

# HOME FACTORS AND GIRL-CHILD ENTREPRENEURIAL SKILLS DEVELOPMENT IN AKWA IBOM STATE

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## **Abstract**

*This study investigated Home Variables and Entrepreneurial Skills Development of the Girl-child in Akwa Ibom State. Three research questions and three null hypotheses were used for the study. The population of the study comprised all 85,935 girl-child in upper basic education in public secondary schools in Akwa Ibom State. The sample size consisted of 734 girl-child randomly selected from each senatorial district, using stratified random sampling technique. A structured questionnaire: The Girl-Child Entrepreneurial Skills Development Questionnaire (GCESDQ) was used to elicit information. Face validity of the instrument was assessed by research experts, while the reliability was ascertained using Cronbach Alpha Reliability Statistics, which yielded a reliability coefficient of 0.68. Data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMC). Findings revealed that there is a significant relationship between parental educational attainment, parental marital status, family size and entrepreneurial skills development of the girl-child. It was recommended among others that entrepreneurship and creativity should be taught to the girl-child at an early age irrespective of parental educational attainment, marital status and family size.*

**Keywords:** Home Variables, Girl-child, Entrepreneurial Skills Development.

Entrepreneurship is the acquisition of skills and ideals for the sake of creating employment for one's self and also for other. Entrepreneurship leads to the

development of small, medium and sometimes large scale businesses, based on creativity and innovation. The success of these businesses in turn helps in developing job creation, self employment and reduction of crime. Oviawe (2010) defined entrepreneurship as the art which involves recognizing a business opportunity, mobilizing resources and persisting to exploit that opportunity. This process requires some skills to be successful. These skills involved in entrepreneurship are termed entrepreneurial skills. The girl-child like any other child needs these entrepreneurial skills to be able to fit into the society in the technological advancing and economically deteriorating era.

Entrepreneurial skills include personal skills, leadership skills, communication skills, negotiation skills and sales skills, among others. Personal skills according to Kiyosaki (2000) is one of the important skills to develop as an entrepreneur. Personal skills are simply those skills that are attached to one's personality, just like habits. It involves developing entrepreneurial mindset and having integrity and reputation for honesty. The ability to be creative, innovative and self confident also fall under personal skills. Bill (2012), conducted a research, using a multi-variable analysis of a group of serial entrepreneurs, and five personal skills were identified that clearly made them unique. People who started multiple businesses and experienced both success and failure were primarily looked at. After assessing the subjects on their personal skills and comparing their performance against a control group, it was found out that a certain set of skills were the most predictive of an entrepreneurial mindset. The quality serial entrepreneurs displayed above others was persuasion or the ability to convince others to change the way they think, belief or behave. This implies that an entrepreneur with a personal skill such as the ability to convince others or persuasion will be better than one without such a skill.

Leadership skills is also one of the areas where entrepreneurs excelled. According to Bill (2012), good leaders are defined as having a compelling vision for the future. Kiyosaki (2000), opined that "in business, leadership skill is not an option, it's a necessity". It entails uniting people with different background, beliefs and skills to a common cause. Business is a cobweb of human relationship and leadership skills which entails forging people with different skills and ideologies into a business team. To be a successful business owner, one must be a powerful communicator, as well. According to Demas (2014), "You can be the best at what you do, but if you're not communicating effectively with clients, staff and the market then you're missing opportunities". They are many communication skills for an entrepreneur to master. An entrepreneur must listen deeply, interpret non-verbal cues, manage expectations, manage conflict, be concise (confidently state one's value and differentiation) and know why he is communicating.

Negotiation skill is an essential part of an entrepreneur's life as well, because almost everything in business is up for negotiation. Bill Gate became the richest man in the world in his thirties because he strategically negotiated a deal with IBM in his early

20s (Demas, 2014). In the course of building a business, the girl-child is bound to negotiate ideas with customers and suppliers over goods and services offered. (Reuben (2013) noted that the ability to negotiate competently is one of the most vital skills a business person must learn. Another important skill is the sales skills. There is no business that does not sell one thing or the other. According to Lee (1996) every entrepreneur is a sales person whether they want to be or not. They are either selling their ideas, products, services to customers, investors or employees. They work to be there when customers are ready to buy. Life is all about selling.

However, the development of these entrepreneurial skills are influenced by a number of factors. The researchers is of the opinion that one major factor that could influence the girl-child and determine how successful she can go in any area of life is the “home”. On this note, Isangedighi (2007), is of the opinion that the home contributes greatly to make one what he is. He further states that the child’s nature of interaction and quality of adjustment are largely shaped by the size and complexity of the family social environment. In other words, home variables may influence the entrepreneurial skills development of the girl child. Such variables include: parental educational attainment, parental marital status and family size among others.

Several studies have been carried out to show a relationship between the home and development in children. For example, Nwoye (1991) carried out studies on the home and child development. Findings of these studies showed that children who suffered parental rejection and were denied parental care exhibited a tendency towards delinquency. This may in turn affect their skills development. George (2000) opined that failure to maintain a stable family and give the children sound education will hamper their progress in life, growth and development, and even the society in general.

In the light of the discussion so far, it can be deduced that the home may influence entrepreneurial skills development of the girl-child. It is against this background that this study is conducted purposely to investigate the influence of Home variables on Girl-child entrepreneurial skills development in Akwa Ibom State.

### **Statement of the Problem**

The girl-child seems to be deficient in respect to entrepreneur skills development. This can be evidenced in poor communication skills, low self-confidence, inability to negotiate for one’s right, inability to speak out, low creativity, low risk taking ability among others, all of which sum up to make entrepreneurial skills. Consequent upon these poor skills development, one wonders if this is not a reflection of the home the girl-child comes from. While the girl-child seems to develop effectively in entrepreneurial sills, others seem to be lagging behind, perhaps due to poor education attainment of the parent, large family size and uncomfortable marital status of the parent. The parents of the girl-child due to low education attainment possess poor communication skill, low self-confidence low creativity among others, which they transfer to their girl-child. Some due to large family size, only educate the boy child,

while the girl-child goes uneducated and therefore lack the skills needed for entrepreneurship. Worse still, uncomfortable marital status like single parenthood also bring negative influence on the girl-child development which in turn affects the development of skills including entrepreneurial skills.

In the light of this observed problem, the researchers decided to carry out this study, perhaps these problems if not solved, could be reduced to a great extent. Therefore, this study sought to determine the relationship between home variables and girl-child entrepreneurial skill development in Akwa Ibom State.

### **Research Questions**

The study was guided by the following research questions:

1. What relationship exists between parental educational attainment and entrepreneurial skills development of the girl-child in Akwa Ibom State?
2. How does marital status of parents relate to entrepreneurial skills development of the girl-child in Akwa Ibom State?
3. What relationship exists between family size and entrepreneurial skills development of the girl-child in Akwa Ibom State?

### **Hypotheses**

This study was also guided by the following null hypotheses.

1. There is no significant relationship between parental educational attainment and entrepreneurial skills development of the girl-child in Akwa Ibom State.
2. There is no significant relationship between parental marital status and entrepreneurial skills development of the girl-child in Akwa Ibom state.
3. There is no significant relationship between family size and entrepreneurial skills development of the girl-child in Akwa Ibom State.

### **Methods**

The area of the study was Akwa Ibom State of Nigeria. The design used for the study was the ex-post facto design. This design was considered appropriate because the study was an after-event study (Uyanga and Etudor Eyo, 2015). The variables under investigation had already occurred and as such they were not manipulated. The population of the study comprised 85,935 girl-child in Upper Basic education in public secondary schools in Akwa Ibom State (Source: State Ministry of Education 2014). Stratified random sampling technique was used to split the state into three strata based on the 3 senatorial districts, in which each district served as a stratum. 734 girl-child were randomly selected for the study. Each of the girl-child was in turn assessed by one of the parents. The research instrument used was "Girl-Child Entrepreneurial Skills Development Questionnaire (GCESDQ)". The GCESDQ had two sections, A and B. section A comprised the independent variables (home Variables), in which the parents were required to supply demographic information about their home. Section B

comprised 27 items to measure the entrepreneurial skills developed by the girl-child in Akwa Ibom State. The instrument was placed on a four point rating scale of Strongly Agree – SA, Agree – A, Disagree – D, and Strongly Disagree – SD, with scoring 4,3,2 and 1 respectively for the positively worded items and vice versa for negatively worded items.

The face validity of GCESDQ was assessed by two research experts and the reliability was obtained through a field study on 30 girl-child who were not included in the actual study. The data obtained were subjected to Cronbach’s alpha analysis which yielded a reliability coefficient of 0.68. The instrument was therefore administered by the researchers with the help of two trained research assistants. The data obtained in the actual study were analyzed using Pearson Product Moment Correlation Coefficient analysis (r) for testing the hypotheses and  $r^2$  for answering the research questions respectively.

**Results**

**Hypothesis 1:** There is no significant relationship between parental educational attainment and entrepreneurial skills development of the girl-child in Akwa Ibom State.

**Table 1: Result of Pearson Product Moment Correlation Coefficient Analysis ® of the Relationship between Parental Educational Attainment and Entrepreneurial Skills Development of the Girl-child in Akwa Ibom State**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	tab-r	Decision
Parental educational attainment	2710	11262	13128	0.830	.088	*
Entrepreneurial skills development	3444	16372				

\*= significant, df, 732

Table 1 shows the summary of the Pearson product moment correlation for parental educational attainment and entrepreneurial skills development of the girl-child in Akwa Ibom State. The calculated r value of 0.83 indicates a very high positive relationship between parent’s educational attainment and entrepreneurial skills development of the girl child in Akwa Ibom State. The table also shows that at a degree of freedom 732 and 0 .05 level of significance, the tabulated r-value is 0 .088. Since the calculated r-value is greater than the tabulated r-value, the null hypothesis is rejected and the alternate hypothesis is upheld. Thus, there is a significant relationship between parents

educational attainment and entrepreneurial skills development of the girl child in Akwa Ibom State.

**Hypothesis 2:** There is no significant relationship between parental marital status and entrepreneurial skills development of the girl-child in Akwa Ibom State.

**Table 2: Results of Pearson Product Moment Correlation Coefficient Analysis (r) of the Relationship between Parental Marital Status and Entrepreneurial Skills Development of the Girl-child in Akwa Ibom State**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	tab-r	Decision
Parental marital status	2480	9360	11996	0.817	0.088	*
Entrepreneurial skills development	3444	16372				

\* = significant, df, 732

Table 2 shows the summary of the Pearson product moment correlation for parental marital status and entrepreneurial skills development of the girl child in Akwa Ibom State. The calculated r value of 0 .817 indicates a very high positive relationship between parental marital status and entrepreneurial skills development of the girl-child in Akwa Ibom State. The table also shows that at a degree of freedom 732 and 0 .05 level of significance, the tabulated r-value is 0 .088. Since the calculated r value is greater than the tabulated r value, the null hypothesis is rejected and the alternate hypothesis is upheld. Thus, there is a significant relationship between parental marital status and entrepreneurial skills development of the girl-child in Akwa Ibom State.

**Hypothesis 3:** There is no significant relationship between family size and entrepreneurial skills development of the girl-child in Akwa Ibom State.

**Table 3: Results of Pearson Product Moment Correlation Coefficient Analysis (r) of the Relationship between Family Size and Entrepreneurial Skills Development of the Girl-child in Akwa Ibom State**

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal	tab-r	Decision
Family size	2410	8998	9968	0.84	0.088	*
Entrepreneurial skills development	3444	16372				

\*= significant, df, 732

Table 3 shows the summary of the Pearson product moment correlation for family size and entrepreneurial skills development of the girl-child in Akwa Ibom State. The calculated r value of 0.84 indicates a very high positive relationship between family size and entrepreneurial skills development of the girl-child in Akwa Ibom State. The table also shows that at a degree of freedom 732 and 0 .05 level of significance, the tabulated r-value is .088. Since the calculated r value is greater than the tabulated r value, the null hypothesis is rejected and the alternate hypothesis is upheld. Thus, there is a significant relationship between parental marital status and entrepreneurial skills development of the girl child in Akwa Ibom State.

### Discussion

The result of the study of Parental Education attainment and entrepreneurial skills development of the girl-child revealed that there is a significant relationship between parental educational attainment and entrepreneurial skills development of the girl-child in Akwa Ibom State. This agrees with Diddeo (1990) who pointed out that the lower level of parents education can retard adolescents career choice. Being born to such parents, reduces the likelihood of such children from going to college or achieving professionally occupational goals and essentially predetermined the child's likely career choice and skills values. This implies that, the more educated the parents, the more likelihood of children having better education, and likewise being better placed to develop skills that would place them in a more advantaged position than their contemporaries. Therefore, the girl-child's parent education will always influence her skills development, particularly entrepreneurial skills.

The result of testing hypothesis 2, showed that there is a significant relationship between parental marital status and entrepreneurial skills development of the girl-child. This is indicated by the r value of 0 .817 which shows a very high positive relationship between parental marital status and entrepreneurial skills development of the girl-child.

This finding is supported by the view of George (2000), who opined that failure to maintain a stable family and give the child sound education will hamper their progress in life, growth and development, and even the society in general. Furthermore, that unstable parents must bear in mind that the children's education is the pivot on which their lives depend, and considered to be the most vital avenue for producing worthwhile children. This implies that the more stable a family or marital status is, the more likelihood for the children to fare well. This means that the girl-child, whose parents are still married and living together, will do better in all aspects, and in entrepreneurial skills development particularly than those otherwise.

Thirdly the results of the study on family size and entrepreneurial skills development of the girl-child in Akwa Ibom State shows a very high positive relationship between family size and entrepreneurial skills development of the girl-child. This Finding is in agreement with the view of Isangedighi (2007), who noted that the child's nature of interaction and quality of adjustment are largely shaped by the size and complexity of the family social environment. This finding and the view of Isangedighi (2007) seems to agree with the observation that parents with less number of children have a greater and better tendency of caring for them than those with more number of children. The smaller the family size, the easier it becomes for the parents to render all the support needed by the girl-child to develop in all aspects, including the aspect of entrepreneurial skills.

### **Conclusion**

As derived from the findings of the study, it was concluded that home variables such as parental educational attainment, parental marital status and family size significantly relate to entrepreneurial skills development of the girl-child in Akwa Ibom State.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Government, Non-Government Organizations (NGO); institutions of learning, scholars and other authorized persons should organize workshops, seminars, awareness campaigns and other enlightenment programmes that would serve to educate parents particularly those that are not formally educated on entrepreneurship generally and on the acquisition and development of entrepreneurial skills not only for themselves but for their children, particularly the girl-child. This can be done in the market places, Churches, on the streets and even in the offices.
2. Entrepreneurial Education should be made a compulsory subject right from the primary school level to tertiary school level.
3. Irrespectively of the marital status of parents, parents should spend time on the children at home. The children should not only be left at the mercy of the maids and

teachers. Children should be observed, and any noticed skill or talent should be encouraged and developed.

4. Irrespective of the number of children in the family, parents should ensure that children are given the opportunity to use their hands to work at home. They should be allowed to carry out the daily house chores like washing of clothes, and general home management, particularly the girl-child.

5. Schools management should ensure that they deliberately provide sector specific skills needed for the development of human capital, using professional and entrepreneurs as instructors and mentors.

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