) further justified the above response.

From item 9 which states that ‘Vocational Skills make the girl child to lack respect for elders’, respondents revealed that vocational skill does not make girl child loose or lack respect for elder, this is seen from the response of 38.6% respondents who

strongly disagreed. Also the mean score of (2.08 < 2.5 midpoint of assessment) further justified the above response.

As examined from item 10 which states that 'Vocational Skills make the girl child to abandon the norms, values, code of conduct ethic and culture of their communities', respondent revealed that, vocational skill make girl-child have positive attitude in most ramification of life. This is observed from the response of 44.4% respondents who strongly disagreed. The mean score of (2.09 < 2.5 midpoint of assessment) further justified the above response.

Thus, the aggregate mean score of 2.238 shows that all negative view of parental background on vocational child acquisition is contradicted. Hence it is therefore advised that vocational girl-child acquisition be encouraged by parents.

Table 4.8: Opinions of Teachers and Principals on the Influence of Parental Background on the Girl- child's Vocational Skill Acquisition in Junior Secondary School in Kaduna State

SN	Items	SD	DA	A	SA	Mean
1	Vocational skills equipped the girl child with the basic orientation of family way of life.	47(12.3)	30(7.9)	102(26.8)	202(53.0)	3.20
2	Vocational skills acquisition of the girl-child. Cannot help to reduce poverty	170(44.6)	101(26.5)	41(10.8)	69(18.1)	2.02
3	Vocational skills acquisition of the girl – child. Cannot make her to be self-reliant	179(47.0)	90(23.6)	64(16.8)	48(12.6)	1.95
4	Vocational skill acquisition of the girl child cannot lead to economic development in our society	184(48.3)	98(25.7)	38(10.0)	61(16.0)	1.94
5	Vocational skill acquisition of the girl child cannot lead to self-employment and political development in our country	161 (42.3)	103(27.0)	50(13.1)	67(17.6)	2.06
6	Vocational skills cannot prevent the Girl Child from pre-marital relationship and sexual abuse	148(38.8)	111(29.1)	37(9.7)	85(22.3)	2.15
7	Vocational skill cannot help to reduce the rate of unemployment	144(37.8)	125(32.8)	37(9.7)	75(19.7)	2.11
8	Vocational skill acquisition of the girl child cannot reduce the rate of school dropout	149(39.1)	87(22.8)	38(10.0)	107(28.1)	2.27
9	Vocational skills cannot reduce the rate of forced and early marriage of the girl child	135(35.4)	101(26.5)	49(12.9)	96(25.2)	2.28
10	Vocational skills cannot reduce the rate of maternal mortality and child mortality rate among the girl child.	192(50.4)	71(18.6)	44(11.5)	74(19.4)	2.00
Aggregate mean score						2.198

Table 4.7 revealed the response on Opinions of Teachers and Head Teachers on the Influence of Parental Background on the Girl-child's Vocational Skill Acquisition in Junior Secondary School in Kaduna State.

Considering item 1 where 53.0% strongly agreed and 26.8% agreed that 'Vocational skills equipped the girl child with the basic orientation of family way of life'. Undoubtedly, Vocational skills are seen as a factor that significantly affect girl child in the study area. However, the mean score of (3.20 > 2.5 midpoint of assessment) further justified the above response.

However, from item 2 which states that 'Vocational skills acquisition of the girl-child. Cannot help to reduce poverty', it can be deduce from the response of 44.6% and 26.5% respondents who strong disagreed and agreed that, poverty can be reduce with the help of vocational skill. The mean score of (2.02 < 2.5 midpoint of assessment) further justified the above response.

From item 3 which states that 'Vocational skills acquisition of the girl – child cannot make her to be self-reliant', it is observed that respondents disagreed as recorded with 47.0%. This implies that, with vocational skill, girl child can be self-reliant. The mean score of (1.95 < 2.5 midpoint of assessment) further justified the above response.

Considering item 4 which states that 'Vocational skill acquisition of the girl child cannot lead to economic development in our society', response shows that 48.3% respondents who constitute majority strongly disagreed and 25.7% disagreed. This implies that vocational skill acquisition of the girl child can lead to economic development in the society. The mean score of (1.94 < 2.5 midpoint of assessment) further justified the above response.

As observed from item 5 which state that ‘Vocational skill acquisition of the girl child cannot lead to self-employment and political development in our country’, vocational skill can lead to self-employment, this is observed from the response of 42.3% respondents who strongly disagreed and 27.0% who disagreed as well. However, the mean score of (2.06 < 2.5 midpoint of assessment) further justified the above response.

From item 6 which states that ‘Vocational skills cannot prevent the Girl Child from pre-marital relationship and sexual abuse’, response shows that respondents covering 38.9% strongly disagreed. The mean score of (2.15 < 2.5 midpoint of assessment) further justified the above response.

Item 7 which states that ‘Vocational skill cannot help to reduce the rate of unemployment’ is strongly disagreed by 37.8% respondents also a significant count covering 32.8% disagreed as well. This implies that vocational skill can help reduce the rate of unemployment. The mean score of (2.11 < 2.5 midpoint of assessment) further justified the above response.

From item 8 which states that ‘Vocational skill acquisition of the girl child cannot reduce the rate of school dropout’, it is discovered that, though majority covering 39.1% strongly disagreed but a significant count covering 28.1% strong agreed. From the mean score of 2.27 < 2.5 midpoint of assessment, it can therefore be said that vocational skill acquisition of girl child does not have a total control over their academic because vocational skill is seen as “education that provides a special skill rather than academic knowledge” (wiktionary.org).

From item 9 which states that ‘Vocational skills cannot reduce the rate of forced and early marriage of the girl child’, response shows that 35.4% respondents disagreed,

26.5% disagreed while 25.2% strongly agreed. The mean score of (2.28 < 2.5 midpoint of assessment) further justified the above response.

From item 10 which sort the view of respondents on 'Vocational skills cannot reduce the rate of maternal mortality and child mortality rate among the girl child', it is observed from the mean score of 2.00 < 2.5 midpoint of assessment also the frequency count of the 50.4% respondents who strongly disagreed that vocational skills can reduce the rate of maternal mortality and child mortality rate among the girl child.

From the aggregate mean score, it can be said that teachers and head of teachers dispute negative view of vocational skills, except on item 8 where high count of teachers and head of teacher strongly agreed.

4.2.2 Hypothesis testing

In testing the designed hypotheses for this study, ANOVA, Mann Whitney U-test and chi-square were employed. The hypotheses are tested on 5% α level of significant which is 0.05. The percentage level is set as a threshold to which to reject of accept the null hypotheses. However the stated hypotheses are as follows:

1. There is no significant difference between the opinions of the respondents on the implication of influence of parental background on the Girl -child's vocational skills acquisition in junior secondary schools in Kaduna State.
2. There is no significant difference between the opinion of male and female students on the influence of parental background on the girl – child's vocational skills acquisition in junior secondary schools in Kaduna State.
3. There is no significant difference on the influence of parental background on rural and urban Girl-Child's vocational skills acquisition in junior secondary school Kaduna State.
4. There is no significant difference in the opinion of teachers and Head teachers on the influence of parental background on the Girl – child's vocational skill acquisition in junior secondary schools in Kaduna state.

Below presents the result of the tested hypotheses

Hypothesis 1

Table 4.9: ANOVA test on Implication of Influence of Parental Background on the Life Style of the Girl-Child Vocational Skill Acquisition in Junior Secondary School

Test statistics	SS	Df	Mean Square	F	Sig.
Between Groups	18.019	1	18.019	35.249	.000
Within Groups	193.741	379	.511		
Total	211.760	380			

Table above shows the test conducted on the null hypothesis that: “There is no significant difference between the opinions of the respondents on the implication of influence of parental background on the Girl -child’s vocational skills acquisition in junior secondary schools in Kaduna State.” The test conducted report $F(1,380)$, = 35.249, p -value = 0.000 which is less than 0.05. Therefore, the null hypothesis is rejected and the alternate accepted.

This implies that there is statistically significant difference between the opinions of respondents on Implication of Influence of Parental Background on the Life Style of the Girl-Child Vocational Skill Acquisition in Junior Secondary School.

Hypothesis 2

Hypothesis 2 which states that “There is no significant differences between the opinion of male and female students on the influence of parental background on the girl–child’s vocational skills acquisition in junior secondary schools in Kaduna State” is tested and reported below.

Table 4.10: ANOVA test on the Opinion of Male and Female Students on the Influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary Schools

Test statistics	SS	df	Mean Square	F	Sig.
Between Groups	46.081	1	46.081	76.558	.000
Within Groups	228.125	379	.602		
Total	274.207	380			

As reported above, $F(1,380) = 76.558$, $p\text{-value} = 0.000$ is observed. Hence, the null hypothesis is rejected ($p < 0.05$). Therefore, it can be said that there is a statistical difference between the Opinion of Male and Female Students on the Influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary Schools.

Hypothesis 3

The Man Whitney U-test is applied in testing the stated hypothesis that “There is no significant difference on the influence of parental background on rural and urban Girl-Child’s vocational skills acquisition in junior secondary school Kaduna State”. The test is selected because, the researcher is testing for statistical difference between two different populations. Below report the analyzed result:

Table 4.11: Test on the Influence of Parental Background on the Rural and Urban Girl-Child Vocational Skill Acquisition in Junior Secondary School

Location	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	p-value
Urban	255	155.61	39680.50	7040.500	39680.500	-8.9480	0.000
Rural	126	262.62	33090.50				
Total	381						

As observed from the mean rank score reported in table above, rural settler are ranked higher with 262.62 compared to the urban settler with 155.61. However the value of ($z = -8.9480$, $p\text{-value} = 0.000$) indicate a statistical significant difference between the opinion of respondents on Influence of Parental Background on the Rural and Urban Girl-Child Vocational Skill Acquisition in Junior Secondary School. Therefore, the null hypothesis is rejected and the alternate accepted

Hypothesis 4:

Table 4.12: Chi-square conducted on Opinions of Teachers and Principals on the Influence of Parental Background on the Girl- child's Vocational Skill Acquisition in Junior Secondary School in Kaduna State

Test statistics	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.260E2	56	.000
Likelihood Ratio	107.755	56	.000
Linear-by-Linear Association	19.947	1	.000
N of Valid Cases	381		

Table above report $X^2 = 1.260E2$, $df=56$ and $p\text{-value} = 0.000$. The null hypothesis which states that “There is no significant difference between the opinion of teachers, principals and student on the influence of parental background on the Girl – child’s vocational skill acquisition in junior secondary schools in Kaduna state” is rejected. This implies that there is statistical significant difference between the Opinions of Teachers and Head Teachers on the Influence of Parental Background on the Girl-child’s Vocational Skill Acquisition in Junior Secondary School in Kaduna State.

4.3 FINDINGS

From the results presented, the following findings are made:

1. Parental background does not have negative influence on the Life Style of the Girl-Child Vocational Skill Acquisition in Junior Secondary School.
2. Vocational skill acquisition help to reduce the rate of poverty among the girl-child through the means of self-employment.
3. Teachers, head teachers and the students are all of the opinion that Vocational skill acquisition of the girl child can lead to economic and political development of the country.
4. Religion does not have negative effect on vocational skill acquisition of the Girl-child in junior secondary school.
5. Vocational skill acquisition of the girl-child help to reduce the rate of maternal mortality and child mortality rate.
6. Vocational skill acquisition of the girl-child assist in commercial transaction of businesses from rural to urban and from urban to rural communities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This Chapter gives a summary of the research findings, conclusions and recommendations of the study. The summary briefly gives a description of chapter one, two, three, four and five while the conclusion is a concise statement that embodies the main points of the study. Lastly, the recommendation proffered solutions to the problems discussed in the findings.

5.1 Summary of Findings

Based on the hypothesis tested, the following are the major findings of the study:

1. Findings showed that parental background does not have negative influence on the girl-Child's Vocational skill acquisition in junior secondary school in Kaduna State.
2. Result revealed a significant difference in the opinion of male and female students on the influence of parental background of the Girl-Child's vocational skills acquisition in junior secondary school in Kaduna State.
3. Findings shows that there is significant different with regard to location on the influence of parental background on the Girl-Child's Vocational skills acquisition in junior secondary school in Kaduna state.
4. Result shows that no significant different between the opinion of teachers and principals on the influence of parental background of the Girl-Child's vocational skill acquisition in Junior secondary school in Kaduna state.

5.2 Conclusion

Based on the findings of this study, it was concluded that parents does not have negative influence on the Girl-Child's vocational skill acquisition in junior secondary schools in Kaduna state. With the peculiar problem of unemployment, Girl-Child labour dropout rate, and poverty in Nigeria, vocational skills was found to be more effective in tackling the problem location (rural-urban) does not hinder vocational of the hypotheses tested, it was established that the parent have positive influence on the Girl-Child's vocational skill acquisition in junior secondary schools in Kaduna State.

5.3 Recommendations

Based on the findings made the following recommendations are given:

The government should develop new sets of training centers especially in the rural areas so as to help the girl-child/woman gain the vocational entrepreneur life skill that are crucial for their life employment.

Frequent monitoring and adequate funding should be provided by the government, this can be done in partnership with federal, state and local government as well as non-governmental organizations for efficiency and productivity.

Expert in various skills should be invited to train learners on various skills workshops and training programmes should also be provided for them to enhance the necessary instructional techniques.

Incentive should be given to the best students after the training period. This can be done by providing the material needed to start work after acquiring the skill e.g. sewing machine could be given to the one that acquire sewing skills.

The government should also use the mass media like radio, television, newspaper to enlighten parent and guardians on the benefits of acquiring vocational skills, and also to reduce the rate of school dropout.

Religious Scholars should be encourage to carry out Da'awah (preaching) on the important of acquiring both local and modern skills to the girl-child.

5.4 Suggestion for Further Studies

Based on the finding of studys, further research areas which would enhance effective acquisition of vocational skills have been recommended from the issue that arose and were beyond the scope of the study include:

Replication of this study in other part of the state and the country at large so as to establish the actual state or vocational skills acquisition in the country. If this is done findings that would assist in policy formation and decision making among vocational skills stakeholders would be formed.

Further research should be carry out on the issue of girl-child discrimination, gender bias, socio-cultural beliefs and religious misinterpretation of holy books on girl-child skill acquisition.

5.5 Contribution to Knowledge.

The studies of the influence of parental backgroundon girl-child, vocational skill acquisition in junior secondary schools in kaduna state has resulted in to the following contributions to knowledge advancements.

Girl-child vocational skill acquisition reduce the rate of street hawking, girl-child abuse, girl-child labour and early marriage.

Woman education projects the right of the girl-child and give them more chances to acquire basic skills as sponsorship by governmental organization and non-governmental organization.

Attention has been drawn to curriculum reviewer to enhance girl-child skill acquisition.

Indecent dressing among female teenagers and school-dropouts are due to sexual ignorance, unplanned marriages and unwanted pregnancies. Other spheres included illegal abortion, resulting into untimely death of veritable youths and increasesing numbers of prostitutes among female population, vocational skill is antidote to social problems and menace in the society.

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APPENDIX A

DEPARTMENT OF EDUCATION (CURRICULUM AND INSTRUCTION SECTION) FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

INFLUENCE OF PARENTAL BACKGROUND ON THE GIRL- CHILD VOCATIONAL SKILLS ACQUISITION QUESTIONNAIRE

I am SafiyahAbubakar, a postgraduate student of the Department of Educational Foundations and Curriculum, Faculty of Education, A.B.U Zaria. I am collecting data on. The influence of parental background on the Girl-Child vocational skills acquisition in Junior Secondary Schools Kaduna State. I wish that you would take your time to respond to the items below. All the information given will be kept confidential thanks.

SECTION A RESPONDENT BIO DATA

Instruction: Please tick (✓) appropriately and applicable

1. Location (a) Urban () (b) Rural ()
2. Age (a) 20-30 () (b) 31- 40 () (c) 41- above ()
3. Gender (a) Male () (b) Female ()
4. Marital Status (a) Single () (b) Married ()
5. Qualification (a) Grade II () (b) N.C.E () (c) B.Ed () B.SC/B.A () (e) HND ()
(f) Others.....
6. What did you study in school?
(a) Science () (b) Art () (c) Vocational ()
7. Do you have children?
(a) Yes () (b) No ()
8. If yes how many girls do you have?
(a) 1-2 () (b) 3-4 () (c) 4-5 () (d) None ()
9. What type of family did you come from? (a) Nuclear () (b) Extended ()
10. What is the nature of your job?
(a) Civil servant () (b) Business () (c) Unemployed ()

SECTION B

Opinions of parents on the Influence of Parental Background on the Life Style of the Girl-Child Vocational Skill Acquisition in Junior Secondary School					
ITEMS		SA	A	DA	SD
1.	My parents advised me that vocational skills have adverse effect on marriage opportunity.				
2.	My mother said vocational skilled workers close late from work.				
3.	Vocational skills occupation are incomputable with mothers care at home.				
4.	Girls that take to vocational skills do not marry on time.				
5.	My father said that vocational skills are more of male than femaleprofession				
6.	Vocational skills are foreign skills				
7.	My parent advice that vocational skills manipulation is not compatible with women during pregnancy				
8.	My parent advice that technical and vocational skilled look more difficult for the Girl-Child				
9.	Our culture does not allow woman to have technical and vocational skills.				
10.	Vocational skill acquisition of the girl – child lead to premarital relationship and sexual abuse.				

Opinion of Male and Female Students on the Influence of Parental Background on the Girl-Child Vocational Skill Acquisition in Junior Secondary Schools

ITEMS		SA	A	DA	SD
1.	Parent prefer their Girl – child to hawk along the street.				
2.	Vocational skilled girl – child are mannerless				
3.	A vocational skilled girl – child cherished their job more than there household work.				
4.	Vocational skilled girl – child cannot support her husband financially.				
5.	Vocational skilled girl – child cannot prevent herself from sexual transmitted diseases.				
6.	Vocational skilled girl – child lack the idea of how to prepare good nutrition diet for her family.				
7.	Vocational skilled girl – child does not dress decently.				
8.	Vocational skilled girl – child is careless about her husband feelings, needs and happiness.				
9.	Vocational skilled girl – child is very stubborn and arrogant.				
10.	Vocational skilled acquire by the girl – child cannot lead to economic development of the society and the country at large.				

Opinions of respondents on the Influence of Parental Background on the Rural and Urban Girl-Child Vocational Skill Acquisition in Junior Secondary School

ITEMS		SA	A	DA	SD
1.	Vocational Skills limit the harsh norms, culture and value of rural areas.				
2.	Vocational Skills cannot assist the Urban – rural girl – child to have good knowledge of agriculture.				
3.	Vocational Skills cannot assist in commercial transaction of businesses from rural – to Urban and from Urban to rural.				
4.	Vocational Skills cannot ameliorate the rate of illiteracy among the girl child especially in the local communities.				
5.	Vocational Skills of the girl child cannot assist in preservation of Islamic culture.				
6.	Vocational Skills cannot make the girl child to be aware of her responsibility at home.				
7.	Vocational Skills make the girl child to be lazy and over dependent.				
8.	Vocational Skills cannot make the girl child to be composed and competent in all other activities.				
9.	Vocational Skills make the girl child to lack respect for elders.				
10.	Vocational Skills make the girl child to abandon the norms, values, code of conduct ethic and culture of their communities.				

Opinions of Teachers and Head Teachers on the Influence of Parental Background on the Girl- child's Vocational Skill Acquisition in Junior Secondary School in Kaduna State

ITEMS		SA	A	DA	SD
1.	Vocational skills equipped the girl child with the basic orientation of family way of life.				
2.	Vocational skills acquisition of the girl-child. Cannot help to reduce poverty.				
3.	Vocational skills acquisition of the girl – child. Cannot make her to be self reliant.				
4.	Vocational skill acquisition of the girl child cannot lead to economic development in our society.				
5.	Vocational skill acquisition of the girl child cannot lead to self employment and political development in our country.				
6.	Vocational skills cannot prevent the Girl Child from pre-marital relationship and sexual abuse.				
7.	Vocational skill cannot help to reduce the rate of unemployment.				
8.	Vocational skill acquisition of the girl child cannot reduce the rate of school dropout.				
9.	Vocational skills cannot reduce the rate of forced and early marriage of the girl child.				
10.	Vocational skills cannot reduce the rate of maternal mortality and child mortality rate among the girl child.				

APPENDIX B: RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	40

Item Statistics

	Mean	Std. Deviation	N
Q1	4.88	.332	25
Q2	4.80	.408	25
Q3	4.88	.332	25
Q4	4.52	.770	25
Q5	4.52	.823	25
Q6	4.68	.988	25
Q7	4.68	.748	25
Q8	4.80	.408	25
Q9	3.80	1.190	25
Q10	4.60	.500	25
Q1	4.72	.542	25
Q2	4.68	.476	25
Q3	4.84	.374	25
Q4	4.80	.408	25
Q5	4.84	.374	25
Q6	4.44	.870	25

Q7	4.52	.714	25
Q8	4.60	.500	25
Q9	4.80	.408	25
Q10	4.20	.816	25
Q1	4.68	.557	25
Q2	4.64	.638	25
Q3	4.40	.816	25
Q4	3.92	1.152	25
Q5	4.24	.831	25
Q6	4.48	.586	25
Q7	4.16	.850	25
Q8	3.68	1.180	25
Q9	3.84	1.214	25
Q10	4.08	1.115	25
Q1	3.72	1.021	25
Q2	4.00	.866	25
Q3	4.56	.507	25
Q4	4.28	.614	25
Q5	4.36	.700	25
Q6	4.32	.748	25
Q7	4.68	.476	25
Q8	4.68	.476	25
Q9	4.60	.577	25
Q10	4.80	.408	25