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GENDER ATTITUDE AND LOCATIONAL ISSUES IN BUSINESS AND ENTERPRENERSHIP OCCUPATIONAL PREFERENCE AMONGST SECONDARY SCHOOL STUDENTS IN DELTA STATE

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ABSTRACT

The study investigated gender attitude and locational issues in business and entrepreneurship occupational preference among secondary school students in Delta State. The descriptive survey design was adapted. The population of the study comprised all senior secondary III (SSIII) students in public schools in Delta State. Stratified random sampling technique was applied to select a sample of 200 students from urban school in Delta State which was used for the study. A questionnaire tagged Attitude to Business and Entrepreneurship Occupations Scale (AVATOS) was used to collect data. The psychometric properties of the instrument were determined and found adequate for use. T-test was used to test the hypotheses at 0.05 level of significance while mean (M) was used to answer the research questions. Two hypotheses were accepted while one was rejected. It was found that male and female students showed positive attitude to business and entrepreneurship occupations except in the rural schools where female showed negative attitude. The study recommended that business and entrepreneurship education should be intensified in rural communities and schools in order to create more awareness against traditional beliefs held by students about Business and Entrepreneurship and gender roles.

KEYWORDS: Gender attitude, locational issues, Business and Entrepreneurship Education occupational preferences, secondary school students.

INTRODUCTION

The major purpose of educating the child in Nigerian is for the child to become employed and contribute to national growth and development (National Policy on Education 2014). One way by which students can achieve this national objective is by exposing them to business and entrepreneurship education by which they can learn more about various vocations, skills and to understand their abilities and other psychological factors including gender that are related to making education preferences and decisions, Oghounu (2019). In recent time, there have been calls from various quarters that business and entrepreneurship education is one way by which youth

unemployment can be addresses. For this reason, skill acquisition centres and Business and entrepreneurship as well as career workshops have been put in place by government and non-governmental agencies to create awareness and sensitize the youth of the need to develop business and entrepreneurship education which will give them the greatest joy, fulfilment and means of livelihood. For the purpose of educational decisions, Business and Entrepreneurship Education should start from the secondary school where students are exposed to rudiments for career plan, preference, development and decisions as to which education, career or occupations to enter into. Many factors can account for the motivation of students to make a preference or choice. These factors may include peer pressure, prestige which the career can attract, personality of the individual student which includes self-esteem, motivation, aptitude, attitude, abilities, intelligence, determination and other social and financial attractions. Vocational plan and preference are an exploratory and developmental process that begins from childhood or in adolescents (Olayinka, 1973). This process more intense in the adolescent period which coincides with secondary school education when boys and girls fantasize and try out various work roles, for instance house chores and fixing of gadgets, volunteer works in school or community activities, Super (1990).

It is from these activities and exposure to business and entrepreneurship education that gender of students can influence choice, preference or decision (Darzieger, 2006; Smith, 1993; Ginzberg, Ginsburg, Axelrad & Herma, 1951; Rice, 2006). As the adolescent student gets involved in work roles, the desire to prefer a education which may be appropriate for his/her gender begins to crystalize. This is why girls may consider education that are believed to be feminine occupations such as nursing, hairdressing, and teaching while male students may prefer education that are masculine education such as surveying, engineering, welding, carpentry, and military. Over the years, studies on educational preferences associated with gender have been carried out by researchers which result showed that boys and girls are not equally interested in certain jobs or education. However, some researchers did not find differences in business and entrepreneurship Education interest in both boys and girls. To corroborate these findings, (Arbona & Novy, 1991; Astin, 1984) asserted that many women in the 1980's had been employed in low paying and low prestige traditionally female occupations such as teaching, nursing, administrative support, social work, hairdressing and tailoring education.

It is worthy to note that career preferences are formed early in adolescents and that career preference are heavily influenced by gender-role socialization process that many parents tend to prepare male and female children for education that are traditionally set aside for their male and female members which support the findings that career choice reflects occupational sex or gender-role socialization in which girls and boys learn early enough which occupations are suitable for them and which one are not (Hellings, Aber & Rhodes, 2002; Graham & Smith, 2005; Domernico & Jones, 2006). It appears that socialization tends to be a strong factor in determining business and entrepreneurship Education choice for women than for men as many girls intend to make education decisions about how they will combine family responsibilities and work demand and often times are concerned more than boys about how career roles will affect their future adult lives (Jalilvand, 2000; York, 2008). Another significant factor

that affects gender Business decision is the level of academic achievement which tends to elevate the confidence of girls and boys in motivating them towards higher career plan and choice, Darzieger, (2006). Gender attitude and location are factors that can influence the behaviour of people and their preference or choice. This is so because socialization processes are more intense and pronounced in rural communities than in urban communities. Therefore, location and attitude of students to business and entrepreneurship would influence their preference for such education.

In Nigerian, the issue of gender and attitude has been explored in research, for instance, Odili (2002) investigated relationship between sex and teachers' attitude towards improvisation in science teaching. He used a sample of 200 teachers composed through a stratified random sampling of secondary school teachers in Ika South Local Government Area. Questionnaire was used to collect data on attitude of teachers to business and commerce teaching. the result showed that sex of teachers did not influence the attitude towards improvisation in business teaching. Although this study was carried out in domain of improvisation in business teaching, it has relevance in the present study in the sense that improvisation being a psychomotor activity can be related to education activities. Similarly, they used a sample of 400 secondary school students selected through stratified random sampling technique. Questionnaire was used to collect data from sampled student. Their investigation revealed that there was significant difference between the attitude of male and female students in urban and rural schools towards business and entrepreneurship education. Other studies of gender issues have also been carried out (Urhobocha & Enuhpere, 2002; Ajuar, 2002; Ojogan & Ojogan 2002). These studies found that gender issues were genuine among secondary school students in academic achievement and attitude to school related subjects.

Statement of the Problem

In an era where there is serious call of equality of opportunities in education, job opportunities as well as gender roles, it is important to know how much of the gender factor can influence business and entrepreneurship education especially among secondary school student who are still in the socialization process. The problem of this study therefore, is what is the gender attitude to business and entrepreneurship by secondary school students and how much of gender attitude is based on geographical location of schools that students attend?

Purpose of the Study

The major purpose of the study is to be able to generate data that can facilities and assist in business students against gender role-typing and lopsidedness in the Business and entrepreneurship education in an increasingly complex and changing world of work and egalitarian society.

Research Questions

1. What is the nature of difference in the attitude of male and female students towards Business and Entrepreneurship Education?
2. What is the nature of difference in the attitude of male and female students in urban school towards business and entrepreneurship education?

3. What is the nature of difference in the attitude of male and female students in rural school towards business and entrepreneurship education?

Hypothesis

1. There is no significant difference in the attitude of male and female students to business and entrepreneurship education.
2. There is no significant difference between the attitude of male and female students in urban school towards business and entrepreneurship education.
3. There is no significant difference between the attitude of male and female students in rural school towards business and entrepreneurship education.

METHOD

The study adopted descriptive survey design. The population consisted of all senior secondary school III (SSIII) students in public schools in Delta State. Stratified random sampling technique was applied to select 20 schools based on the geographical location in which 10 schools were drawn from urban and rural areas respectively. Questionnaire was administered to 20 students in every school selected, totaling 200 students drawn from urban and rural schools used for the study. A questionnaire tagged Attitude to business and entrepreneurship education Scale (ABEES) was the instrument used to collect data for the study. The instrument had two sections. Section A contained items to elicit bio data information on the respondents while section B had 20 items which described the disposition of students to business and entrepreneurship education to which students were to respond on a four-point scale of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). A score of 50 and above by a respondent on the scale indicate position attitude towards business and entrepreneurship education, whereas, a score below 50 indicate negative disposition of the student or respondent to business and entrepreneurship education. The psychometric properties of the instrument for the study were determined first by showing the instrument to lecturers in the department of business and entrepreneurship education who confirmed the instrument for face validity. The reliability of the instrument was established using Cronbach Alpha. The computed was $r = 0.76$ which is an index of high reliability and adequacy. Data collected were organized and analyzed. The research questions were answered using descriptive statistics of mean and the t-test was computed and used to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question I: What is the nature of difference in the attitude of male students towards business and entrepreneurship education was answered using mean (M). the mean(M) analysis is presented in table I.

Table 1: Mean (M) of male and female students' attitude towards business and entrepreneurship education.

Variables	N	Mean	SD	Md
Male	104	52.99	4.39	2.11
Female	96	50.88	7.56	

The table shows that male students: N=104 with a Mean (M) value of 52.99, SD=4.39 while female students N=96 with a Mean (M) value of 50.88, SD=7.56. the answer is that male and female students indicate positive attitude towards business and entrepreneurship education. A mean score of 50 and above indicate positive attitude.

In testing hypothesis 1, which state that there is no significant statistical difference in the attitude of male and female students on business and entrepreneurship education, t-test analysis as presents in table 2 is used.

Table 2: t-test analysis of the attitude of male and female students towards business and entrepreneurship education.

Variable	N	Mean	SD	df	tc	€t	Remark
Decision							
Male	104	52.99	4.39	198	0.22	1.96	Not significant Accepted
Female	96	50.88	7.56				

P<0.05

From table 2, it is clear that the calculated t-value of 0.22 was not significant at the degree of freedom (df) 198 P>0.05. Therefore, the hypothesis was accepted.

Research Question 2 stated that what is the nature of difference in the attitude of male and female students in urban school towards business and entrepreneurship education was answered using mean (M). The mean(M) analysis is presented in table 3.

Table 3: Analysis of mean, SD mean difference of urban male and female students' attitude to business and entrepreneurship education.

Variables	N	Mean	SD	Md
Male	63	51.68	4.31	
Urban schools				1.02
Female	58	50.66	6.36	

From table 3 above, it can be seen that male students N=63 with mean (M) value of 51.68 and SD of 4.31 while female students N=58, mean (M) value of 50.66 and SD 6.36 with a mean difference of 1.02 indicate that both male and female students showed positive attitude to vocational and technical occupations in urban school. The mean difference (Md) is also very low.

Table 4 is used to test hypothesis 2 which states that there is no significant statistical difference between attitude of male and female students in urban schools towards business and entrepreneurship education.

Table 4: t-test analysis of male and female students' attitude in urban schools towards business and entrepreneurship education.

Variables	N	Mean	SD	df	tc	Ɛt	Md	Remark
Decision								
Male	63	51.68	4.31					
Urban Schools				119	0.56	1.96	1.02	Not significant Accepted
Female	58	50.66	6.36					

$P < 0.05$

Hypothesis 2 is accepted because the calculated -test of 0.56 is not significant at the degree of freedom (df) 198 $P > 0.05$.

Research Question 3: What is the nature of difference in the attitude of male and female students in rural school towards business and entrepreneurship education was answered using mean (M). The mean(M) analysis is presented in table 5.

Table 5: analysis of mean, SD, and mean difference of the attitude of male and female students in rural schools towards business and entrepreneurship education.

Variables	N	Mean	SD	Md
Male	41	50.22	3.38	9.11
Rural Schools				
Female	38	41.11	2.13	

Table 5 shows that male students N= 41, mean value of 50.22, SD of 3.38 while female students is N= 38, mean value of 41.11, SD of 2.13 with mean difference (Md) of 9.11 indicate that the male students in rural schools have positive attitude while the female students in the rural school have negative attitude towards business and entrepreneurship education. The mean difference (Md) is also large enough to buttress the answer.

To test the hypothesis 3 which stated that there was no significant statistical difference in the attitude of male and female students in rural schools to Business and Entrepreneurship Education, the t-test which was computed and presented in table 6 was used.

Table 6: t-test analysis between male and female students' attitude to business and entrepreneurship education in rural schools.

Variable	N	Mean	SD	df	tc	€t	Md	Remark
Decision								
Male	41	50.22	3.38	77	2.88	1.98	9.11	significant accepted
Rural schools								
Female	38	41.11	2.13					

P > 0.05

From table 6, male students N=41, mean (M) value 50.22, SD 3.38 and female students N=38, mean (M) value 41.11, SD 2.13 with mean difference (Md) of 9.11, at the degree of freedom (df) 1.98 $p < 0.05$ of 2.88 was significant. Hypothesis is therefore rejected.

FINDINGS

The following were the findings:

1. There was no gender attitude difference among secondary school students to business and entrepreneurship education as both male and female students showed positive attitude.
2. There was no gender attitude difference among urban school towards business and entrepreneurship education. Both male and female showed positive attitude.

3. There was gender attitude difference among students in rural schools towards business and entrepreneurship education. Male showed positive attitude while female showed negative attitude.

DISCUSSION

The first findings that there was no gender attitude difference among secondary school students towards business and entrepreneurship education in Delta State conforms with the non-psychological theories of occupational and vocational choice and training by people in such environments (Egbule, 2005; Osipow, 1968 & Obanya, 2006). Another major reason that could account for lack of difference is the present high level of awareness created by campaigns on gender equality in jobs, professions, roles and appointment. Awareness of these campaigns may have affected the attitude of both males and females especially in the cities and towns where these campaigns are easily accessed through televisions, conferences, workshops, town hall meetings, magazines, newspaper and exposure to work environments.

The second findings that male and female students in urban school showed positive attitude to business and entrepreneurship education can be explained by the exposure factor. Youths are exposed to all manners of works in the urban areas where both male and female workers offer various services without gender role discrimination as both males and females are seen wearing coverall, safety shoes and hard hats (personal protective equipment's) while discharging services such as motor mechanics, electrical installation and painting unlike in the rural areas where such scenario is rare and uncommon. Of course, there is more awareness in the urban area regarding world of work. Finally, there are more role models in the urban areas than in the rural areas.

The third finding of this study states that female students in rural areas showed negative attitude to business and entrepreneurship education compared to male students who showed positive attitude conforms with previous researchers which found that there was gender differences based on location of students in their attitude to guidance activities. In fact, (Ubana, 2008; and Eyo, Joshua, & Esuong, 2010) discovered negative attitude among students in rural areas regarding guidance and counselling activities. One plausible reason that could have accounted for the gender differences as found in this research is the fact that rural communities still hold on to cultural and traditional beliefs including occupations and gender role-typing. It is not surprising therefore that the females may have reasoned that the business and entrepreneurship education are masculine jobs reserved for the males.

CONCLUSION

Male and female students in secondary school showed positive attitude to business and entrepreneurship education excepts those females in the rural areas that showed negative attitude to these occupations. Therefore, it could be concluded that location plays a major role in gender attitude to business and entrepreneurship education preferences.

RECOMMENDATIONS

The following recommendations are made:

1. There is need to extend business and entrepreneurship training opportunities to all students in secondary school without gender discrimination.
2. There is need to increase awareness and exposure of rural girls and parents to business and entrepreneurship education
3. There is need for business and entrepreneurship education in rural schools.
4. There is need for business and entrepreneurship workshops, seminars and conferences in rural communities in which beliefs in gender roles are re-examined.

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