

Gender Equality and Entrepreneurship Education of Kwara State Tertiary Institutions, Nigeria

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Abstract

This study investigated the relationship between gender equality and entrepreneurship education development of Kwara State Tertiary Institutions, Nigeria. The study adopted both correlation and comparative research survey types. Stratified random sampling techniques was used to select 250 respondents for the vocational, technical, business education, home science, economics, fine and applied arts, and computer science departments. The respondents however comprised of heads of department, lecturers, and students of the selected departments. Five research hypotheses were formulated to guide the study. Gender equality and entrepreneurship education questionnaire (QEECQ) was used for data collection. The instrument was validated by the experts. Reliability index of .72 was obtained for the analyzed using Pearson product moment correlation statistics and t-test statistics and tested at .05 significance level.

The findings however revealed that the spirit of gender equality enhances entrepreneurship education development in Kwara state tertiary institutions, mindless of gender bias. It is also concluded that no significant difference exists in the entrepreneurship mindset of both males and females students. The study however shows that the students in Kwara state tertiary institutions choose the skills of their interest mindless of gender differences. It was however recommended that the school administrators, private sectors, national and international agencies, and well meaning for Nigerian citizens should come to the aid of tertiary institutions in the supply of entrepreneurship education equipment that can be used for the training of students without gender bias. For doing so, entrepreneurship education development will be adequately enhanced in tertiary institutions.

Keywords: Gender Equality, Entrepreneurship Education, and Tertiary Institutions.

1. Introduction

Education is an instrument necessary for individual and societal development. Every nation wants quality assurance in their educational system. Ogundele (2008) noted that educating her children is a must, however the type of education adopted by individual society is based on the needs and aspiration of the society. The author stated that education is as old as human race.

Fakomogbon (1995) observed that Nigeria during pre-colonial period, adopted indigenous system of education because of their needs for developing and promoting cultural values skills, and citizenship and moral values. The purpose of indigenous education was to develop individuals to be a good ambassador of their society. Mohammed (2009) asserted that socio-economic development of any nation depends on the level of her educational development. The author however, stated that any nation that fails to educate her citizens may not be able to achieve her national development. Mohammed however observed that high level of illiteracy is the bane of national development and productivity. Any nation with high number of illiterates will not be ranked high among the developed nations of the world. Hence education is regarded as an instrument that yields highest dividend.

Owan, Enoh, and Bamangah (1992) described education as a social responsibility which every citizen should enjoy as a member of the country. Abdulkareem (1997) noted that Nigeria as a country is faced with a lot of crises in her educational industry. The problems according to

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Abdulkareem are inadequate funding, poverty, poor resources allocation, poor entrepreneurship skills orientation, gender discrimination and differentiation. The problems however, resulted to low productivity, administrative inefficiency, graduate unemployment, and high poverty level in the society. The crises in the society made all and sundry in society to point accusing finger to faulty education system. Ogundele (2001) described the system of education provided as unfocused, theoretical in nature, impractically oriented and devoid of cultural values. The problems were also attributed to the gender discrimination and inequality that were used in the training of the students in the school system. UBA (2004) however called for ways of promoting quality of Nigerian education. The author suggested that there is the need to introduce entrepreneurship education of different types to all sexes without gender discrimination. The school managers of tertiary institutions should allow the students to choose from series of entrepreneurship skills without gender discrimination. Bangudu et al. (2012) however described entrepreneurship education as a veritable instrument for national development and transformation. The authors suggested that girls should not be discriminated from boys when developing entrepreneurship mindset in the youths.

Arogundade (2011) defined entrepreneurship as an act of starting a business, arranging business deals, and taking rules in order to make a profit through the skills acquired. Ogundele, Oparinde and Moronfoye (2013) defined entrepreneurship education as the process of bringing together creative and management ideas and coupling these skills in order to combine people, money, and resources to meet an identified need and create wealth, job skills that will enhance self-sufficiency and reduce poverty in the society.

Agboola and Ademiluyi (2011) described entrepreneurship education as a radical training given to the students to acquire skills, ideas, and management abilities, necessary for self-reliance. There it should be noted that entrepreneurs are people whether male or female who make profit out of self-established business and coordinate factors of production and bear the risks of uncertainty by investing scarce resources in entrepreneurial ventures.

However, during the pre-colonial period in Nigeria, gender discrimination was one of the factors that affected practical orientation of Nigerian education system. The

belief was that there are certain skills that are meant for males and women's role ends in the kitchen and other family maintenance role, however the females had their own role which is physically and practically oriented. Today the females often say that what men can do, women can also equally do it or even do it better. They believe that their role for the society does not merely end in the kitchen. Ijaiya (1997) cited examples of many females in Nigeria who are performing equal role with their male counterparts and that females are now holding important positions. She also cited examples of female professors like professor Jekayinfa, Olasehinde etc. The female professors who headed managerial positions, performed excellently. Some of them are Professor Mrs Allele William of University of Benin, Engineer Adeife-Rector federal Polytechnic Offa, Professor Ijaiya N.S. Head of department University of Ilorin, Alhaja Banke Badmus Deputy Speaker Kwara State House of Assembly. Today many females have been venturing into the commissionership, chairmanship or local Government bodies, and have even contested as the president of the country. Many females have been driving and performing all types of jobs that males are doing. Both females and males are now becoming counterparts in the establishments and in the workshops.

From the above, therefore, it can be said that there is gender equality among females and males. The rationale behind this study is to examine the gender equality and entrepreneurship education in the Kwara State tertiary Institution.

2. Statement of Problem

Since the bane of educational system in Nigeria is high rate of unemployment and poverty among the youths, the problems to be investigated are the available skills acquisitions in the Kwara state tertiary institutions and the level by which individual female and male acquires those skills in the interest of poverty alleviation and job creation among the youths in the society.

3. Purpose of the Study

The study is aimed at investigating the influence of gender equality on the entrepreneurial skills acquisition among the Kwara state tertiary institution students. Especially the aims of the study are to

1. examine the available entrepreneurial skills that are

open to the tertiary institution students

2. investigate the strategies of introducing the entrepreneurship skills to the students regardless of male and females.
3. find out the role of educational administrators in improving student entrepreneurship skills acquisition in Kwara state tertiary institutions.
4. proffer effective recommendations that will aid effective entrepreneurship skills acquisition in the interest of poverty alleviation and job creation among the graduates.

4. Research Hypothesis

The following research null hypotheses were generated to guide the study:

Ho₁: There is no significant difference between entrepreneurship skills acquisition of male and female genders in Kwara state tertiary institutions.

Ho₂: There is no significant relationship between gender equality and entrepreneurship skills acquisition among the students of Kwara State tertiary Institutions.

Ho₃: There is no significant difference in the entrepreneurship skills facilities between male and female genders in Kwara state tertiary institutions.

Ho₄: There is no significant difference between the level of entrepreneurship skills training among genders in Kwara state tertiary institutions.

Ho₅: There is no significant relationship between gender traits and entrepreneurship skills acquisition in Kwara state tertiary institutions.

5. Methodology

The study adopts a descriptive research of comparative type. It makes attempt to investigate the equality that exists among genders in relation to the entrepreneurship skills acquisition in Kwara state tertiary institutions. The variables are gender equality and entrepreneurship skills acquisition. Comparative survey was used because it makes attempt to examine the gender equality as it relates enterpreneurship skill acquisition in Kwara state tertiary institutions.

5.1 Sample and Sampling Techniques

The population sampled for this study focused on the final year students of Kwara state tertiary institutions. The Kwara state tertiary institutions are made up of Kwara State Colleges of Education at Oro, Ilorin and Lafiagi, Kwara State Polytechnic Ilorin and Kwara State College of Health Technology Offa. There are 30 schools in all the institution. 20 schools was selected using stratified random sampling technique. Also stratified randomly sampling techniques were used to select 25 students to make a total of 500 students used as the respondents. The samples selected were 250 male and female research gender instruments.

Gender Equality and Entrepreneurship Education Questionnaire (GEEEQ) was self-designed instrument. The instrument was used to elicit necessary information on the available types of entrepreneurship skills in the Kwara state tertiary institutions, the students' interest to acquire the skills, the strategies of introducing entrepreneurship skills, the associated problems of the skill acquisition, and the solutions to the problems.

5.2 Instrumentation

Construct and content validity of the instrument were assured through comment and criticisms from the experts in the counselors education. The corrections were affected to produce the final copies of the questionnaire for distribution.

Test-retest reliability method was used to determine the reliability of the instrument. The result of the test-retest method was used using Spearman Ranking order statistics. The reliability index of 0.72 was obtained for the instrument. The result shows that the instrument was highly reliable for use.

6. Data Analysis and Result

The statistics package for social science (SPSS) computer programme, was used to analysis the data collected. The generated data were analyzed using Pearson product moment correction statistics and T-test statistics. All the null hypotheses were tested at 0.05 significance level. The results of the study are presented below:

Table 1: Comparative Analysis of Entrepreneurship Skill Acquisition Gender in Kwara State Tertiary Institutions

Gender	No	\bar{X}	Sd	Df	Calculated t-value	Critical t-value	Decision	
Male	250		15.73	3.36			Ho ₁	
Female	250		24.38	4.53	498	3.73	1.98	rejected

Table 2: Gender Equality and Entrepreneurship Skills Acquisition of Students in Kwara State Tertiary Institutions

Gender	No	\bar{X}	Sd	Df	Calculated t-value	Critical t-value	Decision
Gender equality	250		63.24	8.02			Ho ₂
				249	0.18	0.195	Accepted
Entrepreneurship							
Skills Acquisition	250		48.79	7.61			

Ho₁: There is no significance difference between the entrepreneurship skills acquisition of male and female genders in Kwara state tertiary institutions.

Table 1 indicates that the calculated t-value of 3.73 is greater than the critical t-value of 1.98. The null hypothesis which stated that there is no significant difference between the entrepreneurship skills acquisition of the male and female genders in Kwara state tertiary institutions is however accepted. It means that no significant differences exist in the entrepreneurship skills acquisition among the different genders at Kwara state tertiary institutions. The findings negate the opinion of Daramola (1996) which was of the view that in the pre-colonial Nigerian society, the skills that are to be acquired by the male children are quite different from those skills that are to be acquired by the female counterparts. For instance he stated that male gender are trained in the carpentry, bricklaying, mechanics, hard labour such as digging excavation of minerals while the female gender are noted for knitting, typing, operators, engineering in Kwara state tertiary institutions, there are certain skills that have higher number of males than the females such as mechanical engineering, computer engineering, building engineering. In Kwara state tertiary institutions, females are in majority in education, management, catering, arts and social sciences insurance, linguistics, communication and marketing.

Ho₂: There is no significant relationship between gender equality and entrepreneurship skills acquisition among students of Kwara state tertiary institutions.

Table 2 shows that the calculated r-value of 0.18 is lower than the critical r-value of 0.195 at a degree of freedom of 249 and tested at 0.05 significance level. The null hypothesis which stated that there is no significant relationship between gender equality and the entrepreneurship skills acquisition is however accepted. It indicates that there is no significant relationship between gender equality and entrepreneurship skills acquisition in the tertiary institution. It means that whatever entrepreneurship skills that men can acquire, the women are also bound to acquire such skills at the same level if not better than men. In Kwara state tertiary institutions, both men and women enroll at the same level in the available skills. The result is in line with the opinion of Ogundele, Oparinde and Moronfoye (2012) which stated that both male and female citizens should be trained in the skills acquisition in Nigerian schools.

Ho₃: There is no significant difference in the entrepreneurship skills facilities between male and female genders in Kwara state tertiary institutions.

Table 3 indicates that the calculated t-value of 2.30 is lower than the critical t-value at 3.84 at the degree of freedom of 498 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant difference in the entrepreneurship skills facilities between male and female genders is accepted. It means that no significant difference exists in the availability of entrepreneurship skills facilities between male and female genders in Kwara state tertiary institutions. The finding is however supported by Ogundele and Moronfoye (2013)

Table 3: Entrepreneurship Skills Facilities between Male and Female Genders in Kwara State Tertiary Institutions.

Gender	No	\bar{X}	Sd	Df	Calculated t-value	Critical t-value	Decision	
Male	250		68.33	43.33				Ho ₁
					498	2.36	3.84	Accepted
Female	250		72.13	14.24				

Table 4: Comparative of Levels Entrepreneurship Skills Training Between Male and Female Genders in Kwara State Tertiary Institutions

Gender	No	\bar{X}	Sd	Df	Calculated t-value	Critical t-value	Decision	t-value
Male	250		15.73	3.97	2.24		3.84	Ho ₄
Female	250		19.55	5.66				Rejected

which stated that there is no significant difference in the entrepreneur skills facilities between male and female genders in the school system. The authors noted that both girls and boys are exposed to similar facilities used for training of entrepreneurship education especially in Kwara state tertiary institutions.

Ho₄: There is no significant difference between the level skills training between male and female genders in Kwara state tertiary institutions

Table 4 indicates that calculated t-value 5.24 is greater than the critical t-value of 3.84 at the degree of freedom of 498 tested at .05 significance level. Hence the null hypothesis which stated that there is no significant difference between the level skills training between male and female genders in Kwara state tertiary institutions is however rejected. This means the types of training for entrepreneurship skills are similar. There is no significant difference especially in Kwara state tertiary institutions. The result is similar to the opinion of Adepoju (2012) which stated that both male and female students are exposed to similar training activities and pedagogical approach in the schools. However, the findings of Adepoju revealed that there is no discriminations in the training of both female and male students in any institutions. No wonder that, in many institutions, there are females who are mechanical, electrical, agricultural, and chemical engineers. Also, there are many male who are found receiving training on catering, weaving, and hair dressing. There are students who are in technical and vocational classes. The result however revealed that both females and male are exposed to similar entrepreneurship skills

especially in Kwara state tertiary institution. The result also negates the findings of Olayemi (1997) which stated that the participation in technology and in agricultural sciences in both secondary and tertiary school levels, was low in Swaziland. The author noted that the study of agriculture was opened to both boys and girls, however the girls are under-represented. It should be noted that in Kwara state tertiary institutions, entrepreneurship skills are opened to all genders and no gender discrimination is found in entrepreneurship training.

Ho₅: There is no significant relationship between gender traits and entrepreneurship skills acquisition of Kwara state tertiary institutions.

Table 5 shows that the calculated r-value of .56 is greater than the critical r-value of .196 at the degree of freedom of 249 and tested at .05 significant level. Hence the null hypothesis which stated that there is no significant relationship between gender traits and entrepreneurship skills acquisition of Kwara state tertiary institutions, is rejected. It means that high significant relationship exists between the gender traits and skills acquisition. The result is in line with the opinion of Odebo (2001) that stated that education curriculum is relevant to both sexes. However this idea is relevant to the gender traits in relation to entrepreneurship education in Kwara state education. There is no disparity in the specific type of skills to be learnt by either sex. It should be noted that both sexes are exposed to all types of entrepreneurship skills in the institution. The result was negated by Illyasu and Ridwon (2006) which noted that gender imbalance in Nigerian Schools is discouraged. Many girls opt to study

Table 5: Gender Traits and Entrepreneurship Skills Acquisition of Kwara State tertiary Institutions

Gender	No.	\bar{X}_c	Sd	\bar{X}_m	Calculated r-value	Critical r-value	Decision
Gender Traits	250		73.42	32.11			H_0
					2.49	.56	.96
Entrepreneurship skills	250		66.33	42.59			rejected

sciences and technical subjects thereby limiting the total number of freedom to venture into the technical aspects of entrepreneurship. However, in Kwara state tertiary institutions, both male and female students enter into entrepreneurship skills of their choices.

7. Conclusion

Based on the analysis of data collected and the result of the findings it was revealed that gender equality is significant to the extent that different types of entrepreneurship skills, traits, talent and abilities, interest and mindsets were not influenced by gender status in Kwara state tertiary Institutions. However the studies give the evident that both male and female genders participate in whatever entrepreneurship skills are of their interest and ability. It could be concluded that gender issues have low significant impacts on the levels of entrepreneurship education in Kwara state tertiary institutions in Nigeria. However, there is low significant difference between male and female students in their bid to venture into any type of entrepreneurship skills of their career choices and interest.

8. Recommendations

Based on the analysis of the data collected and conclusion the following recommendations were made.

Inculcation of entrepreneurship awareness in students: The school authority in conjunction with the counseling unit of the instruction should inculcate the spirit of entrepreneurship into both male and female genders mindless of their differences.

Refocus and redesigning school curriculum to suit entrepreneurship education: Entrepreneurship education should be made a compulsory educational programme for both sexes in the school system. The school curriculum should be refocused and designed and tailored towards entrepreneurship educational development in the schools.

Building the spirit of gender equality in the mind of female students: Gender discrimination should be avoided when dealing with students of the both sexes in different institutions.

Creation of entrepreneurship mindset for graduates in tertiary institutions regardless of gender differences: A mindset should be created for the graduates regardless of gender differences in tertiary institution to become job creator, self-sufficient and rehabit instead of becoming job seeker. There should be invitations to the resource persons of both sexes for the training of entrepreneurship skills in the tertiary institutions.

However, if recommendations are put into practices, the issue of gender discrimination will be removed and gender equality will be embraced for developing entrepreneurship education in Kwara state.

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