

**UNEMPLOYMENT AND REACTION OF PARENTS TOWARDS  
THEIR CHILDREN EDUCATION  
(CASE STUDY OF WAMAKKO LOCAL GOVERNMENT AREA)**

**BY**

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## **APPROVAL PAGE**

This research work has been read and approved as part of the requirements for the award of B.Sc. Education (Economics) by the Department of Curriculum Studies and Educational Technology, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

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## **DEDICATION**

This research work is dedicated to God Almighty, the Provider, the Sustainer and the Master of the Day of Judgment, also to our beloved parents and lecturers for their help in one way or the other.

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## TABLE OF CONTENTS

Title Page.....	i
Approval Page.....	ii
Dedication Page.....	iii
Acknowledgement.....	iv
Table of Content.....	v
List of Tables.....	vii
Abstract.....	viii

### CHAPTER ONE

1.1 Background to the Study.....	1
1.2 Statement of the Research Problem.....	2
1.3 Research Questions.....	3
1.4 Objectives of the Study.....	4
1.5 Significance of the Study.....	4
1.6 Scope and Delimitation of the Study.....	5
1.7 Definition of Terms.....	6

### CHAPTER TWO

2.0 Literature Review.....	7
2.1 What is Unemployment.....	7
2.2 Education and Unemployment.....	9
2.3 Genesis of Unemployment.....	14
2.4 Remedy of Unemployment.....	19

### CHAPTER THREE

### RESEARCH METHODOLOGY

3.0	Introduction.....	24
3.1	Research Design .....	24
3.2	Population of the Study.....	24
3.3	Sample and Sampling Technique.....	25
3.4	Instrumentation.....	26
3.5	Validity of Instruments.....	26
3.6	Reliability of the Instruments.....	26
3.7	Method of Data Collection.....	36
3.8	Method of Data Analysis.....	27
<b>CHAPTER FOUR</b>		
4.0	Introduction.....	28
4.1	Presentation Analysis and Discussion of Data.....	28
4.2	Selection A. Analysis of Personal Data.....	29
4.3	Selection B. Analysis of Research Question.....	31
4.4	Discussion of Findings.....	35
<b>CHAPTER FIVE</b>		
5.0	Summary, Conclusion and Recommendation.....	37
5.1	Introduction.....	37
5.2	Summary.....	37
5.3	Conclusion.....	37
5.4	Recommendations.....	38
REFERENCES .....		40
APPENDIX .....		42

## LIST OF TABLES

### SECTION A:

Table 1:	Showing whether the responded is consent for participation.....	29
Table 2:	Showing the sex of the parent.....	29
Table 3:	Showing the occupation of the parent.....	30
Table 4:	Showing the age of the parent.....	30
Table 5:	Showing the numbers of children parents have.....	31

### SECTION B:

Table 1:	Number of children in schools.....	31
Table 2:	Showing numbers of children that have finished secondary school.....	32
Table 3:	Showing numbers of children who have tertiary institution.....	33
Table 4:	Showing reasons why parents send their children to school .....	33
Table 5:	Did the parent choose a course of study for their children.....	34
Table 6:	Showing numbers of children employed for secondary school education	34
Table 7:	Showing number of children that are working and at the same time attending school.....	35

## **ABSTRACT**

The aim of the research is to find out the reactions of parents towards their children's education in view of the present level of unemployment opportunities in Wamakko Local Government area of Sokoto state. It will seek to find out whether parents consider education nowadays as a waste of human and financial resources in view Of unemployment problem. In addition, this research will investigate whether parents attach any importance to the education of their female children in view of present unemployment problems. It will further seek to know unemployment has effect on parental view as regards the type of courses children will read. In order to find out all these problems, the researchers will formulate questionnaires for the parents to fill, at the same time the researchers will make keen and practical observations in the course of administering the questionnaires. In analyzing the questionnaire, simple random techniques will be used for easy comprehension. At the end, the researchers will finds out whether the present lack of employment opportunities affects all parents or not because some of the parents send their children to school for the sake of Education. The research will show a strike of balance between those parents who consider the education as a waste of human material resources and those who do not. Finally, we will discover whether unemployment have effect on the parental view in the type of courses they would like their children to read as most parents prefer their children to study medicine.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND TO THE STUDY**

The researchers wish to investigate the employment problem in connection with the first time job seekers that graduated from the post secondary schools, between the years of 2009 to 2012 and the reaction of the parent in general towards (as seems to them) government crude policy on the freeze on employment.

If one flashes back to those old good days about 1966 to early 1989, one would see that employment opportunity were available. So much so that those who had the opportunity and patiently underwent all the deals, it look to survive the primary and secondary education above all university education, were the cynosure and reference point of the people.

They become the focus of their people, and much pride till the hearts of their parent whenever they are being discussed. In essence, there educated one just like the messiahs to their people in particular had their community in general.

This is because the parent knew that these products of western education were viable and were also men of hope for better living standard. Everything is expected to be under their disposition; a good job, a car, high status and above all respectability. The educated ones were seen as the beacons that would shine through the goony darkness that enshrine the fate of some peasant farmers in the society.

Candidly, investment in education then was not regarded as a waste; rather it was seen as the biggest industry. Also it was being patronized by many who had the opportunity to do so.

The parent as well as the government at local, state and federal levels recognized this biggest industry, as a veritable tool for nation building as a tool for dissemination of knowledge to future generation. For this reason both the parent and government were ready to fund education for better growth. But alas this was the era of oil boom.

But overtime around 1980-1982 things started to get out of control because of the poor economic position of the country, which is as a result of the dwindling income from oil, Algeria being a mono-cultural economy nation. This era saw the corrupt politicians through, who promised heaven on earth during their electioneering campaigns to provide all the gouches of life when voted in to power. Even then, employment opportunities were available to certain extent, so much that some of these first time stage, the peasant farmers were still with every courage in sending their children to school.

Coming to the tail end of 1983, the country witnessed the advent of military intervention with the hope to rescue the country's poor economic situation. In order to resuscitate and revamp the economy of the country, retrenchment policy was undertaken. Also further employment of graduates from post secondary school and universities which was hitherto the case was banned.

The fate of some parents was left doomed, confused and viewed western education as an end in itself and not a means to an end anymore. It is in the high of the above that the researchers intend to undertake their study, being the background of the problem.

## **1.2 STATEMENT OF THE RESEARCH PROBLEM**

Many papers have been presented in seminars, symposiums and conferences about the issues of unemployment now lifting the country.

The main focus of the researchers is to know the type of attitude parent has developed toward their children education with regards to present lack of employment opportunity in the state. The objectives among others are to give solutions as to whether there will be ways government will devices, so as to restructure educational system of this nation. So much so that graduate at all level will be self employed, without necessarily depending on the government to employed them and leaving the parents with different reaction towards education in view of employment.

The researcher will find out the present notion of parents about western education as regard to unemployment. This research is also aimed at finding out if present unemployment has forced the parent to prefer sending their male sex to school to their female sex. In addition to this, the researchers will find out gap between the numbers of children the educated people send to school compared to those of illiterate parents. The researchers will also study the reactions of students towards western education, knowing quite alright that the possibility of being employed after their graduating is very low.

This research will go further at seeking ways government will help the unemployment.

### **1.3 RESEARCH QUESTION**

This research aim at finding out the answer to some questions which have to do with the parental actions to unemployment problem In the state to various educational issues as they affected by the phenomenon of unemployment in particular, the following questions will guide this research.

1. Do parent have any preference in sending a particular sex to school

2. What is the reaction of parent towards sending their children to school with regard to unemployment problems?
3. Has unemployment affected parental view with regards to the course their children offer?
4. Does unemployment affected the number of children parent send to school?

#### **1.4 OBJECTIVE OF THE STUDY**

This research aim at finding out the following objectives:

1. To examine whether parent have any preference in sending a particular sex to school
2. To find out reaction of the parents toward sending their children to school.
3. To identify whether unemployment affect parent view with regard to the type of course their children offer.
4. To find out whether unemployment affect the number of children parent send to school.

#### **1.5 SIGNIFICANCE OF THE STUDY**

The importance of this study cannot be overemphasize, as it will help the educational administrators and planers to see how our parent educational system is creating social problem in the society and to seek the possible ways of releasing them. After the completion of this study it is our hope that adult education instructors will also benefit from this study in the sense that will know the ways and methods of how to enlighten the illiterate parent on the importance of education of their children.

The policy makers also benefit from the possible suggestion put toward to them as regards easy implementation in general perspective. It is also the wish of the researchers to show

how the trends of improperly planned policies can affect the quest of the government towards the proliferation of education and seek the ways of reminding them when the needs arises.

In essence, both the parents and students will be made to know the importance of technical and vocational schools and the pride of being self-employed. The researchers have also had many discussions from both literate and illiterate individual and groups about this disturbing phenomenon “unemployment”.

## **1.6 SCOPE AND DELIMITATION OF THE STUDY**

It is the wish of the research to analyze all the pangs of unemployment felt by almost everybody within the districts in Wamakko local government area of sokoto state. The districts in Wamakko local government area of sokoto state are listed below:

1. Barade Wamakko
2. Sarkin Adar Dundaye
3. Sarkin Rafin Gunburawa
4. Sarkin Gabas Kalambaina
5. Uban Kasar Arkilla
6. Sarkin Kudun Guiwa
7. Magaji Wajeke
8. Uban Kasa Bubu
9. Sarkin Rafin Gumbi

But because of the a foreseen problems we may encounter in terms of material, time and finance, it is decided that only five(5) districts (urban kasar Arkilla, Sarkin Adar Dundaye and

Barade Wamakko, Sarkin Rafin Gumburawa, Magajin wajeke).in Wamakko local government area in sokoto state would be studied.

## **1.7 DEFINITION OF THE TERMS**

It is imperatively necessary to define the concepts to be found in this research work. They are as follows;

### **1. UNEMPLOYMENT:**

Is a situation whereby, an individual is willing, capable and qualified to work but does not find any?

### **2. LABOUR MARKET:**

This is the environment in which wages are determined since there is a supply of labor, there exist the two main condition required for market in which the price lab our (wages) is determined, as are price in the markets.

### **3. REACTION:**

In this context it means the positive or negative feelings of parent towards western education.

### **4. EDUCATION:**

Fafunwa (2002) sees education as the aggregate of all process by which a child, young or adult develops his abilities, attitudes others forms of behaviors which are of positive values to the society in which he/she lives.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION

#### 2.2 WHAT IS UNEMPLOYMENT?

Defining the concept of unemployment is problematic in as much as the definition refers to more than one country. This is because unemployment in specific country is measured by different criteria, such as age limits, the criteria for seeking work, the treatment of persons who are temporarily laid off, the treatment of first time job seekers and so on.

Webster international dictionary defines unemployment as: “involuntary idleness of a worker seeking work at prevailing wages”.

In supporting the above definition, the dictionary of business and science describes unemployed person as a person “willing and able to work both unable to find a job”.

But encyclopedia international (vol.6, p- 422) has been able to make exception. According to it the terms unemployment “---- does not include everyone who is not working but only those who are members of the labour force and have no Employment.”

It explain further that a nation’s lab our force consists of “all persons who desire to be gainfully occupied and are capable of employment”

Impliedly it thus, excludes all who is some reason’s age physical or mental disability or preference are neither working nor seeking jobs.

Encyclopedia Britannica (vol.6) also support the above definition when it defines unemployment as: “anyone who is capable of working and is activity seeking work but is unable to find it”

In this regard before a person can said to be unemployed he must be an active member of the lab our force in search of a job and could not find one in the some view, student and house wives (despite the fact they perform work) are not considered unemployed unless they are activity seeking jobs.

In some countries, any person who because of handicap or discouragement, has not tried to find work, even if only to the extent of registering at public employment office will not be counted in the statistic of unemployment, while in some countries he is included.

At the same time, there is a category of young school leavers who do not find jobs commensurate with their education, in some countries the government recognizes them as unemployed and tries to help them out.

Since the discussion on the crises of unemployment by this research is mostly directed at the level of secondary education, it is imperative to ask the question of whom the unemployed school leavers are; they are mostly those who have completed, or nearly completed their secondary schooling. Because in many countries including Nigeria the average age of secondary school leaving is falling [from 16 to 20] in some areas, most of these young people have very little qualification for many of the jobs they apply for. They are both young and untrained; whatever may be their potentiality for improvement.



## 2.2 EDUCATION AND UNEMPLOYMENT

There are conflicting views about the roles of education especially in its relationship with the labour market and occupation. It has often been taken for granted that education serves as a preparation for jobs. But considering the general nature and content of educational process, it is also to take the view that education may be acquired for its own sake.

Briggs (1975) says education should also be seen, "it is easily observed, however, that in most occupation there is a direct correlation between the earnings of workers and their educational attainments it is thus behaved that education contributes to efficiency at jobs. On any case Briggs 1979, maintain that: "Even if education does not necessarily prefer people for specific jobs, educational qualification are still generally accepted for screening devices for the selection of workers in almost all countries".

From the above we can realized that, even the most academic subjects has been studied with a view to their value in eventually securing employment and it has been argued that it is precisely because schooling has been so intimately connected with the employment market, that is why it's reforms has been so difficult. However, in the contemporary context of mass education it is clear that we are primary concerned with 'modern section' employment as in the past but with according to Thompson 1981 "enabling these young people who the modern sector will be unable to absorb to make their own way, probably as self employed workers and to a large extend within their own local communities".

The advantage of this is to generate economic activities in their respective communities and at the same time reduce the rate of migration to towns. Although the place of educational change differs among and within African countries, the elements of the school leaver's

employment problems are much the same everywhere. This is simply because formal education in Africa countries an alien activity.

Callaway (1983) in his article titled “unemployment among African school leavers” support the reason: “formal education because its disciplines, ideas, and goals are alien to the traditional culture of African people everywhere disrupt the cohesion of tribal society”.

For example, only a few parent most of whom are farmers may want their children to become farmers. For them (parents), the village school is most often though as a symbol of the means of freeing the younger generation from the drudgery of farming. Callaway believes that: “these parent pay the modest school fees often a considerable among of the income that comes from local sales of surplus produce with the hope that their children later on will gain jobs that provide financial reward and prestiges”.

The school leavers himself has become aware of the workings of exchange economy, due to the formal education he has possessed. He has seen motorcycles, radios, T.V, videos, the fashionable clothes of those with steady incomes. Both the material goods are not the greatest attraction.

In many cases those school leaver’s who have found paid work show remarkable restraint and save a high proportion of their low incomes, often sending money back home for the education of younger brothers or sister). The main thing is that the school leaver’s council sees any progressive future in the village again. The decision to return to the home village becomes hard in Callaway’s research 1983 he discovered that “those school leavers from areas where land is plentiful and where cash crops are grown can go back however reluctantly, to the security of them farm. Others have strong negative feelings I cannot go back to confess failure would be a

disgrace to myself and my family; Still other came from area where land is scarce and drained fertility; there are no farms for them to return to”.

In advanced industrial societies, education is provided by the state as a matter of right for all citizens, formal institution, schools, colleges and universities are organized, staffed by full time professional practitioners teachers and lectures education is provided free of charge, though it is paid for by the tax payers.

Although free compulsory state education is largely taken for granted today and regarded as a perfidy normal and natural state of affairs; it is worth that it is a very recent development in men’s history. Even in great Britain it began in 1870 with the faster education act by which the state assumed responsibility for elementary education, and in 1880 school attendance up to the age of (10) years was made compulsory. But it was not until 1918 was secondary education clearly defined as the state responsibility.

Coming back home, Nigeria, we saw enactment of addict and statement of policies on education. The national policy on education show that the federal government views education as an unequivocally maintain that: “not only is education the greatest force-----”. “It is also the greatest investment that the nation can make for the quite development of its own economic, political, sociological and human resources” (1981/8).

To achieve this government’s view on the implementation committees’ blue point on the Federal Republic of Nigeria National policy on education” (2004) sums those objectives of primary education as: “permanent and functional literacy and effective numeracy, the curriculum would include religions and word instructions complemented with elementary science”

Also the policy further states that “---- at a state of education process after primary education, an individual will be able to choose between, continuing work with study or embarking on the full time employment without excluding the prospect for resuming studies later”.

It was also said that secondary education is to prepare the individual for useful living within the society and higher education. In addition, the former president Shehu Shagari stated in the Forth National Development Plan (1981) that: “each state of the federation will have a polytechnic and college of technology. Colleges of technical teacher’s educational attachment are to be emphasized”.

In addition to those, president Goodluck Jonathan stated in inauguration of Federal University in Jigawa State (2011) that: “each state in the federation must have at least one federal university”.

The curriculum of technical education is oriented toward the production of middle level scientific and technologist for agricultural, industrial, commercial and economic development. The curriculum is both determine and a preparation for professional student in engineering and other technologies.

From all the above, it is apparently clear to us now that although education is widely acquired by the youth, but it does not fulfill its promise for decent livelihood. Surely of employment as has been stressed in the National policy on education (2004) turns to be contrary there by allowing persistent unemployment to take the seat in all states of the federation. So that youth turn out to be suspicious of what western education was up to.

Despite the fact the few facilities and equipment for the take off of Shagari plan were purchased and imported since 1984, out of which many have been distribute the plan is yet to start achieving its objectives because it has not been given much encouragement. This is widely some science school still lacks laboratories which impliedly means that all science student that finished secondary school in some years back were half back and if not further education they can hardly work anywhere efficiently hence unemployment prevails.

It is worth nothing that the adoption of a manpower requirement approach to educational expansion did not necessarily guarantee again unemployment among all classes of school leavers, for instance, in its appraised of the manpower forecast, the National board has reiterated that what the Nigerian economy.

Needed was not the quantity of educated manpower as such, but which the manpower as such, but what the board referred to as “strategic scientific and technological personnel” And in translating the manpower projection into educational plans according to Briggs (1975). “Attempts were made place emphasis on the production of these scientific and technological personnel, but the slowness of the educational system to adjust to the requirement in educational plans”

However, partly because of the apparent shortage of the high level manpower, and partly because employers were willing to base their screening for high level jobs on educational rather than strictly on professional qualifications, problems of unemployment at the high level cadre have been minimal.

But the question is, why it is that education which at the initial: stage was aimed at training individual in providing the manpower to a country is now turning to be a waste of human

resource Callaway (1983) believes that it is because of the progress in basic education in African countries has categories this progress in three stages: “In the first stage, only a relatively small proportion of the school-age children attend school: perhaps no more than 10 and 30 percent, the second stage comes when some 50 to 80 percent or more receive this elementary school. The third stage is reached when nearly the entire population has passed through primary education and literate”.

According to him, in the first, those who pass through primary schools even without attending secondary or vocational schools, are usually able to find work at a regular income outside farming. They find jobs as clerks in central and local government and trading firms as messengers and so on. In the second stage, the number of school leavers has multiplied by three or four while the number of jobs has increased only slightly. He remarks that mass unemployment of school leavers then prevails and may last a long time Callaway (1983) maintains that: “A few tropical African countries are still in the first stage. Most however, have reached the second stage..... Few will reach the third stage before the years 2020”.

Finally, one may conclude that the issue of education a criteria for employment is not a recent development, since it is widely believe that education respect of its output can overcome specific human resources shortage that hamper any national development.

### **2.3 GENESIS OF UNEMPLOYMENT**

The factors that lead to the emergence of unemployment are not only peculiar to the developed nations like America and Britain. But for the purpose of this research, we shall focus our attention on the views different scholars concerning the genesis of unemployment.

The Massive enrolment of children into primary school, the automatic admission of pupils to secondary school and high number of admission given to students into universities and schools of higher learning cause unemployment. This view is upheld by Kenneth and Brian (2001, p. 89) when and they said: “The link between formal education and access of jobs is extremely close in modern age and this is true in African countries as anywhere else. It is also true that in Africa, many are called but few chosen, that is for the vast majority of young people the land of education which they manage to obtain and the subsequent employment fall below their hopes and ambition”.

From this view of Kenneth and Britain, we can deduced that similar cases are obtained in Nigeria too, where occupational mobility between generations is limited to the extent that few new job opening are themselves limited. So that young school leavers are obliged to take jobs which previously would have been considered too slowly, or are unable to find any employment at all.

Another scholar in the person of Clignet (1999, p 67) made similar study of the Cameroon he found that in Cameroon, “no less than sixty-nine percent of the younger individuals with a post primary education are currently engaged in manual work compared with fifteen percent of the older”.

Going by Clignets view we came to realize that the root cause of unemployment must be within the educational system itself. For mainly a child especially of the peasant P.H Coombs (1999, p. 84) also reason along the same way with the above explanation He says: “A student obtained his education in order to prevent his unemployment and a socio-economic system that falls him in his regard may easily become the target of his hostility.

The situation for either under employment or unemployment is even more frustrating especially if during a student's education he received no sound vocational guidance that would give him a more realistic employment expectation on which to base his education academic choice. However, this graduate or school-leaver that funds himself in this type of situation is not the only person to be involved in a counter reaction but as well as his parent and if possible the authorities concerned.

Yet, Segun, Adesina (2005, p 37) came out with another contributing cause of unemployment. He says: "...The federal government should do away with the nation of free service like education first a high quality of educational system can neither be cheap nor completely free. Countries which are: often presumed as having free education have a way of their citizens contribute to found for education".

Segun Adesina here has foreseen the implication of government assuming total financing of educational system. If this manifested by the federal government then each and every parent would have no fear of sending his child or children to school. By implication, there will continue to have massive turnout of student from all levels of learning every year. Through this the labour force will such a think when every vacancy is filling up, just like what is happening now. When the labour market can no more absorb the school leavers and graduates, unemployment then inevitable because the talk of the day.

There is another cause of unemployment among the children of 'Nobody; Kenneth and Brian (2001, p. 90) says: "it should be clear that the statistical likelihood of peasants. Son or daughter finding a modern sector job is extremely low and probably falling rather rapidly".



Here it is true that difficulty of obtaining secondary school or school places and lack of adequate job opening for parents and pupils. Especially those who at least competitive, there will be low neither returns nor investment in education (and return will be lower, the mire employment opportunities closed).

This may also lead to a drop in enrolments of certain group pupils. Still the menace of population that plays a prominent role is one of the causes of unemployment. Most nations in developed undeveloped countries in the world are suffering or have suffered the pangs of unemployment at one time or another.

Coombs (1999 p. 85) talk about Nigerians plight on unemployment “Nigeria authorities, trouble by his problem (of unemployment) for some years have now started warring over the prospect of an imminent surplus of university graduates, production is shapely up, but the seemingly unquenchable demand for them of only a few years ago has eased of especially with the filling up of government posts”.

This view of Coombs does not only concern the university graduates but as well as the post primary school leavers in fact it becomes difficult for a person to actually state what clearly needs more educated manpower but who is unable to develop, education of her citizens move from being relative luxury available to only minority population to being basic need for everyone who wants to escape the shrinking unskilled sector of the lab our force.

Social stratification is another cause of unemployment because educational systems served contradiction purposes in modern Africa, which Nigeria is not an exclusive. On the other hand they permit small members of children from modest backgrounds to achieve varying degrees of upward social mobility.

According to foster (1973 p. 43), as quoted by Kenneth and Britain. (2001, p. 90). “Far from facilitating social equity and assisting poorer groups, present arrangements merely perpetuate inequality and reinforce the occupational status or groups that are already among the haves”.

In this situation we may note the increasing likelihood that non-educational criteria is bound to be used in determining who obtain employment. With increasing competition for jobs among school leavers and graduates, favoritism based on family background, ethnicity and class criteria may become increasingly prevalent as prince (1997) and Okedare (1995) in a journal opined. And even from our studies it is the children who came from highly privileged families in the studies local government (Wammako) who have wage jobs.

In addition sex rate constitute two major obstacles in employment opportunities which can be referred to in sociological term as “ascriptive”. Generally very few females are employed in the modern sector of the economy.

According to Little (2003 p. 33) “Female makes up only 15 percent of the employed of the employed population in Kenya and South Africa and only about 3 percent in Ghana, Sierra Leone and Liberia, he concludes that the modern sector is in every (African) country virtually a male preserve”.

This above opinion of Little (2003) to a certain extent proved the research’s earlier assumed right, that the parent in Wammako local government provides area also not care whether or not the government provides employment for the females. For the (parent) are very sure that females are dependent on their husbands and will be provided with almost everything. However, the government’s inability to provide all of them (female) who are qualified for the jobs or

becomes not many of them (female) are qualified for the jobs or because they are weaker sex as been put forth by Kenneth and Brian (2001 p. 91).

## **2.4 REMEDY OF UNEMPLOYMENT**

Many concern citizens distributed by the high rate of unemployment problems among the school leavers and university graduates have called for science courses in the nation's schools and institutions of higher learning. So that beneficiaries can be self employed after completion of their studies this view is upheld vehemently by some scholars in the field of economics F.A. Olaloku, et al 1999, p. 115 who said: "Nigeria need only technologist (usually and university graduate) but also intermediate skilled technologically advanced countries; they are usually about eight technicians to one technologist".

To Olaloku and others there should be shift of emphasis in the educational system of this country from the humanities to science and technology. This opinion of his, of course, is strongly supported by the researchers in that if this view is accepted by the government and implemented the problem of unemployment does not employ all the graduate and school leavers there is every possibility for them to be self employed.

In government response to the growing of unemployment problem, the national development plan (1993) list especially as one of its policy goals the reduction of unemployment and states that: "the inability of economic growth to generate adequate employment opportunities for the masses has in particular called for are – examine of the philosophy and strategies of development planning".

Under this plan, of course, it is recognized that small scale enterprises may provide the main opportunities for employment expansion given the increasingly capital intensive nature of

the main growth sectors. As a result, self employment is projected to account for 85 percent of the additional total gainful employment. By implication which this policy is effectively implemented, the government will only be responsible for 15 percent for the wages Paid employee. This policy is also geared through the right direction but then has this policy been tried within the five years for which it has projected? Whether this policy will yield positive or negative result the government does not know because it has not been practically implemented as a asserted by Eleanor (1997, p. 144). The plan includes provision to increase employment of school leavers and to provide financial and technical assistance to small business owners. The plan went further to say “the government will start national youth training or employment program which will train school leavers in special camps in such trades as wood and metal work, electronics and refrigeration. Once an individual complete the programs the government will help him get a job or assist him in starting his own business”.

All the above mentioned ways are positive strategies that the government will take with such seriousness to reduce if not totally phasing away unemployment problems in the country in general and in Sokoto state in particular.

For Nigerian youth in general and Wamakko youth in particular to be self employed after the completion of their course in secondary school and institutions of higher learning, the government of this country must emulate a good example set out by one of Africa state which is Tanzania. In Tanzania education for self reliance is practiced. It is also planned that any person who under goes formal training in any institution of higher learning, should be able to stand on his feet and work for a living without dependence on salaried jobs.

In addition Archibald (2003, p. 360) shades supportive high on the self employment with citing example with a mechanic working in a small workshop In the back streets who founds employment with a modern motor works. This government can endeavor, at how cost to design policies to improve the functioning of these smaller enterprises which will in turn provide training and employment for which will in turn provide training and employment for some of the school leavers coming forth. It is the researchers hope that in a long run raising productivity in these small industries will lower employment needs.

Looking at unemployment problems in Nigeria, one can safely say that the problems are manmade. It is caused by painlessness and lack of foresight on the part of our economic and educational policy makers. And until and unless they are aware of these faults of theirs and are able to restructure the education in such a way that it tallies and conforms to the expectations of the citizens of this country.

Apart from restructuring the curriculum of education so as to conform to the aspirations of the citizens of this nation, both the federal and state government should stop the proliferation of schools and higher situations. If this is upheld by the government, this issue of unemployed school learners and graduates will be lowered.

The government is also achieved to launch an African services corps with the aim of mobilizing interested graduate of professional to be deployed to sister African countries that are less endowed with skilled manpower to prosecute their development programmers. Akinlose (2002, p. 3) who gave the above view went further to say: “this will serve as part of an aggressive foreign policing that will complement Nigeria’s effort in Africa, since Africa is the centre piece of our foreign policy”.

This effort carried out by the federal government will relegate the unemployment problems very multi to the background. In addition since one of the aims of N.Y.S.C. program is to encourage corps member at the end of their service to seek employment wherever it is found, not necessarily in their state this is believed to lessen unemployment among the graduate.

Combs, (2002, p. 9) has this to say on how the government can curb down the problem of unemployment among the school leavers. “One way would be far such educational system to concentrate on fitting young to engage Constructively in the work, modernizing agriculture and rural life, rather than of fitting them Escape from it”.

Instead of preparing the student to be suet to the modern sector in the citing, they should be prepared to help bring the modern sector to their own rural area. If this is not done, the educational system and their realistic of unemployment will remain imbalance.

The problems of having to graduate or finish post primary school with a job for upward of two to four years as is the case now in Nigeria, is better imagined than experienced. It is not gain saying. Nowadays to relate how often one come mouth with no job and no source of income to go into any venture. In one of his article in new Nigeria of 18<sup>th</sup> January 2012 p7 captioned unemployment create through unemployment; a Abangwu asserts that; “unemployment in Nigeria is a gold mine which if properly exploited and tapped would yield if as permanent dividends then our so called black gold which is the euphemistic name for the underground mud otherwise known as petroleum”.

Here the researcher words of advice to the unemployed ones is that they should be flexible and innovation in their approach to issues and must be ready to patch-up with any employment

opportunities that might come their way irrespective of their various discipline or at least for this period of economic revival.

They should have this slogan at the back of their mind “the struggle definitely countries. Until such a time when the war on employment is finally won it should also be realized that there is no problem lies within the counting and now here else.

Finally the researchers will echoes the opinion of Abangon along with him that the government should do everything possible to arrest this unfortunate situation in our effort towards a just and an equalitarian society. The government must do something fast and the time to lay a solid foundation for this unemployment problem is now.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter describes the method to be used in carrying out this research work; The issues to be discussed under this clip include; population of the study, sample and sampling technique, data collecting instrument, data procedure, validity of the instrument, reliability of the instruments, method of data collection and method of data analysis.

#### **3.2 RESEARCH DESIGN**

Therefore this study adopts the descriptive survey as it deals with the investigation of unemployment and the reaction of parents towards their children education in Wamakko Local Government Area.

#### **3.3 POPULATION OF THE STUDY**

Population according to Ujo (2000) in Inuwa (2008) is the limit within which a research finding is applicable. The population of this study covered the entire Wamakko Local Government Area of Sokoto State with the total population of one hundred and seventy nine thousand, six hundred and nineteen (179,619).



No.	Name of Districts	Population
1	Barade wamakko	31,516
2	Sarkin Adar Dundaye	12,819
3	Sarkin Gabas Gunburawa	10,910
4	Sarkin Gabas kalambaina	14,109
5	Uban Kasar Arkilla	41,896
6	Sarkin Kuun Guiwa	35,515
7	Magaji wajeke	10,991
8	Uban Kasa Bubu	9,877
9	Sarkin Rafin Gumbi	11,986
	<b>TOTAL</b>	<b>179,619</b>

### **3.4 SAMPLE AND SAMPLING TECHNIQUE**

Since we are dealing with only one local government, One hundred and fifty (150) questionnaires were administered throughout Wamakko local government. The sampling technique used in administering the questionnaires was simple random sampling in attempt to have varied opinions; much care was taken to administer the questionnaire across age, religious, occupation, family size as well as educational qualification of parents.

### **3.5 INSTRUMENTATION**

#### **3.5.1 VALIDITY OF INSTRUMENTS**

The first draft of the questionnaire was given to supervisors and experts in the faculty of education and extension services, Usmanu Danfodiyo University Sokoto for editing to determine the face, content and construct validity of the instruments corrections were made to the questionnaire and the corrections were affected.

#### **3.5.2 RELIABILITY OF THE INSTRUMENTS**

Reliability is the extent to which an instrument is consistent in measuring what it is supposed to measure. In this research work, the instrument questionnaire was tested for reliability. The researchers used Split half reliability method in order to measure the instruments internal consistency. Test and retest method was employed for internal reliability of the instrument. The instrument is also reliable because it allows each and every selected person to respond individually.

### **3.6 METHOD OF DATA COLLECTION**

To start with the instrument used for collection of data was questionnaire, because it seems to be the best way of collecting data. The questionnaire consists of two sections A and B. Section A has to do with the variables on the personal information of the parents. While section B measures the sections on the views of parent's reactions towards their children's education in view of Unemployment problems.

In a nutshell, the purpose of questionnaire was to find out the role unemployment play presently and the reaction of parents toward their children education. It also sought parent's suggestions on ways which will help to curb down unemployment Area of Sokoto state.

### **3.7 METHOD OF DATA ANALYSIS**

The analysis of Data collected is based on the responses of the research subjects. This is done by applied simple percentage to dividing the total number of questionnaire returned and multiplied the result by one hundred (100) this is shown as :

$$N=R/Q \times 100$$

Where: R = the total number of responses

Q= the total number of questionnaire returned

The tables were used to record the response through obtaining the percentage of the responses given by the respondents calculating and tabulated for easy analysis of the data obtained.

## **CHAPTER FOUR**

### **4.0 INTRODUCTION**

This chapter elucidates the data collected and analyzed using simple percentage, summary of findings and illustration of result for a clear presentation. Research mainly depended on questionnaires from parents, in order to ensure unemployment and the reaction of towards their children education (A case study of Wamakko Local Government Area).

### **4.1 PRESENTATION ANALYSIS AND DISCUSSION OF DATA**

As the title implies, this section deals with the analysis of the data gathered from the parents. In the analysis, however, one hundred and fifty (150) questionnaires distributed to parents.

With regards to this research the data have been collected from the parents, more analyzed, separately on the basis of items in the questionnaire. Therefore, five (5) districts were selected of out of nine (9). This include; Barade Wamakko, Sarkin Adar Dindaye, Uban Kasar Arkilla, Magaji Wajeke, Sarkin Rafin Gumburawa.

In analyzing the data, the responses from the questionnaires will be tabulated with frequencies and percentages given. In doing this, we shall put the questions serially as they appeared in the questionnaires. Each questionnaires will be explained and its answer from the respondents would be shown in the table below.

Each table shall have three columns. The first column will be fitted responses representing the answer given by the parents or the choice of parents in the provided alternatives. The second column shall be for the frequencies. It shows the number of parents that respond to each item in the first column. At the end, the total will be calculated which will always depends on the number of respondents concerned with a particular question. The third column will

indicate the percentage of each of the responses. The total will be given as one hundred (100) in each case.

Each table shall be closely followed by comments and explanation of the figures in it. We shall later discuss with a review to ascertaining the position of our assumptions. It should be noted that much discussion will not be done on selection ‘A’ of the questionnaire because it contains only information on variables against which the reaction of parents could be determined.

#### 4.2 Selection A: Analysis of the Personal Data

Item 1: The first question asks whether the responded is consent for participation.

**Table 1: Showing the number of parent participated.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	150	100
No	0	0
<b>Total</b>	<b>150</b>	<b>100</b>

In this table all parents answered yes to fill the questionnaire.

Item 2: The second question asks whether the responded is a male or female. Below is the table of responses.

**Table 2: Showing the sex of the parents**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Male	111	74
Female	39	26
<b>Total</b>	<b>150</b>	<b>100</b>

In this table, the male parents from the highest majority of respondents (111) representing 74%, while the female parents are (39) forming 26%. The male parents frequency outnumbers

that of the female parents possibly because the male parents are set to be sole controller of the economy and children in the family traditionally.

Item 3: This enquires about the occupation of the parents. The responses are table below:

**Table 3: Showing the occupation of the parents.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Farming	23	15.33
Civil Servant	64	42.66
Business	45	30
Other	18	12
<b>Total</b>	<b>150</b>	<b>100</b>

This table shows that 23 (15.33%) of their parents are farmers. 64 (42.66%) are civil servants, 45 (30%) are business which comprises of all kinds of trade while 18 (12%) fall under others.

Item 4: This is to find out the varied ages of the parents who actually filling the questionnaire.

Below is the table of analysis.

**Table 4: showing the age of the parents.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
18 – 25	10	6.66
26 – 33	39	26
34 – 41	47	31.33
42 – above	54	36
<b>Total</b>	<b>150</b>	<b>100</b>

This shows that a total of one hundred and fifty (150) parents are studied. All sets of ages are presented with the majority of 54 (36%) which are the parents of between 42 and above years of age. Following this is 47 (31.33%) of the parents who fall between 34-41 years of ages.

Follow by 39 (26%) of the parent who fall between 26-33 years of ages. And lastly 10 (6.66%) of the parents who fall between the ages of 18-25.

Item 5: Parents are asked about the number of children they have. It is predicted that a parent may have many children.

**Table 5: Showing the numbers of children parents have.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 5	38	25.33
6 – 10	58	38.66
11 – 15	45	30
16 and above	09	6
<b>Total</b>	<b>150</b>	<b>100</b>

The table above shows that 38 (25.33%) parents have average number of 0-5 children, 58 (38.66%) parents have average number of 6-10 children, 45 (30%) parents have average number of 11-15 children, while 09 (6%) parents have average number of 16 - above children.

### **4.3 Section B: Analysis of Research Question**

In question asks the parents to say how many children they have sent to school.

**Table 1: Number of children in schools**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 3	48	32
4 – 6	54	36
7 – 9	37	24.66
10 above	11	7.33
<b>Total</b>	<b>150</b>	<b>100</b>

In the table above 48 (32%) parents have 0-3 children attending schools, 54 (36%) parent have 4-6 children, 37 (24.66%) parents have 7-9 children and lastly 11 (7.33%) parents have 10 and above children attending schools.

Item 2: This questions parents to give the number of their children who have finished secondary schools.

**Table 2: Number of children that have finished secondary schools**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 3	66	44
4 – 6	61	40.66
7 – 9	16	10.66
10 above	7	4.66
<b>Total</b>	<b>150</b>	<b>100</b>

In the table 66 (44%) parents have got 0-3 children that have finished post primary schools, 61 (40.66%) parents have 4-6 children, 16 (10.66%) parents have 7-9 children and 7 (4.66%) parents have got 10 and above children who are now school leavers.

The reason for asking this question is to find out the actual number of children of the parents studied that have finished secondary school and to enable us determine the fate of these children. This is because the finishing of secondary school is a requisite for another carrier in life.



Item 3: This question require parents to give the number of their children who have finished tertiary institution.

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 4	58	38.66
5 – 7	49	32.66
8 – 10	28	18.66
11 above	15	10
<b>Total</b>	<b>150</b>	<b>100</b>

The table above shows that 58 (38.66%) 0-4 children who are through with their tertiary education, 49 (32.66%) parents have 5-7 children who are through with their tertiary education, 28 (18.66%) parents have 8-10 children who are through with their tertiary education and 15 (10%) parents have got 10 and above.

Item 4: The question demands various reasons for which parents send their children to school. See the tabulated responses.

**Table 4: Showing reasons why parents send their children to school**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
So as to help in the family business	14	9.33
For the sake of enquiring education	65	43.33
For the sake of employment	71	47.33
Because everybody send tier children to school	0	0
<b>Total</b>	<b>150</b>	<b>100</b>

The above table depicts that 71 (47.33%) parents their children to school for the sake of employment. 60 (43.33%) parents send theirs for the sake of education while 14 (9.33%) of the parents send their children to school so as to help in the family business and no one among the parents send their children to school because they seen everybody send his children to school.

Item 5: This question seek to know if parents choose a course of study for their children.

**Table 5: Did the parent choose a course of study for their children**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	15	10
No	135	90
<b>Total</b>	<b>150</b>	<b>100</b>

This table has shown that based on our research parents studied 15 (10% do make choice of course for their children, while 135 (90%) do not make choice of course for their children.

Item 6: Number of children employed after secondary school education.

**Table 6: Showing number of children employed for secondary school education**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 3	55	36.66
4 – 6	75	50
7 - above	20	13.33
<b>Total</b>	<b>150</b>	<b>100</b>

From the table above 75 (50%) of the parents have 4-6 of their children employed after secondary school education, 55 (36.66%) of parents have 0-3 of their children employed after secondary school education and 20 (13.33%) of parents have 7 and above their children employed after secondary school.

Item 7:

**Table 7: Showing number of children that are working and at the same time attending school.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 4	121	80.66
5 – 9	20	13.33
10 - above	9	6
<b>Total</b>	<b>150</b>	<b>100</b>

This table shows that 121 (80.66%) of parents have children who are in school but not working must of them. While 29 have children in school at the same time working.

#### **4.4 DISCUSSION OF FINDINGS**

The finding of this shows that despite an increase in the level of unemployment among secondary school leavers and graduate, parents still have positive attitude towards sending their children to school.

Item 1 of section “A” shows how parents participate in the exercise, which shows all 150 parents that we study answered yes to fill the questionnaire.

Item 2. Section “A” shows that one hundred and fifty (150) parents studied the male parents frequency outnumbers that of the female parents possibly because the male parents are said to be the sole controllers of the economy and the children in the family traditionally.

Item 5 of section “A” shows that 25.33% parents have average number 38 children, 38.66% parents have average number of 58 children, 30% of parent have average number of 45 children, while 6% percent have average number of 09 children each. The purpose of finding out this is to know the probable number of children a parent may have in school. And that the number of children a parent has in school may influence his reaction either positively or negatively towards the education.

Item 1 of the section “B” shows that 32% parents have 0-3 children attending schools, 38.66% parent have 4-6 children, 30% parents have 7-9 children and lastly 6% parents have 10 and above children attending schools. The purpose of finding out this is to know the probable number of children a parent may have that are in school. This determine a fate of various reasons advance by parents for sending their children to school.

Item 5 of section “B” shows that 47.33% parents send their children to school for the sake of employment, 43.33% parents send their children for the sake of education, while 9.33% of the parents send their children to school so as to help in the family business. From this table the majority of parents in Wamakko Local Government Area send their children to school for the purpose of employment. This is because, it has become tradition of the area that everyone who finished school must be employed just as the same view obtained by most of the illiterate parents in the state.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

This chapter gives a summary, conclusion and recommendations based on the finding of the research.

#### **5.2 SUMMARY**

In chapter four, the findings are presentation table forms and each table is given a code and subheadings. Beneath each table is an explanation, for easy comprehension. Also detailed and discussion of the findings are made.

During the analysis and interpretation of the data collected, a number of findings were made. In item 2 section A, the number of male parents 111 representing (74%) outnumbered that of female parents because men are believed to be the controller of the economy. In item 3 three it is not surprising that civil servants recorded the highest number of respondents. This is because the area is predominantly government employed, one another finding was the positive reaction of some parents towards sending their children to school. For instance, in item four of section "B" it was found that 150 questionnaires representing (47.33%) send their children to school for the sake of employment. From here we can gather that most parents have very much interest in the education of their children.

#### **5.3 CONCLUSION**

It could be concluded in this study that the present policy which the government is taken in relation to employment of secondary school leavers and graduates will have much impact in the indigenes of Sokoto state in general and Wamakko Local Government in particular, most

especially if the parents are not made aware of the changing nature of educational system which is mostly aimed at “education for self employed”.

#### **5.4 RECOMMENDATIONS**

Before any education programmes can take place successfully, such educational system must be accompanied by realistic employment opportunities either through self employment or otherwise so that the acquirers will be free from depending on other wage workers. The recommendations that will be made by the researchers are associated with the identified problems found during the study. The following recommendations are presented below:

- 1) The state cannot plan the curriculum as to type of education she wants for her indigenes, the researchers will recommend that the federal government should direct the educational planners and administrators to revise the present curriculum in order to comply with the aspiration of the parents and the acquirers.
- 2) The government should plan her programmes putting into cognizance the states and nations economy. For this reason, it is recommended that both the federal and state government should stop the proliferation of schools. But the present ones should be adequately financed for smooth running of the should and good turn out of student who will be ready to contribute their own quote to the development of the nation.
- 3) The state government should also compel banks and companies to remit back certain amount of money of their declared annual profit as loan to graduate and secondary school leavers that are mature and interested in establishing small scale industries relevant toothier filed of specialization.

- 4) Guidance and counseling's should be provided in junior and secondary schools. This will help student in overcoming their personal emotional problems; study habits and even the choice of subjects in the case of senior secondary school.

In conclusion, it is this nation-wide talks about employment that motivated the researchers to find out whether this disease of unemployment has anything to do with our educational system; whether parents have positive or negative attitudes towards schooling in terms of their children's education. In a society were must parent educate their children for future economic ventures. It is our candid hope and belief that if the recommendations are given in this research are considered and implemented by both the government and parents. Unemployment problems would became a history or at lease drastically minimized in Sokoto state in general and Wamakko Local Government in particular.

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**APPENDIX**

***USMANU DANFODIYO UNIVERSITY SOTOTO***

***FACULTY OF EDUCATION AND EXTENSION SERVICES***

***DEPARTMENT OF CURRICULUM STUDIES AND EDUCATIONAL TECHNOLOGY***

Dear Sir/Madam

We are final year students of the above address currently undertaking a research project on the topic: Unemployment and the reaction of parents towards their children`s education (A case study of wamakko local government Area).

We therefore solicit your cooperation and assistance in filling this questionnaire to enable us proper solutions to the stated problem. The rash assured that all the information you give will be for the purpose of this project only, and will be treated in utmost confidence.

Thank you

Umar Ahmad Garba	1011406208
Abdullahi Luqman Shehu	1011406180
Aliyu Bala	1011406019
Zubairu Garba Zubair	1011406196
Habiba Muhammad	1011406127

Instruction; Please tick (√) as appropriate

**SECTION A ( Personal Details)**

1. Consent for participation

Yes [ ]

No [ ]

2. Sex of the respondent

Male [ ]

Female [ ]

3. The occupation
- Farming [ ]
- Civil servant [ ]
- Business [ ]
- Other [ ]
4. Age
- 18 - 25 [ ]
- 26 - 33 [ ]
- 34 - 41 [ ]
- 42 - above [ ]
5. Number of Children
- 0 - 5 [ ]
- 6 - 10 [ ]
- 11 - 15 [ ]
- 16 - above [ ]

### **SECTION B (Questions)**

1. Number of Children in school
- 0 - 3 [ ]
- 4 - 6 [ ]
- 7 - 9 [ ]
- 10 - above [ ]
2. Number of children who have finished secondary schools ( if any)
- 0 - 3 [ ]
- 4 - 6 [ ]
- 7 - 9 [ ]
- 10 - above [ ]
3. Number of children who have finished tertiary institutions (if any)
- 0 - 4 [ ]
- 5 - 7 [ ]
- 8 - 10 [ ]
- 11 - above [ ]

4. Reason`s for sending your children to school

- So as to help in the family business [    ]
- For the sake of enquiring education [    ]
- For the sake of employment [    ]
- Because people send their children to school [    ]

5. Would you choose a course of study for your children?

- Yes [    ]
- No [    ]

6. If yes, what course would you like your children to pursue.....

7. Number of your children that are employed after secondary school education

- 0 - 3 [    ]
- 4 - 6 [    ]
- 7 - above [    ]

8. Number of you children that are working and at the same time attending school.

- 0 - 4 [    ]
- 5 - 9 [    ]
- 10 - above [    ]