

# Assessment of Secondary School Students' Parents Participation in Economic Development

DR. PATRICK U. OSADEBE

DEPARTMENT OF GUIDANCE AND COUNSELLING, DELTA STATE UNIVERSITY, ABRAKA,  
NIGERIA, P.O. BOX 88 OBIARUKU, DELTA STATE NIGERIA.

E-mail: [drosadebeuzo@gmail.com](mailto:drosadebeuzo@gmail.com)

## Abstract

The study was carried out to assess the secondary school students' parents participation in Economic development of Nigeria. The location of male and female parents in their occupation of mining, Agriculture, Trading, Banking and Human resources management were assessed. Three research questions and one hypothesis guided the study. A sample of 1000 (500 male and 500 female) was randomly selected. Data analysis was done through the use of percentage for research questions and chi-square for the hypothesis at .05 level of significance. The result showed that more male than female participate in economic development and there was a significant difference. Recommendations were made for equal gender participation in economic development.

**Keywords:** Assessment, Education, Gender and Economic Development.

## Introduction

Nigeria is a country with human and natural resources. There are lots of economic resources in the environment that need to be harnessed to provide income for individuals and help build the country. The individuals who manage these resources for their benefit and that of the country should be assessed. That is assessment of male and female participation in the economic development of Nigeria.

Assessment of students' parent's economic activities is a better way of helping the students to contribute to economic development of their countries. Students are often influenced by the occupation of their parents (Onyekwe, 2006; Osadebe, 2013). Knowledge of the various occupations will help the students to make a better careers' choice. Assessment will help to find out whether male or female parents contribute more to the economic development through various occupations. Hence, economic development is the process of organizing available resources for the benefits of male and female population as well as the growth of the society (Osadebe, 2005). In this study, economic development depends on the occupation of students' parents. That is what they do to earn a living and contribute to the society.

There are human and natural resources available in a state or country Human resources include male and female of the working population. They are managed to produce goods and services for their benefits and growth of the state or country. Natural resources include oil, gas limestone, lignite, land, capital, water, agricultural product, and others. These are exploited and organized by the male and female working population to generate income that should be well distributed

Generally, the concept of economic development has been defined by various scholars depending on their areas of interest. Aderinto and Abdullahi (1982, p.306) define economic development, "as the process whereby the real per capita income of a country increases over a long period of time". Begg, Fischer and Dornbusch (1994) in the same view defined economic development .as per capita real Gross National Product (GNP) of a country That is, the growth of per capita real income depends on the growth of total real income relative to the growth of population. The work of these scholars revealed that a rise in real income per head is still the best indicator for economic development. These definitions are good economics points of view. However, this study focuses on assessment of how male and female participate to achieve real income per capita. It has been pointed out that the role of both men and women play in economic development depends, among other things, on job opportunities (Adamu, 1996). This is when male- and female engage effectively in various occupations available. Nigeria is endowed with abundant human and natural resources. These include men and women in various occupations, mineral deposits, agricultural products, etc. There is need for the effective participation of male and female to profitably organize these resources.

Assessment of gender participation in economic development is an attempt to investigate and judge whether or not male and female participate equally on various occupations, to derive benefits and contribute to the growth of the society. The occupations delimited in this study are: Mining (Oil and other related workers), Agriculture (producers of profitable plant and animal products). Trading (Buyers and sellers of mining and agricultural products), Banking (Bank workers), Human Resource Management (Civil Servants, Public and Private Workers). Most of the workers are parents of students in secondary schools. It should be noted that students later in life become workers in their chosen occupations to participate in economic development. The students may be

influenced to make choice by the occupations of their parents. Hence students need education particularly counselling for effective participation in economic development.

One of the educational goals in the national policy on education recommended in schools, is the acquisition of appropriate skill for individuals (male and female) to live in and contribute to the development of the society (Federal Government of Nigeria, 2004). This includes economic development. Similarly, the policy states that guidance and counselling should be introduced in secondary schools because of the apparent ignorance of many students about career prospects. This also has the implication of counselling for economic development. In this study, students were made to indicate their parents' occupations as the basis for counselling them to participate effectively in economic development when they become workers in life. Therefore, the problem of this study is: do male and female parents of students participate equally in economic development?

### **Research Questions**

The following questions guided the study:

1. What is the proportion of gender participation on economic development in the state?
2. What is the proportion of gender participation on economic development in rural area?
3. What is the proportion of gender participation on economic development in urban area?

### **Hypothesis**

The null hypothesis below was tested at .05 level of significance.

H<sub>0</sub>: There is no significant difference between gender and occupation of students' parents on economic development.

### **Literature review**

Most scholars have defined economic development as the process whereby the real per capital income of a country increases over a long period of time or per capital real Gross National Product of a country (Aderinto & abdullahi, 1982; Begg, Fischer & Dornbusch, 1994). A rise in real income per head appears to be the best indicator for economic development. Thus, economic development depends on job opportunities (Adamu, 1996). This is when male and female population effectively engaged in the various available occupations as recommended by American Psychological Association (2013). The things that people do as occupations to earn income to cater for themselves and contribute to the building of the society constitute economic development.

Assessment of students' parents participation in economic development became necessary to find out the extent to which male and female of the working population contribute to the economic development of Nigeria. Assessment is the use of valid and reliable instruments such a test, questionnaire, observation, and interview among others to obtain information about individual's behaviour upon which judgment or decision is made (Osadebe, 2004). The major task of assessment is to analyze information provide by many tests or techniques and to combine the information to make complex and important judgment or decision about individual (Murphy & Davidshofer, 1994). The various occupations of students' parents assessed in this study include: Mining, Agriculture, Trading, and Banking and Human resource management. This help to determine whether or not male and female parents participated equally on economic development.

### **Methods and Materials**

The study is a 2 x 5 factorial design. It considered gender occupation and location for economic development. The model used in this study is judgmental emphasizing extrinsic criteria. Assessment ends with judgement.

A sample of 1000 students' parents was randomly selected for the study. The sample was made up of 500 male and 500 female chosen through a stratified random technique.

The instrument for data collection was a questionnaire titled: Students' questionnaire on their parents' occupations for economic development (SQPOED). It was designed by the researchers to obtain information on gender of student-parents' occupation for economic development.

The instrument (SQPOED) has a high construct and face validity. The items were analyzed with the use of Conbach Alpha. A reliability index of 0.88 was obtained as the coefficient of internal consistency. The coefficient was significant at .05, which made the instrument very reliable for the study.

Percentage was used to analyze the research questions. Chi Square was applied to test the hypothesis at .05 level of significance.

### **Results**

Three research questions and one hypothesis for the study were presented and analyzed as follow:

### Research Question One

What is the proportion of gender participation on economic development in the State?

**Table 1:** Percentage (%) analysis of gender participation in economic development of Delta State.

S/N	Occupation	No.of Males	No.of Females	Proportion of Males (%)	Proportion of Females (%)	Assessment
1	Mining	20	11	2.0	1.1	More male participated
2	Agriculture	118	112	11.8	11.2	More male participated
3	Trading	122	236	12.2	23.6	More female participated
4	Banking	30	10	3.0	1.0	More male participated
5	Human Resource Management	210	131	21.0	13.1	More male participated
<b>Total</b>		<b>N = 1000</b>		<b>% = 100</b>		

The above table 1 shows that the male parent of students are participating more in economic development through the occupations of Mining, Agriculture, Banking and Human Resource Management while female are more in trading. The result reveals that the proportion of male to female parents of students was not equal. This implies inequality in gender participation of students' parents in the economic development of Delta State.

### Research Question Two

What is the proportion of gender participation on economic development in rural area?

**Table 1:** Percentage (%) analysis of gender in economic development of rural area.

S/N	Occupation	No.of Males	No.of Females	Proportion of Males (%)	Proportion of Females (%)	Assessment
1	Mining	-	-	0	0	No participation
2	Agriculture	99	97	22.6	22.1	More male participation
3	Trading	42	101	9.6	23.1	More female participation
4	Banking	5	3	1.1	0.7	More male participation
5	Human Resource Management	60	31	13.7	7.1	More male participation
<b>Total</b>		<b>N = 438</b>		<b>% = 100</b>		

The above table 2 indicates that male parents of students participate more except trading, in the economic development of rural areas. There was no parents' participation in mining probably because of the absence of such development in rural area. The proportion of male to female was not equal.

### Research Question Three

What is the proportion of gender participation on economic development in urban area?

**Table 1:** Percentage (%) analysis of gender in economic development of urban area.

S/N	Occupation	No.of Males	No.of Females	Proportion of Males (%)	Proportion of Females (%)	Assessment
1	Mining	20	11	3.6	2.0	More male participation
2	Agriculture	19	15	3.4	2.7	More male participation
3	Trading	80	135	14.2	25	More female participation
4	Banking	25	7	4.4	1.2	More male participation
5	Human Resource Management	150	100	26.7	17.8	More male participation
<b>Total</b>		<b>N = 562</b>		<b>% = 100</b>		

The above table 3 shows that male parents of secondary school students are participating more in economic development of urban area than female except in trading. However, the proportion of male to female participation was not equal. There was more parents' participation in economic development in urban area. Individuals and government may be responsible for the establishment of various economic activities.

### Hypothesis One

There is no significance difference between gender and occupation of students parents on economic development.

Table 4: Chi-square ( $X^2$ ) test analysis of gender participation on Economic Development.

Gender	Mining	Agriculture	Trading	Banking	Human resources	Total	Calculated X2 value	Critical X2value	Decision
Male	20 (15.5)	118 (115)	112 (179)	30 (30)	210 (170.5)	500	67.43	9.49	Reject
Female	11 (15.5)	112 (115)	236 (179)	10 (20)	131 (170.5)	500			
<b>Total</b>	<b>31</b>	<b>230</b>	<b>358</b>	<b>40</b>	<b>341</b>	<b>1000</b>			

The above table 4, presents frequency observed and frequency expected of gender participation in economic development. The calculated chi-square value of 67.43 was more than the critical chi-square value of 9.49 at .05 level of significance. The hypothesis was rejected. Therefore, the result revealed that there was a significant different between gender and occupation of students' parents on economic development.

### Findings and Discussions

The result of this study showed generally that male parents participated more than the female in economic development of Nigeria. Specifically, male parents participate more in Mining, Agriculture, Banking and Human Resource management. Female parents participate more in trading. There is a significant different between gender and occupation of students' parents in economic development. This reveals inequalities in gender participation on economic development. The findings is similar to the work of Adamu ( 1996) Who reported gender inequalities in economic development of Nigeria. It appears men make more efforts to dominate in major occupations. Women were found more in the small trading activities of this study.

Education appears to have given men dominance over women in most occupations. There is such evidence in the findings of Oniyama and Avwata (1996) that more males graduated from schools than females. Hence, education paved way for more male participation in economic development. Women dominated in small trading activities it both rural and urban areas. It was observed that male and female participate less on economic development in rural than urban area. This may be explained to current rural-urban migration. In human resource management, such as Civil Servants, Public and Private Workers; they provide profitable goods and services. It was observed that male participate more than female due to education and technical skills for economic development.

Okoh and Arubayi (1996) recommended educational and economic empowerment for women to enable them participates effectively in economic development. This will be possible when other variables such as culture and religion are controlled. It has been pointed out that culture plays a very important role in determining the activities of gender. (Babatunde, 2003). Women are considered to be dependent and submissive. Ker and Ortese (2002) state that any society wishing to achieve its economic aims and objectives, should adequately address human resource management.

### Conclusion

The study was carried out to asses the secondary school students' parents participation in economic development of Nigeria. The study revealed inequality in gender participation of students' parents on economic development. Male parents participate more than the female. One factor that accounts for this is education. More male were more educated than the female parents. Therefore, there is the implication that emphasis should be laid in training of female students. Guidance programme in secondary schools should be intensified to encourage female student to complete their education. Group and individual counselling should be encouraged to avoid female drop out of school. They should be guided to choose the same occupation with male students if they have the interest and ability. Subsequently, students should be made to experience occupational visits as part of the school guidance programme. Counseling attention should also be given to the male students so that attempt to help the female does not create inequality in future. Secondary school students may be allowed to do profitable vocation to acquire experiences in participating effectively in economic development of their state or country. Counsellors should follow up and evaluate the extent of students' participation. This will help to provide enough counselling programmes for the students.

Another factor found to account for inequality is culture and belief some societies do not see women as capable of doing all types of occupation. That is, some are reserved for men and others for women. People seem to believe that women are weak and may not be capable in participating in some high energy demanding occupations. This has limited female participation in economic development. This wrong notion could be corrected in the secondary school through guidance and counselling programme. Currently, there is a saying that what a man can do, a woman can do as well. Counsellors could use this in schools to encourage equal gender participation in economic development. Students will eventually become workers to participate in the economic activities of their society.

One of the best indicators of economic development is real per capital income; Students should be given the Orientation on how to profitably harness the available human and natural resources in both rural and urban areas for proper economic development. Income should be well distributed. The idea of greed, embezzlement of public fund, strikes action, youth restiveness and so on should be discouraged. Students should be guided to see their country's resources as a means of development and improvement of life.

### **Recommendations**

The following recommendations were made for effective gender participation in economic development:

1. There should be equal educational opportunities for both male and female.
2. There should be guidance and counselling programme in schools and various places of occupation or work.
3. Participation in economic development should be introduced into secondary school guidance and counselling programme.
4. There should be economic empowerment programme for women. Women should be given leadership positions in economic development.
5. There should be even distribution of income through taxation.
6. Government should create enough job opportunities for both male and female. The country resources should be well harness and managed for the benefits of gender and the society. Self employment should also be encouraged.
7. Women should see themselves as capable of doing the same occupation as men.
8. Counselling for economic development should be a gradual process.

### **Acknowledgement**

I wish to acknowledge my sister, Mrs. R.N. Mafiana for her contributions to the publication of this paper

### **References**

- Adamu, H. (1996). Gender issues in economic development in (developing countries, *Journal of Counselling Association of Nigeria*, 14(2) 191-197.
- Aderinto, A., & Abdullahi, S.H. (1992). *Comprehensive certificate economics for senior secondary schools*. Ibadan: University Press Limited .
- Begg, D., Fischer, S., & Dornbusch, R. (1994). *Economics* (4th ed). England: McGraw-Hill Publishing Company.
- American Psychological Association. (2013). *Monitor on psychology*. A publication of the American psychological Association, 44 (9), 81.
- Babatunde, S.O. (2003). Gender equity in sports participation. *Journal of Education Research and Development*, 2(1), 43-52.
- Federal Republic of Nigeria (2004). *National Policy on education* (3rd ed.), Lagos: Federal Government Press.
- Ker, B.O., & Ortese, P.T. (2002). Managing human resources in schools for quality education: the role of the counsellors. *Journal of Counselling association of Nigeria*. (Conference Proceedings), 122-125.
- Murphy, K.R. & Davidshofer, C.O. (1998). *Psychological testing*. New Jersey; prentice Hall international Inc.
- Okoh, RN. & Arubayi, D.G. (1996). Empowering women for effective participation in economic development. *Journal of Counselling Association of Nigeria*, 14(2), 199-204.
- Oniyama, FE., & Awwata, B.B. (1996). Cultural prejudices and women education in a Nigerian community: implications for counselling. *Journal of Counselling Association of Nigeria*, 14(2), 199-204.
- Onyekwe, C.E. (2006). Relationship self-concept, family background and occupational preference of secondary school student. Unpublished PGDE project, Delta State University Abraka.
- Osadebe, P.U. (2005). Economic development. *Journal of the counseling Association of Nigeria*, 21, 87-94.
- Osadebe, P.U. (2004). Assessment score of University Lecturers. *Nigeria journal of Applied psychology*, 8 (2), 294-305.
- Osadebe, P.U. (2013). Occupational development. A seminar paper presented in Delta State University Abraka.