**PUBLIC PERCEPTION OF THE INFLUENCE OF GENDER ON EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ENUGU EAST L.G.A, ENUGU STATE NIGERIA**

**BY**

**OKONKWO, CHIDERA JENNIFER**

**U14/MSS/SOC/018**

**DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY**

**GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE, ENUGU STATE**

**JULY, 2018**

**TITLE PAGE**

**PUBLIC PERCEPTION OF THE INFLUENCE OF GENDER ON EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ENUGU EAST L.G.A, ENUGU STATE NIGERIA**

**A PROJECT PRESENTED TO THE DEPARTMENT OF SOCIOLOGY/ PSYCHOLOGY.**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**

**GODFREY OKOYE UNIVERSITY, ENUGU STATE**

**BY**

**OKONKWO, CHIDERA JENNIFER**

**U14/MSS/SOC/018**

**IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF SCIENCE DEGREE (B.Sc) IN SOCIOLOGY**

**GODFREY OKOYE UNIVERSITY, ENUGU STATE**

**JULY, 2018**

**APPROVAL PAGE**

The research was undertaken by Okonkwo Chidera Jennifer (U14/MSS/SOC/018) and approved by department of Sociology/Psychology, Godfrey Okoye University Enugu in partial fulfilment of the requirement for the award of Bachelor of Science (B.Sc) Degree in Sociology.

­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Supervisor Head of Department

Mr. Aguene Ignatius Dr. Aniche Alex

Date: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

External Examiner

Date:\_\_\_\_\_\_\_\_\_\_\_\_

**CERTIFICATION**

This is to certify that Okonkwo Chidera Jennifer an undergraduate student in the department of Sociology/Psychology with registration number U14/MSS/SOC/018 under the supervision of Mr Aguene Ignatius has successfully completed the research required for the award of Bachelors of Science (B. Sc.) Degree in Sociology in Godfrey Okoye University.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Okonkwo Chidera Jennifer

U14/MSS/SOC/018 Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Mr. Aguene Ignatius Date

Project Supervisor

**DEDICATION**

This research work is dedicated to “THE ALMIGHTY GOD” for his enabling strength he bestowed on me in completing this work.

**ACKNOWLEDGEMENTS**

I am grateful to God Almighty for giving me the strength, wellness and the Inspiration to complete this work. I acknowledge and thank all those who have been helpful in one way or the other in ensuring that this work becomes a reality. In a special way, I express my appreciation and indebtedness to my Project Supervisor Mr. Ignatius Aguene, for his patience, guidance, suggestions and criticisms which greatly enhanced the quality of this research work.

I must not fail to recognize the effort of Mrs Chinwe Iyanda in devoting a lot of time to read this work and for her contributions at various stages of this research. I am also grateful to Dr. Alex Anichie(HOD) , Prof Edwin Onyeneje, Asso. Prof. Uche Nwankwo, Dr. Friday Onwe, Miss Cynthia Okafor, Mr. Simeon Ugan and other academic staff of the Department of Sociology.

I also wish to thank in a special way my parents Mr. & Mrs. Stanley Okonkwo for providing me with the initial background that propelled me to this height. To my wonderful siblings Kenechukwu, Richy , shawn and also to my aunty and cousin Mrs. Amaka Odemelam and Damian Okpala, may God bless you all handsomely.

Special thanks also goes to FG OFFR CV. ORJI, I am grateful for your support, care and understanding. To my friends Ijeoma, Marie, Anthonia, Lauretta, Blessing and my course mates may the Almighty God bless you all abundantly.

**TABLE OF CONTENTS**

Title page - - - - - - - - - - i

Certification page - - - - - - - - ii

Approval page - - - - - - - - - iii

Dedication - - - - - - - - - - iv

Acknowledgement - - - - - - - - - v

Table of content - - - - - - - - - vi

List of Tables - - - - - - - - - vii

Abstract - - - - - - - - - - viii

**CHAPTER ONE: INTRODUCTION**

1.1 Background of the Study - - - - - - 1

1.2 Statement of the Problem - - - - - - 5

1.3 Research Questions - - - - - - 7

1.4 Objectives of the Study - - - - - - - 7

1.5 Significance of the Study- - - - - - - 8

1.6 Definition of Terms - - - - - - 9

**CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1 Review of Relevant Literature - - - - - - 11

2.1.1 An Overview of Work and Employment Opportunities - - 11

2.1.2 Pattern of Gender Discrimination on Employment Opportunities 18

2.1.3 Causes of Gender Discrimination on Employment Opportunities 13

2.1.4 Consequences of Gender Discrimination on Employment Opportunities 27

2.1.5 Ways of Reducing Gender Discrimination on Employment Opportunities 30

2.2 Review of Related Theories- - - - - - - 34

2.2.1 Feminist Theory - - - - - - - - 34

2.2.2 Structural Functionalism Theory - - - - - - 37

2.2.3 Labelling Theory - - - - - - - - 38

2.3 Theoretical framework - - - - - - - 40

2.4 Hypotheses - - - - - - - - - 42

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Research Design - - - - - - - - 43

3.2 Area of Study - - - - - - - - 43

3.3 Scope of the Study - - - - - - - - 44

3.4 Population of Study - - - - - - - 44

3.5 Sample and Sampling Technique - - - - 44

3.6 Instruments for Data Collection - - - - - 45

3.7 Methods of Data Collection - - - - - - 46

3.8 Method of Data Analysis - - - - - - - 46

**CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA**

4.1 Introduction - - - - - - - - - 47

4.2 Analysis of Data - - - - - - - - 47

4.2.1 Demographic Characteristics of Respondents - - - 47

4.2.2 Analysis of Substantive Issues - - - - - - 52

4.3 Test of Hypotheses - - - - - - - - 58

4.4 Discussion of Findings - - - - - - - 62

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

5.1 Summary of Research Findings - - - - - - 64

5.2 Conclusion - - - - - - - - - 64

5.3 Recommendations - - - - - - - - 65

5.4 Limitation of study - - - - - - - 67

5.5 Area for Further Research - - - - - - 67

References - - - - - - - - - 68

Appendix I - - - - - - - - 72

Appendix II -- - - - - - - - - 73

**LIST OF TABLES**

Table 1: Gender of Respondents - - - - - - 47

Table 2: Age of Respondents - - - - - - - 48

Table 3: Marital Status of Respondents - - - - - 49

Table 4: Educational Qualification of the Respondents - - - 50

Table 5: Occupation of the Respondents - - -- - 51

Table 6: Patterns of Gender Discrimination in Employment Opportunities - 52

Table 7: Cause of Gender Discrimination in Employment Opportunities 53

Table 8: Consequences of Gender Discrimination in Employment Opportunities 54

Table 9: Ways of Reducing Gender Discrimination in Employment Opportunities 55

Table 10: Do you think that Educated Women are not likely to get better 56

Employment Opportunities than Uneducated Ones?

Table 11: Denial of Women’s right can lead to reduction in the Workforce 57

**ABSTRACT**

*This study is based on the influence of gender on employment opportunities for women (A study of Enugu East Local Government Area). The survey research design was adopted and a sample size of 400 (four hundred ) was got using Taro Yamane formula out of the population of a total of (367,958) residents. 400 questionnaires were administered to the respondents and 330 was returned, which was used for the data. The data for the study was gathered using a questionnaire. An in-depth interview was conducted as the qualitative instrument. Analysis was made through the latest version of statistical package for social sciences (SPSS}, which is a well known software for the statistically analysis of data, so that effective conclusion can be drawn and Chi square was used to test the Hypotheses. Simple random sampling technique was adopted as the sampling technique for the study. From the study, one could summarize more evidently that there are several patterns of gender discrimination based on employment opportunities for women in Enugu East. It was discovered that there are many factors responsible for gender discrimination on employment opportunities for women in Enugu East; more so, the study reveals that there are consequences for gender discrimination on employment opportunities of women in Enugu East. Finally gender discrimination on employment opportunities for women can be reduced in so many ways. The study recommends that Government should ensure that we have more female representatives at the top in the private and public sectors by eliminating barriers against women working in certain sectors to increase output, and most importantly government and the society at large should create full and decent productive employment opportunities for women and access to finance, as well as provision of social protection. Finally the researcher suggested other topics for further research.*

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the Study**

In a masculine dominated society, women’s right has been misunderstood because of cultural, customary practices and beliefs which encouraged discrimination against women. Relying on traditional gender roles and child care responsibilities, some employers assume that female employee is less dependable than male employee. The idea of equality of sexes in employment is foreign to Nigerian native law and custom. Most entrepreneurs believe that females are inferior to their male counterpart and incompatible with a fast-paced business environment. Discrimination against women in places of work in Nigeria is so visible; this is primarily because of the high level of illiteracy and lack of skills among women compared to men.

Promoting decent productive employment and income opportunities equally for women and men is one of the key priorities of various governments across the world. Integrating gender concerns into employment and promotion can contribute to more effective boosting of productivity and economic growth; human resources development; sustainable development; and reducing poverty (ILO, 2018).

Gender differences in access to economic opportunities are frequently debated in relation to gender differences in labor market participation.

According to business dictionary (2018), gender is defined as the culturally and socially constructed differences between men and women that vary from place to place and time to time. The term "gender" refers to economic, social and cultural attributes and opportunities associated with being male or female.

According to 2006 national population and housing census, Nigeria’s population was 140.4 million (FGN, 2009). Women constitute about 49% of this population in Nigerian State and are known to play vital roles as mothers, producers, managers, community developers/organizers etc. Their contribution to the social and economic development of societies is also more than half as compared to that of men by virtue of their dual roles in the productive and reproductive spheres. Okonjo (2017) argues that greater management of household resources by women, either through their own earnings or cash transfers shows that if given opportunities to occupy top positions, they can enhance growth by spending in ways that benefit the society. Research evidence have shown that women don’t earn as much as men and the average salary of women is 72% to 88% of men, even with variables such as education, age, position and job tenure considered (Waisman & Larsen, 2008). We can assert that male/female equality according to Marxist theory is the involvement of women in production outside home.

Employment is one source of empowerment for women, given that it enables them exercise control over their own income and by extension their lives. Employment is one source of empowerment for women but unfortunately it is difficult to measure their employment status because the informal sectors are not reported. However, the data on hand indicates, for instance, that women and men currently employed in the North West are 46 and 54 percent respectively. Also, the employment rate of men to women in urban area is ratio 42:37 while the employment ratio of men to women in the rural area is 63:58.  
In recent times, there has been a great deal of concern about the discrimination in the labour market based on gender considerations. Specifically, several practices, beliefs and stereotypes are held against the female gender as regards their suitability for certain jobs, eventual employment and advancement on the job. It is extremely difficult in some societies for women to go beyond a particular level in their chosen careers. Some jobs are perceived as the exclusive preserve of the male gender, while women are taken to be the weaker sex and therefore, should be employed in those areas where their weakness can be managed or tolerated. Even in the face of modernization, most people still hold on to the view that the woman’s place should be in the kitchen and therefore it is non-traditional for women to engage in paid jobs outside the home. The implication of these is that the rate at which women participate in the labour force is dictated by societal norms and stereotypes. The participation of the females in the labour force of Nigeria is still considered relatively low. The low participation rate may be because the males most of the time constitute the main employers of labour. This in turn gives them the opportunity to express their feelings and attitude towards the employment of the female gender, Effa (1995) findings support this notion. 75percent of male employers prefer employing the males to the females. The study goes further to suggest that the males are preferred to their female counterparts because the former are presumed more likely to ensure maximum productivity and efficiency. Other reasons being given include the number of times the female is likely to absent herself from work due to sickness, maternity leave, childcare and other domestic issues. An important question then arises, should the female gender be denied employment in the labour market and thereby reducing the participation in the labour market because of their natural/traditional roles as mothers and home makers which society has assigned to them?

However, despite some progress over the last few decades, gender equality in employment remains an elusive goal in all societies. Women continue to face certain problems and discrimination in all areas of economic life. The government of many developing countries in the last decade has focused on issues relating to gender disparity and this disparity was found in work places. In Nigeria today, the idea of equality of sexes in different places of work is foreign to Nigerian native law and customs. Discrimination against women in employment in Nigeria is so visible, primarily due to the high level of illiteracy and lack of skills among women compared to men. In fact, the country ranks 118 of 134 countries in the Gender Equality Index.Even when they are represented, they are discriminated against. No wonder the government has put a law that in every sector of work/employment, women should take at least 30% (Oakley 2000). Even with this, there are rarely any organizations that women have such, except in some professions that are considered feminine, which include nursing, teaching etc. Relying on traditional gender roles and child care responsibilities, some employers assume that a female employee is less dependable than a male employee. Most entrepreneurs believe that females are inferior to their male counterpart and incompatible with a fast-paced business environment. This has led to series of discriminatory activities against women which comes in diverse forms such as direct gender discrimination which occurs when women are treated differently at work and an example includes disparity in salary based on gender.

**1.2 Statement of the Problem**

It is against this background that this study intends to examine the influence of gender on employment opportunities for women in Enugu East local government area. Despite some progress made over the last few decades in increasing women’s participation in the work force and narrowing gender gaps in wages, gender equality in the labour market still remains an elusive goal. While millions of women have become successful entrepreneurs, women are still grossly underrepresented in the boardroom of companies across the world. Particularly, in the developing world, women continue to form a large majority of the world’s working poor, earn less income, and are more often affected by long-term unemployment than men. This is due to women’s socio-economic disadvantages caused by gender-based discrimination and their double roles of being a worker and a care taker of the home. Olawoye (1995) describes Nigerian women as a crucial factor in production. According to her, they are largely responsible for the bulk production of crops, agro-based food processing, preservation of crops and distribution of yields from farm centres to market in both rural and urban areas. Nigerian women are contributing their quota to the development of the nation, but their potentials seem not to have been fully tapped due to some constraints. Disparities still exist between men and women in education, employment and income opportunities, control over assets, personal security and participation in the development process (Rahman & Naoroze, 2007). This may be as a result of lingering constraints including poor economic condition of Nigerian women, lack of adequate legislation and policies to support the rights of women, unequal access to education, limited access to land, lack of assertiveness among women etc.

Furthermore, women continue to embark on many unpaid care jobs, which has become an increasing challenge in their efforts to engage in productive work. Thus this study intends to find the influence of gender on employment opportunities for women Enugu East Local Government Area.

**1.3 Research Questions**

As a result of the problems mentioned above, this study seeks to answer the following research questions:

1. What is the pattern of gender discrimination on employment opportunities for women in Enugu East Local Government Area?
2. What are the factors responsible for gender discrimination on employment opportunities for women in Enugu East Local Government Area?
3. What are the consequences of gender discrimination on employment opportunities for women in Enugu East Local Government Area?
4. How can gender discrimination relating to employment opportunities for women be reduced in Enugu East Local Government Area?

**1.4 Objectives of the Study**

The general objective of this research is to determine the influence of gender in employment opportunities for women, with special preference to the people of Enugu East local government Nigeria. The specific objectives include the following:

1. To find out the pattern of gender discrimination on employment opportunities for women in Enugu East Local Government Area.
2. To examine the factors responsible for gender discrimination on employment opportunities for women in Enugu East Local Government Area.
3. To examine the consequences of gender discrimination on employment opportunities for women in Enugu East Local Government Area.
4. To find out how gender discrimination on employment opportunities for women can be reduced in Enugu Local Government Area.

**1.5 Significance of the Study**

The study will have both theoretical and practical significance. The theoretical aspect of the significance of the study is that subsequent researchers may find this study as a foundation for further research on the influence on gender on employment opportunities for women. This research will be of immense importance to a large number of people ranging from the researcher to the government and various nongovernmental organisations.

Practically, the study will provide useful information that will shade more light on the difficulties encountered by women in the area of employment opportunities and proffer possible solutions to the government on how best to solve it.

The research work is of importance to the researcher as it is a basic requirement for the award of a university Bachelor of Science degree. Finally, Non-Governmental Organizations (NGOs) may find this research and its recommendation very useful in protecting the rights of women in respect to securing employments.

**1.6 Definition of Terms**

**Discrimination**:**-** Distinct treatment of an individual or group to their disadvantage; treatment or consideration based on class or category rather than individual merit.

**Employer**:**-** A person who pays for or hires the services of another person.

**Employee**:**-** A person who provides services to a company or another person, in return for salary or wages.

**Employment:-** The work or occupation for which one is used and often paid

**Employment Discrimination**:- This generally occurs when an employee is intentionally treated differently because of gender, race, colour, religion, national origin, disability, sexual orientation or age by the employer in either the phases of hiring, discipline, performance appraisal or termination of appointment.

**Employment Opportunity:-** Employment is an arrangement between employer and an employee that the employee will provide certain services on the job. The work will occur in the employer’s designated workplace, the work is designed to accomplish the employer organization’s goals and mission and in return, the employee receives compensation. This is an employment practice where employers do not engage in employment activities that are prohibited by law

**Gender:-** The division of people into various categories such as male and female, with each having associated clothing, roles, stereotypes, etc

**Gender Discrimination:-** Gender discrimination is an adverse action or differential treatment against a person which would not have occurred if the person was of the opposite sex.

**Sexual Harassment**:- Sexual harassment is defined as unwelcome sexual advances or conduct of a sexual nature which unreasonably interferes with the performance of a person's job or creates an intimidating, hostile, or offensive work environment.

**Woman:-** A female adult.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Review of Relevant Literature**

This chapter is based on the review of literature related to the topic of concern. The review of literatures is summarized under the following subheadings:

1. An Overview of Work and Employment Opportunities
2. Pattern of Gender Discrimination on Employment Opportunities
3. Causes of Gender Discrimination on Employment Opportunities
4. Consequences of Gender Discrimination on Employment Opportunities
5. Ways of Reducing Gender Discrimination on Employment Opportunities.

**2. 1.1 An Overview of Work and Employment Opportunities**

To understand the meaning of women employment, it is of important to first of all understand the meaning of employment. After employment has been defined we will then understand the meaning of women employment.

Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee (Stephen & Armstrong, 1989). Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does or which sector she or he is working in. Employees in some fields or sectors may receive gratuities, bonus payment or stock options. In some types of employment, employees may receive benefits in addition to payment. Benefits can include health insurance, housing, disability insurance or use of a gym. Employment is typically governed by employment laws, regulations or legal contracts.

Therefore, in the case of women employment, women are the employee while the employer can either be a man or a woman as well. Women employment is a modern phenomenon, one that developed at the same time as the growth of paid employment for men, but women have been challenged by inequality in the workforce. Up until modern times, legal and cultural practices combined with the inertia of longstanding religious and educational conventions, restricted women's entry and participation in the workforce. Economic dependency on men, and consequently the poor socio-economic status of women, has had the same impact, particularly as occupations have become professionalized over the 19th and 20th centuries.

Women's lack of access to higher education had effectively excluded them from the practice of well-paid and high status occupations. Entry of women into the higher profession like law and medicine was delayed in most countries due to women being denied entry to universities and qualification for degrees. For example, Cambridge University fully validated degrees for women late in 1947 and even then only after much opposition and acrimonious debate (Lena Berhardtz, 2013). Women were largely limited to low-paid and poor status occupation for most of the 19th and 20th centuries, or earned less pay than men for doing the same work. However, through the 20th century, public perceptions of paid work shifted source needed as the workforce increasingly moved to office jobs that do not require heavy labour, and women increasingly acquired the higher education that led to better-compensated, longer-term careers rather than lower-skilled, shorter-term jobs. Despite this, women are still at a disadvantage compared to men because of motherhood. Women are viewed as the primary caregiver to children still to this day, so their pay is lowered when they have children because businesses do not expect them to stay long after the birth.

The increasing rates of women contributing in the work force has led to a more equal disbursement of hours worked across the regions of the world. However, in western European countries, the nature of women's employment participation remains markedly different from that of men. For example, few women are in continuous full-time employment after the birth of a first child due to the lack of childcare and because women in Britain lose 9% of their wage after their first child and 16% after their second child (Shireen, 2011).

Although access to paying occupations (the "workforce") has been and remains unequal in many occupations and places around the world, scholars sometimes distinguish between "work" and "paying work", including in their analysis a broader spectrum of labour such as uncompensated household work, childcare, eldercare, and family subsistence farming.

Women today are playing huge roles as investors, consumers, entrepreneurs, scientists, lawyers and doctors. They create jobs and strengthen the world economy. Today, women make up almost half of America’s economy. They are entering into sectors that were only reserved for men (pilots, defense, drivers). The briskly escalating economy demands more educated and self-potential women which makes them totally independent and earns them equal dignity, and pay as their husband or their male counterpart and makes them a breadwinner.  
Generally, self-employment is both a distinct legal construct and a separate employment category under tax law. Thus, self-employed people have to declare their incomes to the tax authorities themselves and are required to file their taxes on separate tax forms from employees. (Helman, 2004).

Unlike employees, they are eligible for business related deductions and in many jurisdictions face different tax rates and social security eligibility requirements. Okeke (1995), defines empowerment as a process of giving power and authority to person or group of people in order to gain a position for exercising power, implies that the person or group of persons being empowered has no power or authority by circumstances, denial or default.

Women’s empowerment is a belief that women should be treated the same as men, not because women are better than men, but because women are also human beings and they have the same human rights as men in any society, in any time period. Men don’t have joyful lives in many societies due to gender parity. We need empowered women to ensure equal rights for all and for equal division of labour in society. Men are often considered money makers and providers for the family. Even if the women in a family have equal or more income than the men, men are still expected to bring more money to the family and to take care of family’s financial needs. One common expectation of men is that they be physically powerful, big, strong, muscular, and not vulnerable to any challenge. Men are expected not to express their emotions publicly. Gender roles are holding society back. Gender roles limit the abilities of individuals and reinforce stereotypes about gender in society. It is time to appreciate the abilities of individuals for what they are regardless of their gender and sex.

There is great need for the encouragement of women empowerment, some of which are explained below according to Chang (2000), we need women’s empowerment because females have fewer opportunities to receive an education in developing countries due to limited resources and gender parity. Providing education to girls will help to end vicious cycles of poverty. Education is a fundamental human right, but, sadly, women comprise two thirds of all the illiterate adults worldwide, as well as 60 percent of the world’s poorest people.

Unemployment is defined by the Bureau of Labour Statistics (BLS) as “people who do not have a job, have actively looked for work in the past four weeks, and are currently available for work. Also, people who were temporarily laid off and were waiting to be called back to that job are included in the unemployment statistics”. Those who have not looked for work within the past four weeks are no longer counted among the unemployed. The BLS also removes them from the labour force. Most people leave the labor force when they retire, go to school, have a disability that keeps them from working, or have family responsibilities. Even people who would like to work are excluded if they aren't actively looking for work (Amadeo, 2017).

Unemployment can arise due to a number of reasons. One is that workers, who have been fired or voluntarily left one job, have to wait for some time before finding another job. This type of unemployment is called frictional unemployment. One form of frictional unemployment is, what is called, search unemployment.  
This arises when workers do not accept the first job offered but spend time looking around for what they regard as an ‘acceptable job’. Two other forms of frictional unemployment are casual and seasonal. Casual unemployment occurs when people are out of work between periods of employment ( Darko, 2008).

According Darko (2008), unemployment has the following disadvantages:

* Loss of earnings to the unemployed; Unemployment is one of the biggest causes of poverty in the UK. Prolonged periods of unemployment can push households into debt and increase rates of relative poverty.
* Potential homelessness; Loss of income can leave people without sufficient income to meet housing costs. Rises in unemployment often exacerbate the rates of homelessness.
* Harms future prospects; those who are unemployed will find it more difficult to get work in the future (this is known as the hysteresis effect)
* Stress and health problems of being unemployed; amongst studies of unemployed men, signs of depression, mental anxiety, and health problems are noticeably higher.
* Lost human capital; If people are out of work, they miss out on ‘on the job training’ This is a vital component of human capital and labour skills; high rates of unemployment can reduce labour productivity; If someone is out of work for two years, they miss out on latest working practices and trends. Being unemployed can also affect the confidence of the unemployed and they become less employable in the future.
* Increased government borrowing; Higher unemployment will cause a fall in tax revenue because there are fewer people paying income tax and also spending less (hence lower VAT). Also, the government will have to spend more on unemployment and related benefits. The government doesn’t just pay unemployment benefit, but a family who has unemployment will be more likely to receive housing benefit and income support.
* Lower GDP for the economy; High unemployment indicates the economy is operating below full capacity and is inefficient; this will lead to lower output and incomes. The unemployed are also unable to purchase as many goods, so will contribute to lower spending and lower output. A rise in unemployment can cause a negative multiplier effect.
* Increase in social problems; Areas of high unemployment (especially youth unemployment) tend to have more crime and vandalism. It can lead to alienation and difficulties in integrating young unemployed people into society.
* Political instability; the period of mass unemployment in the 1930s led to social unrest. In Germany, an unemployment rate of 6 million was an important factor in the rise of Hitler and the Nazi party.

**2.1.2 Patterns of Gender Discrimination**

There are several patterns of gender discrimination and these include

1. Sexual Harassment at Work
2. Discrimination Against Women

**Sexual Harassment at Work**

The U.S. Equal Opportunity Employment Commission (2018) defines workplace sexual harassment as unwelcome sexual advances or conduct of a sexual nature which unreasonably interferes with the performance of a person's job or creates an intimidating, hostile, or offensive work environment. Sexual harassment can range from persistent offensive sexual jokes to inappropriate touching to posting offensive material on a bulletin board. Sexual harassment at work is a serious problem and can happen to both women and men; however, women are more likely to be victims of sexual harassment.

Sexual harassment at work is a form of unlawful sexual discrimination. The law defines sexual harassment as, unwelcome verbal, visual, non-verbal or physical conduct of a sexual nature or based on someone’s sex that is severe or pervasive and affects working conditions or creates a hostile work environment.

The causes of sexual harassment differ from person to person and from situation to situation. This discussion can only cover some of the main factors. Many of the causes are interrelated and are linked to the culture and values of the society and also corporate institutions. In addition to the roles, relative power and status of the men and women concerned. The main factors of sexual harassment at work consist of the following

1. Lack of Company Policy

* Many companies don't have clear policies and complaint and disciplinary procedures to deal with harassment - or if they have them, they do not implement them. In research for an MBL thesis (done by a concerned man), 76% of the women respondents said they had been harassed at work, while few of their companies had relevant policies. Women often resign rather than complain, since they do not know where to go, or if they do complain, it is either treated as a joke, or no action is taken by management(Lynch, 2010).
* If management condones such behaviour or if victims end up being blamed, the perpetrator is encouraged to continue the pattern of harassment, affecting more and more women.

According to Lips (2003) the following are solution to sexual harassment.

Clearly the hidden costs of harassment are enormous. It is in every employer's interest to be proactive and prevent the problem, rather than having to redress it after damages have been suffered. Aware individuals can play a major role: by bringing the seriousness of harassment to the attention of management and of employees, by helping to formulate and implement appropriate policies, and by helping victims to deal with the consequences of harassment (Lips, 2003).

Many practical steps can be taken, as part of an integrated programme, to counter harassment:

1 .A Clear Policy from Management

* Management must develop, with consultants and in-company specialists, and with relevant staff organizations and unions, a clear definition of, and policy on sexual harassment.
* Concerned people and the press should also help to publicize the need for such policies.

1. Awareness of the Problem

* Managers and all male and female employees must become aware of the problems inherent in harassment, and must know how to handle it.
* If a clear policy exists, and is well promoted, both the person being harassed, and the person considering harassing someone, will know what the individual's rights are - what is acceptable, and what not; also where the person being harassed can complain. This should reduce considerably the likelihood of harassment (Odejide, 2006).

Although no policy is expected to eliminate the problem, we are convinced that awareness of the problem and of ways to deal with it will help to reduce its extent dramatically. Women, together with personnel and employee assistance professionals, must take initiative and get their companies to act against harassment if a programme is not yet in place. Equally importantly, the appropriate professionals must assist victims of past and present harassment to overcome the negative effects of that experience (Akanji 2006).

**Discrimination Against Women**

Discrimination against women is any form of distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Discrimination against women is commonly referred to as gender discrimination as women are usually the victims of such discrimination.

Gender based discrimination is an adverse action or differential treatment against a person, that would not have occurred if the person had been of another sex. It is a form of prejudice which is illegal in most countries. Trentham & Larwood (1998) categorized gender discrimination at work into four, namely:

1. Direct Gender Discrimination:- This occurs when people are obviously treated differently at work and it includes acts like difference in salary based on gender. For instance, when men and women are doing same job, but get promoted at different times.
2. Indirect Gender Discrimination:- This occurs when certain labour laws favours one gender over the other, thereby people of certain gender cannot qualify under those laws.
3. Harassment at Work:- This is the worst form of discrimination because it causes emotional and psychological trauma to those involved. Examples include sexual harassment, verbal harassment, workplace bullying and incivility.
4. Victimization:- This is an unfair or biased treatment based on the employee’s gender. It involves unwarranted selection of an individual or group for subjection to discrimination and it is an adversity resulting from being made a victim.

**2.1.3 Causes of Gender Discrimination on Employment Opportunities for Women**

Research has shown that the ways that men and women are treated differently in the workplace can be nearly imperceptible at the level of the individual and emerge only when aggregated across individuals (Heilman & Welle, 2005). Crosby (2004), for example, demonstrated that by and large, women do not acknowledge the ways that gender discrimination may have affected their own career experiences. They are more likely to assume personal responsibility for receiving fewer organisational resources than their male co-workers. These same women, however, believe that gender discrimination exists in the workplace and affects the resources that other women receive. It has been argued that gender discrimination is difficult to perceive because it accounts for a small portion of variance in organisational decision-making (Barret & Morris, 2003).

Descriptive stereotyping shapes the perceptions and expectations people form about men and women in the workplace which provides the fuel for formal discrimination to occur (Heilman, 2001). Adopting a stereotype-consistent view of women job applicants leads evaluators to conclude that they are less likely to have the skills necessary to succeed at male gender-typed jobs. Thus, research has demonstrated that even when the actual qualifications of men and women are equivalent, men are viewed as having higher performance ability and are expected to perform better (Heilman, Martell & Simon, 1998), and therefore are favoured over women in the selection process for male gender-typed jobs (Davison & Burke, 2000).

Discrimination in workplaces is now one of the most debated issues across the world. There have been numerous findings and strong charges against discrimination (Kelan, 2009). In particular, gender bias has become a common occurrence everywhere in most of the developing countries (Kelan, 2009). Some reports also show that such discrimination happens in developed countries, though the number of facts may be less compared to those in the developing and least developed countries. There are different forms in which discrimination may be evident at workplaces. In spite of the number of findings and reported cases in governmental and non-governmental institutions, the issue still remains beyond control. The conditions around the workplace, the socio-economic status of women, the religious values and restrictions and above all the social psychology of the people can be pointed out as the principal causes behind workplace bias (Sue, 2005). Unwillingness and lack of attention and supervision by the government adds to this to a great extent (Kelan, 2009), all of these have led to the complication of the issue.

Gender discrimination started since the days of our forefathers and they had been suppressing women's rights and it’s perceived to be the norm of the male-dominated society. Men have always and till today, seen as the figure of leadership and success in many countries with no exception to some well-known countries where women are given as much rights as their counterpart (Dailymail, July 18, 2011). Although the idea that women belong in the kitchen is fast fading away and despised by the society as discriminatory, women are underperforming compared to their male counterpart. Women are facing these hard truths mainly because the fact that most traditional minded people thinks that women are underrepresented. After that, education is one of the main causes for gender discrimination. Lastly, religion is also the factor for this issue.

As mentioned by Moreau (2010, 159). Education opportunities are prioritized for the male family members. This is due to fact that most people are of the opinion that men have more talent in education. This is because men think that they have more knowledge compared to women and it is a cause of gender discrimination. Other reasons educational opportunities are prioritized is because men should be responsible for the family. They think that a man must be educated in order to have better job opportunities to be able to give his family a better life. This is also a factor that causes gender discrimination due to the fact that men think they have to work hard to earn a living while the duty of the women is to prepare meals for the family and perform house chores. Therefore, the equality of educational opportunity is important to prevent gender discrimination.

Religion in some ways contributes to gender discrimination. Women are suffering in countries where the law is based on religion, such occurs in most Islamic countries (MUNFW 2012). Some religion such as Islam prohibits women from becoming leaders. They believe that men should take the responsibility while women are expected to be the followers of men. This stimulates men with overwhelming self-confidence and undermines women's ability without having to evaluate them. In-born egoism causes men to always think that they are right all the time and refuse to accept suggestion from women. This has also caused them to think that women do not have the ability to get things done. Therefore, some of the religious beliefs will cause gender discrimination in the society and will bring a lot of bad effect to the society.

**2.1.4 Consequences of Gender Discrimination on Employment Opportunities** According to Goldman (2006), consequences of gender discrimination on employment opportunities includes the following

1. Individual Consequences
2. Group Consequences
3. Organizational Consequences

**Individual Consequences**

Perceived discrimination in the workplace has been found to have negative effects on an individual's body and mind, mainly blood pressure, heart disease, psychological distress and self-reported health. In a study from 1977 to 1982, women who perceived they were experiencing discrimination were 50% more likely to have a physical limitation in 1989 compared to those who did not perceive discriminatory experiences.

There have been two common ways of reacting to discrimination: emotion-focused coping and problem-focused coping. In the former, individuals protect their self esteem by attributing any discrepancies in hiring or promotion to discrimination instead of reflecting on their own potential shortcomings. While in the latter, individuals attempt to change certain traits of themselves that caused the discrimination and also to prevent future discrimination. Some common examples are obese people losing weight or mentally ill people seeking therapy. This approach can only be sought out when the point of discrimination is not unchangeable like race or age.

**Group Consequences**

Unlike the individual level, discrimination at the group level can induce feelings of fear and mistrust within the group discriminated which often results in inhibited performance. The effects are most commonly seen with age, disability, and race and ethnicity.

Another group of people that face widespread group discrimination are racial minorities, mainly Blacks and Hispanics. They are rated as less favorable than White applicants and this kind of prejudice makes them "suffer from increased role ambiguity, role conflict, and work tension, as well as decreased organizational commitment and job satisfaction”. Further analysis and statistics of the discrimination they face are discussed below by region.

**Organizational Consequences**

Companies hurt from their own discriminatory practices on legal, economic, and [reputational risk](/wiki/Reputational_risk) basis. In 2005 alone, 146,000 charges of discrimination were filed. Litigation based on discrimination can be very expensive when taking into account the time spent in court and the outcome of the ruling where the possibility of settlement money comes in to play as well as "hiring, promotion, back pay, or reinstatement" for the prosecutor. Public cases of discrimination, regardless of being taken to court have a negative effect on a company's reputation which typically decreases sales.

Another viewpoint on discrimination affecting profit is that companies may not be using the employees they discriminate against to the best of their ability. Some see these employees as an "untapped niche"(a small, specialist field or group that has not been used to its full potential) especially since diversity management is positively correlated with corporate financial performance.

Victims of gender discrimination lose motivation and morale necessary to perform their jobs effectively. According to a report written by Dankelman (2003), gender bias also leads to a loss in productivity. Things that may lead to this loss of morale and motivation could include jokes about an employee’s gender that imply inferiority, offensive jokes of a suggestive or sexual nature and jokes implying that an employee’s work is sub-par due to his or her gender. Though, Federal law prohibits this type of workplace harassment, whether by superiors or coworkers

Those discriminated against may feel such strong resentment and loss of self worth that they resort to destruction as a way to get back at the discriminatory employer or coworkers. Destructiveness may manifest itself as physical violence against others, destruction of property or propagation of malicious rumors about people in the company and the company itself (Sue, 2005).

**2.1.5 Ways of Reducing Gender Discrimination on Employment Opportunities**

The ways of reducing gender discrimination on employment opportunities include the following,

1. National Gender Policy
2. The Need for Educational Empowerment

National Gender Policy

Promoting gender equality is now globally accepted as a development strategy for reducing poverty levels among women and men, improving health and living standards and enhancing efficiency of public investments. The attainment of gender equality is not only seen as an end in itself and human rights issue, but as a prerequisite for the achievement of sustainable development.

In recognition of the extant National Women’s Policy and other sectoral policies to respond to the challenges of gender inequalities and attendant low socio-economic indicators, a National Gender Policy has been developed to replace the Women’s Policy. An extensive research and consultative process informed the Gender Policy framework while the goal, objectives, strategies and targets were adopted by consensus at several national and zonal workshops convened for stakeholders and partners. The goal of the National Gender Policy is to “build a just society devoid of discrimination, harness the full potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and protect the health, social, economic and political well being of all citizens in order to achieve equitable rapid economic growth; evolve an evidence based planning and governance system where human, social, financial and technological resources are efficiently and effectively deployed for sustainable development.”(Roth, 2003).

The Core strategies for achieving the objectives of the National Gender Policy include:

* Policy, partnership and programme reforms through mainstreaming of gender concerns at all levels;
* Gender education and capacity building to enhance necessary technical expertise and positive gender culture;
* Legislative reforms to guarantee gender justice and respect for human rights and
* Economic reforms for enhanced productivity and sustainable development, especially that which addresses the needs of women and children, and other vulnerable groups.

The major challenge to achieving the policy objectives is moving from the policy prescriptions to the actualization of the policy goal and targets.  For the conceptual framework to be functional, greater synergy is required among stakeholders.  Furthermore, overarching institutional restructuring and increased professionalism is required in order to meet the demands of this policy document.  The efficacy of the policy strategies is contingent on a functional gender management system while the following elements and actions are indispensable (Reskin, 2000).

* Political Will
* Gender as a Core Value for Transforming the Nigerian Society
* Confronting Patriarchy
* Coordination, Networking, and Monitoring
* Resource Mobilization

**The Need for Educational Empowerment**

Education is a viable instrument in bringing about positive changes in the pattern of life of people (Ndu, 2002). Meena et al (2008) asserts that training is an essential process of increasing knowledge, changing attitudes, and developing skills through instructions, demonstrations and by other techniques which develop self-confidence in people. Education being a social process is responsible for developing and cultivating various physical, intellectual, aesthetic and moral qualities as well as values in an individual. Azikiwe (1992) opined that education as a catalyst for improvement reduces if not eliminates completely the inhibiting factors on women such as low income, inferior social status, superstition, ill health, dogmatism, early marriage and low level of aspiration. Creating access to quality formal education gives women a sense of belonging and the individuality will then be projected beside their husbands (Lockhead & Verspoor, 1994).

Also, Phiri (1992:22) opined that “Achieving literacy education is the first step to enabling women to take control over their own lives to participate as equals in society and to free themselves from economic and patriarchal exploitation. By the same token, Correia (2000) argues that providing financial education to battered women will create awareness of control over their financial opportunities and choices. Sanders and Schnabel (2007) assert that economic education creates awareness of and control over financial opportunities and choices since economic education aims to increase access to knowledge of financial resources and to increase women’s self-confidence in independently managing and coping with financial problems. Since education enhances a person’s self-worth and confidence and also creates an awareness of capacity, women will become more effective in their roles in social activities and take initiatives in the decision making processes if they are educated.

**2.2 Review of Related Theories**

The related theories include,

1. Feminist Theory
2. Structural Functionalism Theory
3. Labelling Theory

**Feminist Theory**

Two of the most famous proponents of feminism are:

1. Ann Oakley
2. Claire Wallace

Ann Oakley was born in 1944, a British sociologist and writer. Her works include “Women confined: Towards a sociology childbirth” (1980) and who’s afraid of Feminism?”(1997). her father was a social policy theorist.

Claire Wallace was a professor at Aberdeen University. Her most famous work is “An introduction to sociology: Feminist perspectives”. (1990).

Feminism has five major concepts embedded into it:

1. Patriarchy
2. Discrimination
3. Gender stereotypes
4. Economic Dependency
5. Emotional work

**Patriarchy:** States the dominance of men in the society and the oppression of women for men’s gain. For instance “the family is patriarchal because the society has given an ideology that women must do housework without pay”.

**Discrimination:** An unfair or unequal treatment of women that is by the law. For instance, women being paid less than men until Equal pay Act in 1970.

**Gender Stereotypes:** This is negative generalizations about women. These generalizations are perpetuated in the media, as well as the educational sector.

**Economic Dependency:** Here we see women giving up work to take care of children or household responsibilities, thus becoming dependent on their husbands for money.

**Emotional Work:** Women are expected to do the majority of emotional care for their family, and also do their jobs and housework inclusive, the so called triple shift.

Feminist theory analyzes gender stratification through the intersection of gender, race and class. It aims to understand the nature of gender inequality, and examines women’s social roles, experience, and interests. Much of feminist theory focuses on analyzing gender inequality and the promotion of women’s interest. Characteristics of masculinity and feminism differ from one society to another, not only do the characteristics differ but so with the sexual activities in which people engage. According to Connell (1995 cited in Macionis &Plummer 2008) describe this as part of gender order in which societies shape notions of masculinity and feminism into power relationship.

As feminism develops in sociology, individual theories formed within feminism thinking. These theories highlighted and explained how women viewed gender inequality and how men oppressed women in public and private sphere. Feminism has also helped sociologists understand how masculinity and feminism is arranged around the dominance of men and how the power relations of gender order keep women in subordinate positions within the home and at work. The feminist theory brings sense of optimism in helping combat gender based discrimination and creating norms against it.

**Structural Functionalism Theory**

Structural functionalism, or simply functionalism, is "a framework for building theory that sees society as a complex system whose parts work together to promote solidarity and stability". This approach looks at society through a macro-level orientation, which is a broad focus on the social structures that shape society as a whole, and believes that society has evolved like organisms. This approach looks at both social structure and social functions. Functionalism addresses society as a whole in terms of the function of its constituent elements; namely norms, customs, traditions, and institutions. A common analogy, popularized by Herbert Spencer, presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole. In the most basic terms, it simply emphasizes "the effort to impute, as rigorously as possible, to each feature, custom, or practice, its effect on the functioning of a supposedly stable, cohesive system". For Talcott Parsons, "structural-functionalism" came to describe a particular stage in the methodological development of social science, rather than a specific school of thought. This theory is used to explain the influence of gender on employment opportunities for women in the sense that employment opportunity or self-employment is one source of empowerment for women, given that it enables them exercise control over their own income and by extension their lives which will also bring a balance in the structural system and the presence of this balance removes error and each social institution could work together for the well being of the whole society. Employment is one source of empowerment for women but unfortunately it is difficult to measure their employment status because the informal sectors are not reported.

**Labelling Theory**

Labelling theory was developed between the mid to late 1960s, and popularized by Howard Saul Becker among other sociologists. Labelling theory is the theory of how the self-identity and behaviour of individuals may be determined or influenced by the terms used to describe or classify them. It is associated with the concepts of self-fulfilling prophecy and stereotyping It is often referred to under the umbrella of social reaction theories, due to the fact that labelling theory focuses on more informal aspects involved in the process of employment behaviour as well as the responses of a labelled individual to the act of their labelling. Labelling theory investigates the role of government agencies, state institutions, and social processes in the creation and realization of deviance Labelling theory is the theory of how the self-identity and behaviour of individuals may be determined or influenced by the terms used to describe or classify them. It is associated with the concepts of self-fulfilling prophecy and stereotyping. Labelling theory holds that deviance is not inherent to an act, but instead focuses on the tendency of majorities to negatively label minorities or those seen as deviant from standard cultural norms.  A stigma is defined as a powerfully negative label that changes a person's self-concept and social identity. Labelling theory is closely related to social-construction and symbolic-interaction analysis. Labelling theory investigates how the behaviour and self-identity of individuals may be affected, influenced, or determined by the terms which are used to classify them or fit them into defined sociological categories. Strongly associated with concepts of stereotyping and that of the self-fulfilling prophecy, labelling theory is also closely related to modes of social construction and symbolic interaction analysis. These studies of crime and labelling practices occur at the level of the individual (micro), the institution, and the state or national rule making body (macro). Labelling theory argues that labels are imposed in part because of the gender and status of those responsible for labelling practices in conjunction with those being labelled, and also that deviant labels create problems and stressors that the one being labelled is forced to adapt to and contend with, and that these labelling practices can under certain conditions lead to a greater extent of involvement in criminal activity and deviant practices. Labelling theory describe the discriminatory practices in the labour market based on gender considerations. Specifically, several practices, beliefs and stereotypes are held against the female gender as regards their suitability for certain jobs, eventual employment and advancement on the job. It is extremely difficult in some societies for women to go beyond a particular career level. Some jobs are taken as the exclusive preserve of the male gender, while women are taken to be the weaker sex and therefore, should be employed in those areas where their weakness can be managed or tolerated. Even in the face of modernization, most people still hold on to the view that the woman’s place should be in the kitchen and therefore it is non-traditional for women to engage in paid jobs outside the home. The implication of these is that the rate at which women participate in the labour force is dictated by societal norms and stereotypes. The participation of the females in the labour force of Nigeria is still considered relatively low. The low participation rate may be because the males most of the time constitute the main employers of labour; this in turn gives them the opportunity to express their feelings and attitude towards the employment of the female gender.

**2.3 Theoretical Framework**

Out of the three theories stated above the Feminist theory would be used as the theoretical framework for this study.

Feminism is chosen as the appropriate theoretical framework for this study because feminism focuses on socio-economic and political barriers against female capacity development, empowerment and involvement in different aspects of social life in the society. One of such strategic aspect of social life is occupation; this is well thought out because of its connection with the means of livelihood, sustainability and satisfaction of basic human needs.

A general assumption shared by all feminist is that women suffer various injustices on account of their sex. Feminists make so much emphasis on the gender divisions in the society. Feminists are concerned with women’s welfare and a desire for sexual justice.

The law of this theory is the restoration of self-confidence and respect in women, as well as removing all cultural and historical barriers against females achieving self-actualization. Consequent upon this theoretical background, women in Africa should have equal access to occupational areas or their occupational and career progression subordinated to that of men folk. Any form of subjection is contrary to the theoretical position of feminism, which requires equal opportunities and chances for women in society. The theory of feminism also maintains that no society can be developed if all segments of the society are not carried along. There are two main segments recognized by feminists theorists, namely are; male and female segments. Thus, both should be integrated equally in order to achieve overall holistic progress, advancement and development in the society.

Feminism emphasizes the importance of the socio-political and economic structures that shape human societies and stresses that gender must be considered when examining the effects of oppression and domination and power and powerlessness in our society (Abromovitz, 2012). Throughout history, women have been and continue to be oppressed and discriminated against in ways that are different from men.

Central to feminist theory is the belief that the inferior status delegated to women is due to societal inequality, that the personal status of women is shaped by political, economic and social power relations and that women should have equal access to all forms of power. Like the concept of empowerment, feminist analysis helps women to understand how they are oppressed and dominated and often inspires them to engage in efforts to bring about broader social change. Feminist scholars, educators and social workers encourage women to reclaim power to the extent possible in our society, express anger and build self-confidence and self-efficacy. Recently, Abromovitz (2012) argues that the politically conservative attack on social programmes has a disproportionate effect on women.

**2.4 Research Hypotheses**

1. HO: Educated women are not likely to get better employment opportunities than uneducated ones

H1: Educated women are more likely to get better employment opportunities than uneducated ones

2. HO: Denial of women’s right does not affect employment opportunities of women in Enugu East L.G.A?

H1: Denial of women’s right is likely to reduce employment opportunities among women in Enugu East L.G.A?

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Research Design**

The study uses a cross section of descriptive designs, and quantitative survey method is utilized to carry out the research in order to analyze the phenomenon being studied

**3.2 Area of Study**

The study area for this research is Enugu East Local Government Area of Enugu State. This work covers the local government with the intention of finding out the influence of gender on employment opportunities for. Its headquarters are in the town of Nkwo Nike. It is an area of 383km2 and has a population of 367,958 as at the 2015 census. It consists of four (4) localities namely: Nike, Emene, Trans-Ekulu, and Abakpa. Enugu East L.G.A is chosen as a good sample case as it possesses all the characteristics of an underdeveloped society and as well to add to the existing knowledge of gender discrimination in employment opportunities for women in Enugu East L.G.A as very few studies has been carried out in this area.

**3.3 Scope of Study**

The research is restricted only to Enugu East Local Government Area of Enugu State. Findings in this area is used to draw a general statement regarding the research topic and for further work in the area of study.

**3.4 Population of Area of Study**

According to the 2015 census report, Enugu East Local Government Area has a population of 367,958persons. The total population consists of the citizens in all the 4(four) localities of Enugu East L.G.A Enugu State.

**3.5 Sample Size**

To get the sample size of the study, the researcher used Taro Yamane arriving at a sample size which is given as 400



Where: n= Desired sample size

N= the entire population

e= level of significance or limit of tolerable error assumed to be 5% or 0.05

I= unit, constant figure

**3.6 Sampling Technique**

This study adopted the simple random sampling technique which is also referred to as random sampling. It is the most straightforward probability sampling strategy. Simple random technique is where we select a group of subject (a sample for study from a larger group (a population) in Enugu East L.G.A, there are four (4) towns namely Nike, Abakpa, Emene and Trans-Ekulu. In adopting simple random sampling technique, the ballot method was used to select a town (Abakpa) in Enugu East L.G.A. Accidental sampling technique was adopted in distributing the questionnaire.

**3.7 Instruments for Data Collection**

The generic tools for data collection are Questionnaires and Interviews. A brief description of each one is listed below:

Questionnaire: A Questionnaire is a list of questions designed to elicit information from specified target respondents. This, they do, by filling in answers in spaces provided for that purpose. This is the most widely used tool especially for surveys covering a wide range of sample population. This is a set of questions relating to the aims and objectives of the research study to which the respondents are required to answer by writing their responses. It is usually used when factual information is desired about the past, present and anticipated events and also the prevailing conditions and practices.

Questionnaire were designed into dichotomized multiple choice questions that gave the respondent the opportunity to answer either “Yes”, “No”, undecided or to choosing from a range of answers, (Nwadozie &Akuezuilo, 2003).

In-depth Interview: This is a question and answer situation between the researcher and the respondent with a view to eliciting relevant data for the study being carried out. Interviews could be done between the interviewer and the interviewee on one-on-one basis. It could also take place between the interviewer and a group of respondents.

**3.8 Method of Data Collection**

A questionnaire requiring respondents not to disclose their identity was used to collect data from residents. The questionnaires were structured questions. The researcher also used questionnaires in order to uphold the confidentiality of the respondents and also in order to save time.

**3.9 Method of Data Analysis**

The simple frequency distribution, simple percentage and chi-square were adopted in the data analysis of this study. The frequency distribution and simple percentage method was used in analyzing the data obtained and chi-square formula was used in testing the hypotheses. The statistical software used to analyze the data is the statistical package for social science (SPSS). The rationale for using software is anchored on the fact that the primary data was used for the research.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

**4.1 Introduction**

Out of four hundred (400) questionnaires distributed, three hundred and thirty (330) were correctly filled and returned. However given the figure obtained in percentage model, it will appear as follows:

Total number of questionnaire distributed = 400

Total number of questionnaire returned = 330

Percentage of returned questionnaire out of the total questionnaires distributed is 83%

**4.2 Analysis of Data**

Descriptive statistics was used to summarize the demographic information and the research question in this study.

**4.2.1 Demographic Characteristics of Respondents**

Descriptive statistics was used to summarize the demographic information and the research question in this study.

**Table 1: Gender of Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Male | 130 | 39.4 |
| Female | 200 | 60.6 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.2.1 which is a descriptive table of values shows the gender distribution of the respondents, from the result, it can be ascertained that 130 (39.4%) of the respondents are male, while 200 (60.6%) of the respondents are female. Hence we conclude that majority of the respondents are female.

**Table 2: Age of the Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | 18-24yrs | 50 | 15.2 |
| 25-31yrs | 100 | 30.3 |
| 32-38yrs | 104 | 31.5 |
| 39-45yrs | 36 | 10.9 |
| 46yrs and above | 40 | 12.1 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The table above shows that 50 respondents, representing (15.2%) were within the ages of 18-24yrs; 100 respondents, representing (30.3%) were within the age of 25-31yrs; 104 respondents, representing (31.5%) were within the ages of 32-38yrs; 36 respondents, representing (10.9%) were within the ages of 39-45yrs; 40 respondents, representing (12.1%) were within the ages of 46yrs and above Hence we conclude that majority of the respondents are within the age limit of 32-45yrs.

**Table 3: Marital Status of the Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Single | 100 | 30.3 |
| Married | 129 | 39.1 |
| Divorced | 16 | 4.8 |
| Widower | 85 | 25.8 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

From the table above, it shows that the marital status of the respondents 100(30.3%) respondents are single, 129 (39.1%) respondents are married while 16(4.8%) respondents are divorced and 85(25.8%) respondents are widow or widower. From the result, majority of the respondents are married.

**Table 4: Educational Qualification of the Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Non-formal education | 20 | 6.1 |
| FSLC | 60 | 18.2 |
| SSCE | 50 | 15.2 |
| NCE/OND | 80 | 24.2 |
| HND / first degree | 100 | 30.3 |
| Others | 20 | 6.1 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The table above shows that 20(6.1%) respondents have no formal education, 60(18.2%) respondents are FSLC holder, 50(15.2%) respondents are SSCE holder, 80(24.2%) respondents are NCE/OND holder, and 100 (30.3%) respondents are HND/First degree holder while 20(6.1%) respondents are others. From the result majority of respondent are HND/First degree holders.

**Table 5: Occupation of the Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Trader | 100 | 30.3 |
| civil servant | 90 | 27.3 |
| Student | 140 | 42.4 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.2.5 which is descriptive table of values, shows occupation distribution of the respondents, from the result, it can be ascertained that 100 (30.3%) of the respondents are civil servant, 90(27.3%) of the respondents are traders while 140 (42.4%) of the respondents are Student. Hence we conclude that majority of the respondents are student.

**4.2.2 Analysis of Substantive Issues**

**Table 6: Patterns of Gender Discrimination in Employment Opportunities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Sexual Harassment at work | 100 | 30.3 |
| Denial of equal employment right for women | 120 | 36.4 |
| Payment of salary disparity against women | 55 | 16.7 |
| Verbal intimidation of women | 45 | 13.6 |
| Others | 10 | 3.0 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The above table of values shows the respondents opinion on the major patterns of gender discrimination on employment opportunities against women in Enugu East L/G/A, it can be ascertained that 100 (30.3%) affirmed sexual harassment at work, 120 (36.4%) affirmed denial of equal employment right for women, 55(16.7%) affirmed payment of salary disparity against women 45(13.6%) affirmed verbal intimation of women while 10(3.0%) affirmed other factors. From the result majority of the respondent affirmed denial of equal employment right for women. Hence we conclude that denial of equal employment right for women is one of the major patterns of gender discrimination on employment opportunities.

**Table 7: Causes of Gender Discrimination in Employment Opportunities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Culture of the people of Enugu East L.G.A in preference of males over females | 200 | 60.6 |
| Education preference of males against females in Enugu East L.G.A | 70 | 21.2 |
| Religious beliefs of the people | 40 | 12.1 |
| Others | 20 | 6.1 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The table above shows that 200(60.6%) respondent said culture of the people of Enugu East L.G.A in preference of males over females, 70 (21.2%) respondents said Educational preference of males against females in Enugu East L.G.A, 40(12.1%) respondents said religious beliefs of the people while 20(6.1%) respondent said other reasons. From the result majority of respondent said culture of the people of Enugu East L.G.A in preference of males over females. Hence we concluded that culture of the people of Enugu East L.G.A in preference of males over females is the major cause of gender discrimination in employment opportunities for women in Enugu East L.G.A.

**Table 8: Consequences of Gender Discrimination in Employment opportunities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Prostitution of women | 70 | 21.2 |
| Sexual harassment of women | 100 | 30.3 |
| Low number of women in the workforce | 120 | 36.4 |
| Psychological trauma | 30 | 9.1 |
| Others | 10 | 3.0 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

From the data presented in the table above shows that 70(27.2%) respondent affirmed prostitution of women, 100 (30.3%) respondents affirmed sexual harassment of women, 120 (36.4%) respondents affirmed low number of women in the workforce while 30(9.1%) respondent affirmed psychological trauma and 10(3.0%) respondents affirmed other. From the result majority of respondent affirmed low number of women in the workforce. Hence we conclude that low number of women in the workforce is the major consequences of gender discrimination in employment opportunities for women in Enugu East L.G.A

**Table 9: Ways of Reducing Gender Discrimination in Employment Opportunities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Enlightenment and empowerment programme | 100 | 30.3 |
| Enforcement of women’s right | 90 | 27.3 |
| Increase in educational opportunities for women | 140 | 42.4 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The information supplied on the table above shows that 100(30.3%) respondent said enlightenment and empowerment programme, 90 (27.3%) respondents said enforcement of women’s right while 140(42.4%) respondents said increase in educational opportunities for women From the result majority of respondent said increase in educational opportunities for women. Hence we conclude that increase in educational opportunities for women can reduce the problem of gender discrimination of women in employment opportunities

**Table 10: Do you think that Educated Women are not likely to get better Employment Opportunities than Uneducated ones?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Yes | 30 | 9.1 |
| No | 300 | 90.9 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Looking at the table above it shows that 300(90.9%) of the respondents affirmed Yes while 30(9.1%) of the respondents affirmed No. From the result majority of respondent said No. Hence we conclude that educated women are more likely to get better employment opportunities than uneducated ones in Enugu East L.G.A.

**Table 11: Denial of Women’s right can lead to reduction in the Workforce**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
| Valid | Yes | 290 | 87.9 |
| No | 40 | 12.1 |
| Total | 330 | 100.0 |

***Source: Field survey 2018 [SPSS COMPUTATION]***

From the table above it shows that 290(87.9%) of the respondent affirmed Yes while 40 (12.1%) of the respondents affirmed No. From the result majority of respondent say yes. Hence we conclude that denial of women’s right can lead to reduction of women in the workforce.

**4.3 Test of Hypotheses**

**Hypotheses One**

**HO**: Educated women are not more likely to get better employment opportunities than uneducated ones.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Educated women \* Uneducated Women Cross Tabulation** | | | | | |
|  | | | Uneducated women | | Total |
| Yes | No |
| Educated women | Yes | Count | 45 | 255 | 300 |
| % within Educated women | 15.0% | 85.0% | 100.0% |
| % within Uneducated women | 100.0% | 89.5% | 90.9% |
| % of Total | 13.6% | 77.3% | 90.9% |
| No | Count | 0 | 30 | 30 |
| % within Educated women | 0.0% | 100.0% | 100.0% |
| % within Uneducated women | 0.0% | 10.5% | 9.1% |
| % of Total | 0.0% | 9.1% | 9.1% |
| Total | | Count | 45 | 285 | 330 |
| % within Educated women | 13.6% | 86.4% | 100.0% |
| % within Uneducated women | 100.0% | 100.0% | 100.0% |
| % of Total | 13.6% | 86.4% | 100.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chi-Square Tests** | | | | | |
|  | Value | Df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
| Pearson Chi-Square | 0.028a | 1 | .022 |  |  |
| Continuity Correctionb | 4.015 | 1 | .045 |  |  |
| Likelihood Ratio | 9.257 | 1 | .002 |  |  |
| Fisher's Exact Test |  |  |  | .021 | .010 |
| Linear-by-Linear Association | 5.195 | 1 | .023 |  |  |
| N of Valid Cases | 330 |  |  |  |  |
| a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.09. | | | | | |
| b. Computed only for a 2x2 table | | | | | |

**Decision Rule**

The probability value of the Pearson chi-square is (0.028) which is less than the 5% (0.05) percent level of significance on the average, hence we accept Alternate hypotheses (H1), and conclude that educated women are more likely to get better employment opportunities than uneducated ones.

**Hypotheses Two**

**HO**: Denial of women’s right does not affect employment opportunities of women in Enugu East L.G.A?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Employment Opportunities of Women \* Denial of Women’s Right Cross Tabulation** | | | | | |
|  | | | Denial of women’s right | | Total |
| Yes | No |
| employment opportunities of women | Yes | Count | 40 | 250 | 290 |
| % within employment opportunities of women | 13.8% | 86.2% | 100.0% |
| % within Denial of women’s right | 100.0% | 86.2% | 87.9% |
| % of Total | 12.1% | 75.8% | 87.9% |
| No | Count | 0 | 40 | 40 |
| % within employment opportunities of women | 0.0% | 100.0% | 100.0% |
| % within Denial of women’s right | 0.0% | 13.8% | 12.1% |
| % of Total | 0.0% | 12.1% | 12.1% |
| Total | | Count | 40 | 290 | 330 |
| % within employment opportunities of women | 12.1% | 87.9% | 100.0% |
| % within Denial of women’s right | 100.0% | 100.0% | 100.0% |
| % of Total | 12.1% | 87.9% | 100.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chi-Square Tests** | | | | | |
|  | Value | Df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
| Pearson Chi-Square | 0,021a | 1 | .012 |  |  |
| Continuity Correctionb | 2.150 | 1 | .025 |  |  |
| Likelihood Ratio | 6.086 | 1 | .001 |  |  |
| Fisher's Exact Test |  |  |  | .008 | .004 |
| Linear-by-Linear Association | 4.259 | 1 | .012 |  |  |
| N of Valid Cases | 330 |  |  |  |  |
| a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.85. | | | | | |
| b. Computed only for a 2x2 table | | | | | |

**Decision Rule**

The probability value of the Pearson chi-square is (0.021) which is less than the 5% (0.05) percent level of significance on the average, hence we accept alternate hypotheses (H1), and conclude Denial of women’s right affect employment opportunities of women in Enugu East L.G.A.

**4.4 Discussion of Findings**

From the analysis of the data presented the findings pointed out that the respondents do agree that there are many pattern of gender discrimination on employment opportunities for women in Enugu East. According to the data on table 6 it was confirmed that from the result majority of the respondent affirmed denial of equal employment right for women. Hence we conclude that denial of equal employment right for women is one of the major patterns of gender discrimination on employment opportunities,

Secondly it was found out that there are many factors responsible for gender discrimination on employment opportunities for women in Enugu East.

Thirdly the study reveals that they are consequences of gender discrimination on employment opportunities for women in Enugu East. The data in table 8 answers the question. Hence we conclude that low number of women in the workforce is the major consequences of gender discrimination in employment opportunities for women in Enugu East L.G.A

Finally it was found out that gender discrimination on employment opportunities for women are reduced in so many ways. According to data in table 9

From the result majority of respondent said increase in educational opportunities for women. Hence we conclude that increase in educational opportunities for women can reduce the problem of gender discrimination of women in employment opportunities

The result from the hypothesis accepted the alternative hypothesis which said that educated women are more likely to get better employment opportunities than uneducated ones in Enugu East L.G.A. also that denial of women’s right can lead to reduction of women in the workforce.

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter summarizes the research findings, concludes, recommends and gives areas for further research study.

**5.2 Summary of Research Findings**

From the study, one could summarize more evidently that there are many pattern of gender discrimination on employment opportunities for women in Enugu East. It was discovered that there are many factors responsible for gender discrimination on employment opportunities for women in Enugu East; more so, the study reveals that there are consequences of gender discrimination on employment opportunities for women in Enugu East. Finally gender discrimination on employment opportunities for women can be reduced in so many ways.

**5.3 Conclusion**

Gender differences between men and women have been given historically as the basis for discrimination against women. Gender discrimination turns the job seekers and employees’ emotionally brittle, simple peace loving people transform into paranoid and suspicious, fearful and angry individuals. Elimination of gender discrimination is crucial for the satisfaction and motivation, commitment and enthusiasm and for protecting the constitutional rights of the women. Discrimination in employment must be discouraged through the enactment of various legislations and by effective and efficient enforcement mechanisms. The fundamental human rights enshrined by the constitution will only be of utmost advantage to humanity when the main source of sustainability which is employment has not been hindered. Time has come for Nigerian as a nation to reinforce its fight against discrimination in work places to adopt and implement policies that will totally eradicate it. This can only be achieved with the involvement of the human right organizations, labour organizations, and other non-governmental organisations who should also take it as a challenge. Legal services should be free and available to those who cannot afford one in order to help people in the society seek legal redress. By allowing employment discrimination to continue existing in the society the end result is an increase in poverty, inequality, disutility and other impacts which are legion.

**5.4 Recommendations**

Having conducted this research and analyzed the field data, the researcher recommends the following points, which if adhered to will positively bridge the gap and help reduce gender discrimination.

1. Government, organizations and civil societies should support and empower women in nation-building.
2. Government should provide equal opportunities in education and also within the workforce which will accelerate a woman’s career.
3. Organizations, firms and company should create a flexible environment for women to contribute effectively at work while having time for the family.
4. Government should make sure that we have more female representation at the top in the private and public sectors by eliminating barriers against women working in certain sectors or occupations to increase output.”
5. The government should create a full and decent productive employment opportunities for women and access to finance, as well as provision of social protection.
6. The significance of equality should start from the classroom by teaching children that gender discrimination is not right. If girls are offered equal opportunities both academically and in their careers, they will grow up to enter the workplace assured that their talents and abilities will not be overlooked.
7. States should develop civil, labour and administrative panels in employment legislations to investigate reports of discrimination against women in the public service, punish and provide redress to women who are subjected to discrimination in employment.
8. The National Assembly joint committees should consider reviewing the labour laws and enabling Acts of government agencies to ensure that legal loopholes, which could enable organizations to implement gender-based discriminatory practices are blocked.

**5.5 Limitation of Study**

In the course of carrying out this study, the researcher have been confronted with a lot of difficulties in obtaining useful journals and materials necessary to be cited in this work. Also, the researcher experienced financial constraints which restricted her ability to carrying out a very reliable study as most areas in the area of study have been left as a result of insufficient finance.

Furthermore, the researcher has had to combine regular school activities with the conduct of this study which has been very painstaking.

**5.6 Area For Further Research**

The following areas are suggested for further research:

1. The same topic in different states
2. The influence of gender on political opportunities for women

**REFERENCES**

Abromovitz.M. (2012) "The feminization of Austerity ", New Labour Forum,

vol.21, no 1, pp.32-41.

Akanji, A. B. (2006). Women Managers: Prospects and Challenges. *Journal of Education and Social Management* 16: 47-68.

Azikiwe. U. (1992). Women Education and Empowerment. Nsukka: Fulladu Publication Company.

Barret, B. & Morrison, J. (2008). "The Contradiction of the Myth of Individual Merit, and the Reality of a Patriarchal Support System in Academic Careers: A Feminist Investigation."*European Journal of Women's Studies* 8(2): 161-180.

Chang, M. (2000). The Evolution of Gender Segregation Regimes. *The American*

*Journal of Sociology*, 105, 1658-1701.

Correia, A. (2000). Strategies to Expand Battered Women’s Economic opportunities: Building Comprehensive Solution to Domestic Violence. Hinesburg, PA: National Resources Centre on Domestic Violence.

Crosby, R. (2004). Restructuring Gender Relations and Employment: The Decline

of the Male Breadwinner, Oxford, Oxford University Press.

Darko, R. (2008). Sovereign Virtue: The Theory and Practice of Equality. Cambridge, Mass. London, Harvard University Press.

Goldman, Barry M., et al. "Employment Discrimination In Organisations: Antecedents and Consequences.”Journal of Management 32.6(2006): 786-830.

Gold, A. (2003). “Enterprise Culture, Equity and Gendered Change in Commonwealth Higher Education”, Williams Gareth (ed.) The Enterprising University: Reform, Excellence and Equity, Buckingham: Open University Press

Heilman, M. &. Welle H. (2005). Formal and Informal Discrimination against Women at Work: The Role of Gender Stereotypes. New York: Centre for Public Leadership.

Heilman, M. W. (2004). Penalties for success: Reactions to Women Who Succeed at Male Gender Typed Tasks. *Journal of Applied Psychology*, 89, 416-427.

ILO (International Labour Organization), 2018. *Global Employment Trends for Women: March 2009*. Geneva: ILO.

Kelan, E.K. (2009). Gender Fatigue: The Ideological Dilemma of Gender Neutrality and Discrimination in Organisations. The Science Daily, October 8, 2009.

Lips, H. (2003). The Gender Pay Gap: Concrete Indicator of Women’s Progress Toward Equality. *Analyses of Social Issues and Public Policy*, 3, 87-109.

Mama, A. (2001) Challenging Subjects: Gender and power in African contexts. *African Sociological Review* 5(2): 63–73.

Meena, M. S., Jain, D. & Meena, H. R. (2008). Measurement of Attitudes of Rural Women Towards Self-Help-Groups. The Journal of Agricultural Education and Extension, 14(3), 217-229.

Mejiuni, O. (2013) Women and Power: Education, Religion, and Identity. Dakar: Council for the Development of Social Science Research in Africa (CODRESIA). Available at: http://www.codesria.org/spip.php?article1777& lang¼en (accessed 8 May 2013).

Ndu, G. U. (2002). Poverty Alleviation Programme in Nigeria: Challenges to Implementation. Journal of Women in Colleges of Education, 6, 17-30.

Nussbaum Martha. (2011). *Gender Segregation in the Labor Market: Root*

*Causes, Implications and Policy Responses in the EU*. Brussels: European Commission’s ExpertGroup on Gender and Employment.

National Population Commission (Nigeria) (2015)

Odejidi. A., Akanji, B. & Odekunle, K. (2006) Does Expansion Means Inclusion in Nigerian Higher Education? *Women’s Studies International Forum* 29(6): 552–561.

Oakley, J. G. (2000). "Gender-based barriers to senior management positions: Understanding the Scarcity of Female CEOs."*Journal of Business Ethics* 27(4): 321-334.

Okeke, E. A. C. (1995). Women Empowerment and Rural Development. In E. C. Eboh, C. U. Okoye and D. Ayichi (Eds.), Rural Development in Nigeria; Concepts, Processes and Prospects. Enugu: Auto-Century Publishing Company.

Olawoye, J. E. (1985). Rural Women’s Role in Agricultural Production: An Occupational Survey of Women from Six Selected Rural Communities in Oyo State. Nigerian Journal of Rural Sociology, 2(1), 18-23.

Phiri, S. (1992). Women and Literacy. Adult Education and Development: Institute for International Cooperation of the German Adult Education Association. No. 38.

Prah, M. (2002) Gender issues in Ghanaian tertiary institutions: Women

Academics and Administrators at Cape Coast University. *Ghana Studies* 5: 83–122.

Rahman, M. H. & Naoroze, K. (2007). Women Empowerment Through

Participation in Aquaculture: Experience of a Large-Scale Technology Demonstration Project in Bangladesh. Journal of Social Science, 3(4), 164-171.

Reskin, B. (2000). "Getting It Right: Sex and Race Inequality in Work Organizations."*Annual Review of Sociology* 26: 707-709.

Reskin, B. (2008). The Realities of Affirmative Action. Washington, D.C, American Sociological Association.

Roth, L. (2003). Selling Women Short: A Research Note on Gender Differences In Compensation on Wall Street. *Social Forces*, 82, 783-802.

Sandra. (2000). “The Incorporation of Women into Higher Education: Paradoxical Outcomes?” *Sociology of Education*, 73:1-18.

Sara. (2016). “Improving the Numbers and Performance of Women-Owned Businesses: Some Implications for Training and Advisory Services.” *Education + Training* 42 (4/5): 326–34.

Stephen & Armstrong. 1989. “Women Above The Glass Ceiling: Perceptions on Corporate Mobility and Strategies for Success.” *Gender and Society*, 12:339-355.

Sue, H. (2005) "Income and Wealth Transfer Effects of Discrimination in Employment." The Review of Black political Economy 32.3/4(2005):64.

UN-Habitat (United Nations Human Settlements Programme). (2003). *Policy Makers Guide to Women’s Land, Property and Housing Rights across the World*. Nairobi: UN-Habitat.

Waisman & Larsen. 2008. “(In) Efficiency in Intra-household Allocations.” University of Illinois at Urbana Champaign, Urbana, IL. Processed.

World Health Organisation (2002). World report on violence and health: Summary. Geneva: WHO.

Yamane, T. (1967): Statistics: An Introductory Analysis, 2nd Ed., New York: Harper and Row.

**APPENDIX I**

Department of Sociology &Psychology,

Godfrey Okoye University,

Ugwuomu-Nike Enugu State.

April, 2018.

Dear Respondent,

I am a final year student of the institution mentioned. I am carrying out a research on influence of gender on employment opportunities for women in Abakpa, Enugu East L.G.A, in Enugu state as a case study and would like to obtain your views on the issues indicated in the questionnaire. You are assured that the information provided will be treated with utmost confidentiality and will be used only for research purposes. It will be highly appreciated if accurate and truthful responses are provided by you to enable me carry out my work effectively.

I therefore plead that the questionnaire be kindly filled and completed.

Thanks.

Yours faithfully,

…………………

**Okonkwo Chidera J.**

**APPENDIX II**

**QUESTIONNAIRE**

**The Influence of Gender on Employment Opportunities for Women**

**(A study of Enugu East Local Government Area)**

Instruction: please tick [√] in the box that depicts your answer to each question below.

**Section A**

1. Sex (a) Male [ ] (b) Female [ ]
2. Age: (a) 18-24yrs[ ], (b) 25-31yrs [ ], (c) 32-38yrs [ ], (d) 39-45yrs [ ], (e) 46yrs and above [ ]
3. Marital Status (a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) Widowed [ ]
4. Educational qualification: (a)Non-formal education [ ] (b) FSLC [ ], (c) SSCE [ ], (d) NCE/ OND [ ], (e)HND / first degree [ ], (F) others (please specify)……………………
5. Occupation: (a) trader [ ] (b) civil servant [ ] , (c) students [ ], (d) others (please specify )……………………

**Section B**

1. Suggest what you think is one of the major patterns of gender discrimination on employment opportunities against women in Enugu East L/G/A
2. Sexual Harassment at work [ ]
3. Denial of equal employment right for women [ ]
4. Payment of salary disparity against women [ ]
5. Verbal intimidation of women [ ]
6. Others specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. In your opinion, what do you think is the major cause of gender discrimination in employment opportunities for women in Enugu East L.G.A?
8. Culture of the people of Enugu East L.G.A in preference of males over females [ ]
9. Education preference of males against females in Enugu East L.G.A [ ]
10. Religious beliefs of the people [ ]
11. Others, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. What will you say is the major consequences of gender discrimination in employment opportunities for women in Enugu East L.G.A?
13. Prostitution of women [ ]
14. Sexual harassment of women [ ]
15. Low number of women in the workforce [ ]
16. Psychological trauma [ ]
17. Others, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. How do you think the problem of gender discrimination of women in employment opportunities can be reduced?
19. Enlightenment and empowerment programme [ ]
20. Enforcement of women’s right [ ]
21. Increase in educational opportunities for women [ ]
22. Others, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
23. In your view, do you think that educated women are not likely to get better employment opportunities than uneducated ones in Enugu East L.G.A?
24. Yes
25. No
26. Would you suggest that denial of women’s right can lead to reduction of women in the workforce
27. Yes
28. No

**INTERVIEW SCHEDULE**

Study Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In-depth Interview Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discussion Guide**

1. Introduction
2. Assurance of Confidentiality
3. Permission to record discussion
4. Opening speech

**General Introduction**

1. How do you define employment?
2. How do you see women employment in the workforce?
3. Do you think that gender can influence employment opportunities?
4. Do you support women empowerment?

**Employment Opportunities for Women**

1. Are women deprived getting certain jobs in the workforce?
2. What gender is more favoured in getting good employment opportunities?
3. When are the possible causes of gender discrimination?
4. How can gender discrimination be curbed or reduced?

**Patterns of Gender Discrimination**

1. What are the patterns of gender discrimination that you know?
2. Is there any pattern that is prevalent