



Entrepreneurship Culture and Female Economic Empowerment of Female Secondary School Students in YEWA South Local Government Area, OGUN State, Nigeria.

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Abstract

The research investigated the impact of entrepreneurship culture on the economic empowerment of female secondary school students in Yewa South Local Government, Ogun State, Nigeria. Specifically, the study examined how entrepreneurial attitudes and perception, entrepreneurial education and training, government support and policies, and cultural and social norms influence the entrepreneurial mindset of secondary school girls in the towns within the local government. The research employed a descriptive research design and utilised a multistage sampling method, including stratified, purposive, and simple random sampling. The target population comprised female students from selected public secondary schools in the region, which was divided into six strata representing the major towns of Ilaro, Owode, Ilobi, Erinja, Ajilete, and Oke-Odan. A total of 500 students were purposively selected, with 100 students chosen from one public school in each town. The sample size was determined using the Taro Yamane formula, resulting in 222 selected respondents through simple random sampling. Data was collected using 40 structured questionnaires allocated to each school, with 62 copies allocated to the Ilobi/Erinja school representing a dual community. The data was analysed using multiple regression in SPSS. The findings indicated that entrepreneurship education, government support and policies, and cultural and social norms had a statistically significant impact on female economic empowerment (p -value of 0.000 for each). However, entrepreneurial attitude and perception did not show a statistically significant relation to female economic empowerment, with a p -value of 0.736. It was concluded that entrepreneurship culture has a significant effect on female economic empowerment.

Keywords: Entrepreneurship Culture, Entrepreneurial attitudes and perception, Entrepreneurial education

and training, Government support and policies, Cultural and social norms, Female economic empowerment

I. Introduction

The demand for economic participation and gender equality is increasing worldwide. The disparity and discrimination between the male and female sexes are alarming, infiltrating our different societal norms, with girls being seen as nothing more than housekeepers who bear children. Entrepreneurship is critical for economic growth, a fact well-recognized by scholars such as Gu and Wang (2022) and educators aiming to create opportunities for budding entrepreneurs or help established business owners succeed (Poi, 2020). Entrepreneurship is an amazing platform to bring our daughters into a refreshing economic and innovative world of creativity and independence for lifestyle and choices in personal well-being and societal respect (World Bank Report 2018).

Over the years, the culture of entrepreneurship has played a critical role in driving economic growth and innovation by providing people with ways to translate unique business ideas into sustainable ventures. Mindsets, values, and behaviours that foster innovation, risk-taking, and creativity in pursuit of economic growth contribute to job creation (OECD 2020). Female economic empowerment refers to creating an environment where women have equal access to resources, opportunities, and economic participation, thus improving their wealth status and well-being. Girls' education is a great catalytic driver for the growth and development of the country (UNESCO, 2020). The crucial period of secondary school, when career goals are defined, is the perfect setting for creating an entrepreneurial mindset in young women. People need to feel in control and confident that they can shape their financial fate (World Bank, 2021).



Regretably, the young secondary school girls of Yewa South are still left out as parental ignorance falters to take them there; little or no female representation in community-driven activities and entrepreneurship education is non-existent in their high schools. Additionally, the female sex still remains grossly underserved and disadvantaged worldwide in every important legitimate field like academic advancement, career promotion, employment opportunity, political representation involvement, public healthcare reception, property rights acquisition, and legal entitlement (Ralte, 2024). Research has shown that fostering a culture of entrepreneurship among women contributes to economic growth, poverty reduction, and gender parity. Entrepreneurship challenges traditional gender norms that discourage girls from selecting careers in business or leadership (Shastri, Shastri, Pareek & Sharma, 2022). Like in other settings, this can help change gender stereotypes and provide counteracting role models against societal biases (Sullivan 2019).

As long as females are deprived of basic entrepreneurial attitudes and courses, they will lack access to a wide range of job opportunities outside of usual occupational mechanisms and stereotyped customs. Closing the gender gap in entrepreneurial intentions has a long path for countries to reach sustainable development goals by advancing female economic empowerment, as seen with how women's participation in mentoring (government support and policies) is biased towards encouraging an enterprising culture or promoting financial inclusion. These barriers inhibit female economic empowerment and how women-owned firms could help drive broader economic growth, innovation, and job generation processes.

There has been significant progress, but the gender gaps in economic activity remain persistent, and women face structural barriers to access within the entrepreneurial ecosystem across economies. Including entrepreneurial culture in educational spaces provides an extraordinary opportunity for young women to break gender norms with economic independence and resilience. Although there is now a greater awareness of how an entrepreneurial culture can contribute to economic growth, the gap in entrepreneurship, especially related to female empowerment, has not yet been closed. Culture, education and training, laws, and government bureaucracy are some of the combined walls female entrepreneurs have to scale in Nigeria if they must

fit into a culture that restricts women or risks obsolescence.

Previous research has addressed this gender dichotomy; however, it is mostly about women and/or the organisational context. Lavelle (2021) reported that women are severely underrepresented in company promotions. Adeleye, Gyorke & Gubasci (2023) argued that women are overrepresented in low-wage work with fewer positions in management, entrepreneurship, or leadership. All this either fails or does not get to the point of having some impact on breaking down this gender role. In addition, fewer studies in Nigeria have looked at the role of educational institutions in developing and supporting female entrepreneurship. Therefore, this study seeks to fill these critical gaps by discussing prospects for embedding young females in the entrepreneurial culture within young secondary school ladies and empowering them in Yewa South.

Objectives of the study

- i. To examine the effect of entrepreneurial attitudes and perception on female economic empowerment.
- ii. To assess how entrepreneurial education and training affects female economic empowerment.
- iii. To evaluate the influence of government support and policies on female economic empowerment.
- iv. To ascertain the effect of cultural and social norms on female economic empowerment.

II. Literature Review

Entrepreneurship Culture

Entrepreneurial culture has its origins in ancient societies, where individuals took the initiative and risks to create value through trade and craftsmanship (Novelo & Montiel, 2022). This culture encompasses a set of values, beliefs, attitudes, and behaviours that encourage and support the establishment, growth, and success of new business ventures within a community or organization (Al-Lawati, Abdulkohar, & Shahrin, 2022). It fosters creativity, risk-taking, and proactive problem-solving, creating an environment where individuals are motivated to identify opportunities, develop ideas, and transform them into profitable enterprises. An entrepreneurial culture is characterized by its openness to change, acceptance of failure, commitment to continuous learning, and



the availability of networks and resources that promote entrepreneurial activities.

In today's context, this culture holds great significance for high school girls. According to research by the World Bank (2021), entrepreneurship is a powerful tool for empowering women economically. When schools cultivate an entrepreneurial mindset, girls acquire the skills and confidence necessary to navigate the business world. This helps them attain financial independence, break traditional gender barriers, and make meaningful contributions to their communities.

Entrepreneurial attitudes/perceptions and Female Economic Empowerment

Entrepreneurial attitudes and perceptions are influenced by a combination of cultural and individual factors. Cultures that have historically valued independence, inventiveness, and risk-taking have instilled these qualities in their members (Woodside, Bernal & Coduras, 2016). Personal experiences and role models also play a significant role in shaping people's views on entrepreneurship. Exposure to successful entrepreneurs, especially female entrepreneurs, can inspire young women and challenge traditional notions of business ownership (Byrne, Fattoum, & Diaz-Garcia, 2019).

Entrepreneurial attitudes represent predispositions and mindsets that influence a person's willingness to engage in entrepreneurial endeavours (Narendra, 2023). These attitudes encompass characteristics such as high self-efficacy, risk tolerance, creativity, proactiveness, and a strong desire for achievement and autonomy. On the other hand, entrepreneurial perception refers to how individuals perceive and interpret the opportunities, risks, and potential rewards associated with entrepreneurial activities, including perceived opportunities, feasibility, risk, and the entrepreneurial ecosystem (Kushnirovich, Heilbrunn, & Davidovich, 2018).

These attitudes and perceptions have significant implications for empowering secondary school girls. Cultivating an entrepreneurial attitude encourages confidence in one's capacity to recognize opportunities, solve issues, and generate value. This self-confidence is essential for overcoming gender stereotypes and achieving entrepreneurial goals (Elliott, Mavriplis, & Anis, 2020). Furthermore, (Crane, 2022) found that economies with higher percentages of female entrepreneurship experience greater economic

growth and innovation. Empowering girls with entrepreneurial attitudes and perceptions is about more than simply personal achievement; it is about releasing their potential to contribute to a more affluent and equitable future (Hechavarria et al., 2019).

Entrepreneurial Education and Female Economic Empowerment

Entrepreneurial education has recently become more formalized, with colleges initially offering individual courses on business formation in the 1940s. However, dedicated programs didn't emerge until the latter half of the twentieth century. Harvard Business School and Babson College were among the pioneering institutions that recognized the potential of entrepreneurship education in equipping individuals with the skills and knowledge needed to navigate the complexities of starting and running a business (Kickul and Lyons, 2020).

This structured education is especially crucial for young women in secondary school as it equips them with the practical tools necessary to transform their entrepreneurial aspirations into reality. They acquire essential skills including business planning, financial literacy, and marketing, all of which are vital for establishing and expanding a business. According to the Organisation for Economic Cooperation and Development (OECD, 2019), entrepreneurship education encourages innovation, creativity, and problem-solving abilities, all of which are imperative for success in today's evolving labour market. Consequently, imparting these skills to young women not only enables them to become successful business owners but also empowers them to be confident and capable leaders in the global economy.

Cultural/Social Norms and Female Economic Empowerment

These rules are deeply rooted in historical, religious, and social contexts and impact various aspects of life, such as gender roles and economic participation. They date back to ancient societies when specific roles were assigned to men and women based on their perceived biological and social responsibilities (Whyte, 2015).

Cultural and social norms are commonly accepted expectations and guidelines that govern people's behaviour in a society. Traditionally, many communities considered men as the primary earners, while women were mainly responsible for domestic duties, limiting their access to resources, money, and



social connections needed for business success (Pfefferman, Frenkel, and Gilad, 2022).

Throughout history, women like Elizabeth Arden and Madam C.J. Walker have challenged traditional expectations, showing innovation and entrepreneurship (Carey, 2020). Others, such as Judith Butler (1990), have explained how societal norms influence gender identities and roles, and Amartya Sen (1999) has stressed the role of social norms in restricting women's freedoms and capabilities while advocating for a more inclusive approach to development. Additionally, the UN Women organization is actively working to eliminate harmful cultural and societal norms that hinder women's economic opportunities through advocacy and policy interventions (UN Women, 2020).

These norms still impact young girls' views of business opportunities. Kabeer's (2023) research shows the persistent gender gap in entrepreneurial participation, with women often facing unconscious bias and a lack of female role models in the business world. This may discourage girls from pursuing entrepreneurial aspirations. However, efforts to promote female entrepreneurship are gaining momentum, and educational programs are challenging established gender roles (Awusi, Addae, & Kwapong, 2023). Schools can help break these outdated norms by exposing secondary school girls to successful female entrepreneurs and creating an environment that promotes innovation and risk-taking. This helps girls envision themselves as future business leaders, setting the stage for a generation of empowered female entrepreneurs.

Government Support/Policies and Female Economic Empowerment

Over the past few decades, there have been significant changes in government support and initiatives for empowering women economically. These initiatives trace back to mid-century women's rights organizations that promoted gender equality and increased female participation in the workforce. Key milestones in this movement include the 1967 United Nations Declaration on the Elimination of Discrimination Against Women and the 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which set international standards for women's rights, including economic participation.

International organizations such as the United Nations and the World Bank have been

advocating for policies that promote gender equality and economic empowerment for women globally. Countries like Sweden, Canada, and Rwanda have also enacted progressive laws to provide women with financial, educational, and legal support, enabling them to participate more fully in the economy. These initiatives aim to foster entrepreneurship by streamlining business registration processes and reducing administrative burdens.

However, evidence suggests that these programs may unintentionally favor traditional male-dominated industries, overlooking the unique needs of female entrepreneurs. Unconscious bias in selection procedures can also disadvantage female-led companies seeking funding or mentorship opportunities. To bridge the gender gap, support systems can be redesigned to include customized initiatives addressing the challenges faced by female entrepreneurs, such as providing childcare support and industry-specific training.

Implementing diversity awareness training for program administrators and mentors can help eliminate unconscious bias. Establishing mentorship networks that connect aspiring female entrepreneurs with successful female leaders can provide role models and community support. By implementing these changes, government programs can play a crucial role in promoting an inclusive entrepreneurial culture in secondary schools, creating a supportive environment that empowers girls to overcome traditional barriers and become the next generation of female entrepreneurs.

Female Economic Empowerment

The idea of giving women more economic power became more important in the middle of the 1900s. This was driven by global campaigns for women's rights and changes in governments. The United Nations played a big part in this, especially when it created the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1979. This set up a complete plan to deal with the unfair treatment of women. The focus on economic empowerment has changed over time to include not just access to jobs, but also ownership, starting businesses, and having leadership roles.

Bullough (2022) emphasizes the importance of giving high school girls economic power. This is because empowering young women economically helps develop a culture of entrepreneurship by teaching valuable skills and



fostering a problem-solving mindset. Early exposure to economic concepts and business ownership cultivates financial literacy, critical thinking, and self-confidence, which are essential for success in the business world. By promoting business education and opportunities, schools can help girls overcome traditional cultural barriers that have limited their participation in the economy. This can pave the way for a new generation of female entrepreneurs who contribute to economic growth and innovation.

When girls are empowered to participate in the economy, they can play a key role in reducing poverty and improving communities. Educated women with jobs are more likely to invest in their families and local areas, creating a positive cycle that benefits society as a whole. Empowering girls economically not only enhances their own prospects but also fuels economic growth and creativity by tapping into the potential of half the population. Therefore, integrating education on entrepreneurship into the high school curriculum is not only beneficial but also necessary for building a robust, equitable, and resilient economic future.

Theoretical Review

This study will use two main theories. Icek Ajzen's theory of planned behaviour from 1985 will be the basis for the discussion on entrepreneurship culture, while Amartya Sen's capability approach from the 1980s will be the foundation for the exploration of female economic empowerment.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) was created by Icek Ajzen in 1985 to improve the Theory of Reasoned Action's predictive power. It includes perceived behavioural control as a factor influencing intentions and behaviours. This recognizes that individuals' behaviour is guided not only by their attitudes and subjective norms but also by their perception of control over the behaviour (Ajzen, 1991). The TPB suggests that individual behaviour is driven by behavioural intentions, where attitudes, subjective norms, and perceived behavioural control play a major role.

The Theory of Planned Behavior (TPB) stresses the importance of fostering positive attitudes toward entrepreneurship in secondary school girls through positive experiences, success stories, and educational programs, which can increase their likelihood of pursuing entrepreneurial ventures (Krueger et al., 2000). It also highlights the

significance of social influences, suggesting that a supportive community of family, teachers, and peers can encourage and appreciate entrepreneurial activity (Ajzen, 1991). Additionally, enhancing girls' confidence in their abilities to succeed in entrepreneurship through practical skill training, mentorship, and access to resources is critical since it enhances their perceived control over entrepreneurial outcomes (Bandura, 1997).

Integrating the Theory of Planned Behavior (TPB) into educational programs, such as courses on company planning, financial literacy, and leadership abilities, can significantly influence girls' attitudes, subjective norms, and perceived control toward entrepreneurship. Mentoring programs with successful female entrepreneurs can help improve girls' attitudes and perceived behavioural control by offering role models that inspire and encourage them (Guenaga et al., 2022). Furthermore, promoting family and community support might reinforce subjective norms, making entrepreneurship a more acceptable and encouraged option (Ugwueze, Ike, & Ugwu, 2022). The practical experience obtained through school-based enterprises or internships improves girls' perceived behavioural control by providing them with hands-on experience and abilities.

The Capability Approach

The Capability Approach, created by economist and philosopher Amartya Sen in the 1980s, offers a way to assess people's well-being and social systems. Sen's work aimed to shift the focus from traditional economic measures like income and resources to a broader concept of human welfare that emphasizes individuals' freedoms and ability to achieve their goals (Sen, 1985). Philosopher Martha Nussbaum further developed this concept, providing a detailed explanation of the human qualities needed for a dignified life (Nussbaum, 2000).

The Capability Approach is a framework for evaluating human well-being and social justice based on people's capabilities, real freedoms, or opportunities to live the life they want. Instead of just looking at income or resources, it focuses on what people can achieve (their "functionings") and what they can do in the future (their "capabilities") (Sen 1999). This approach stresses individual empowerment and the ability to make choices that support personal growth and independence. It also informs policies aimed at improving human capabilities to promote fairness and inclusivity (Robeyns, 2005).



The Capability Approach highlights the importance of giving people the skills, education, and resources they need to pursue entrepreneurial activities (Oyekan, 2016). It also addresses the need to eliminate the social, economic, and legal barriers that hold back individuals, especially women, from participating in entrepreneurship. By empowering individuals to explore and develop their potential, the Approach encourages innovation (Haugh & Talwar, 2016).

The Approach can significantly enhance women's economic empowerment among secondary school students by focusing on developing their individual capabilities and providing educational opportunities, access to resources, building confidence and self-efficacy, creating a supportive environment, promoting gender equality, and monitoring and evaluating to ensure that girls have the freedom and opportunities to pursue entrepreneurial ventures. This contributes to their personal development and broader economic growth.

Empirical Review

Numerous researchers have focused on the idea of entrepreneurial culture as a way to promote female economic empowerment and overall economic growth. Engidaw's study in 2021 examined entrepreneurial intentions and the social and cultural factors influencing 143 graduating students from Woldia University. The study found that most students did not plan to start their own businesses due to a lack of skills in turning ideas into practice and commercializing them.

Al-Lawati, Abdul Kohar, & Suleiman (2021) highlighted the connection between entrepreneurial culture, entrepreneurship education, and entrepreneurial intention in educational institutions. Their scoping review, based on publications from 2003 to 2021, suggested that entrepreneurial culture could act as a mediator between entrepreneurship education and entrepreneurial intention.

Prasetyo's 2019 research explained how entrepreneurial culture drives regional economic growth in Central Java. The study showed a positive and significant influence of entrepreneurial culture, networks, and competition on regional economic growth.

Lastly, Jose, Jose, Tiago, & Jacinto (2023) explored the promotion of entrepreneurial intentions among young students in Portugal. The results demonstrated how entrepreneurial culture and

education, linked to entrepreneurship programs and personal characteristics of entrepreneurs, influence the entrepreneurial intentions of young students.

III. Methodology

The research used a simple approach to find out information. It focused on Yewa South Local Government, Ogun State. The target group was female students from certain public secondary schools in the area. The research used a few different ways of picking students (stratified, purposive, and simple random sampling). Six major towns in the local government were chosen for the study - Ilaro, Owode, Ilobi, Erinja, Ajilete, and Oke-Odan. The researchers picked one public school from each town and selected 100 female students from each. This made a total of 500 students. The selected schools were Yewa Egbado College in Ilaro, Owode Secondary School in Owode Yewa, Ilobi/Erinja Community High School in Ilobi, Yewa High School in Ajilete, and Muslim Progressive Secondary School in Oke Odan. 222 students were chosen from the 500 using Taro Yamane's formula. The data was collected through 40 questionnaires given to each school and 62 given to Ilobi/Erinja. The information was analyzed using descriptive statistics and multiple regression from SPSS. The aim was to answer the study's objectives.

IV. Results and Discussion

Table 1: Reliability Statistics

Cronbach's Alpha	No of Items
.977	25

Source: Field Survey, 2024

The table shows an alpha value $\alpha = .977$ in the reliability test which is an indication that the instrument is highly reliable. This denotes excellent internal consistency reliability for all the items in the scale, at all times in a similar situation.

Table 2: Descriptive Statistics

	Mean	Std. Deviation	N
EAP	9.1526	3.94529	249
EEd	8.3976	3.65202	249
GSP	8.9157	3.89542	249
CSN	8.4940	3.82808	249



FEE	8.9438	3.91503	249
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Source: Field Survey, 2024

The average mean values for each of the variables are EAP (9.1526), EEd (8.3976), GSP (8.9157), CSN (8.4940), and FEE (8.9438), respectively. The following values for standard deviation were used to calculate the degree of variation or dispersion: EAP (3.94529), EEd (3.65202), GSP (3.89542), CSN (3.82808), and FEE (3.91503), respectively. These suggest that the variables were well distributed among the 249 observations.

Table 3: Correlation Coefficients

		FEE	EAP	EEd	GSP	CSN
Pearson Correlation	FEE	1.000	.936	.935	.979	.894
	EAP	.936	1.000	-	-	-
	EEd	.935	-	1.000	-	-
	GSP	.979	-	-	1.000	-

	CSN	.894	-	-	-	1.000
Sig. (1-tailed)	FEE	.	.000	.000	.000	.000
	EAP	.000	.	.000	.000	.000
	EEd	.000	.000	.	.000	.000
	GSP	.000	.000	.000	.	.000
	CSN	.000	.000	.000	.000	.
N	FEE	249	249	249	249	249

Source: Field Survey, 2024.

The coefficient correlations reveal some multicollinearity issues between FEE and the following variables alongside their intensity and direction: FEE and EAP (.936); FEE and EEd (.935); FEE and GSP (.979); and FEE and CSN (.894). This explains the high degree of positive correlation that exists between the dependent and independent variables at the 0.000 significance level, indicating that all variables are statistically significant.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.995 ^a	.989	.989	.41273	.989	5517.610	4	244	.000

Predictors: (Constant), CSN, GSP, EEd, EAP

The R-Square value $R^2 = .989$ shows the combined influence of the independent variables on entrepreneurship culture is significant. It implies that about 98.9% of total variation in female economic empowerment is jointly explained by entrepreneurial attitude and perception, entrepreneurial education, government support and policies as well as cultural and social norms.

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3759.547	4	939.887	5504.04	.000 ^b
	Residual	41.666	244	.171		
	Total	3801.213	248			

a. Dependent Variable: FEE

b. Predictors: (Constant), CSN, EAP, GSP, EEd



The table above shows the associated probability value of the analysis of variance f-statistics $P < .05$ in $(f[4/244] = 5504.040; P < .05)$, implying that the null hypothesis is rejected at a 5% significant level.

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.026	.172		-.149	.882
	EAP	-.004	.012	-.002	-.338	.736
	EEd	.854	.034	.796	24.983	.000
	GSP	.948	.019	.943	49.106	.000
	CSN	-.777	.032	-.759	-24.208	.000

Dependent Variable: FEE
 Source: Field Survey, 2024

The coefficient table reveals both the relative effect and significance of each of the explanatory variables on the dependent variable. It shows that entrepreneurial education (EEd), government support and policies (GSP) and cultural and social norms (CSN) with statistical values $\beta = .854, .948$ and $-.777$; $t = 24.983, 49.106$ and -24.208 respectively, significantly influence female economic empowerment (FEE), with EEd and GSP having a positive impact, while CSN has a negative inverse significance. However, a negative relationship was revealed between entrepreneurial attitude and perception and female economic empowerment with $\beta = -.004$; $t = -.338$. The table further reveals the significance of the variables at 0.05 level of significance which was used to test the hypothesis.

V. Conclusion and Recommendation

The study aimed to explore how the culture of starting businesses affects the economic empowerment of female high school students in Yewa South Local Government, Ogun State. The second and third goals looked into how entrepreneurship education and government support affect female economic empowerment. With a p-value of 0.000 and 0.000 respectively, the study concluded that there is a statistically significant and strong positive relationship between these factors and female economic empowerment. However, cultural and social norms showed a significant

relationship with female economic empowerment, but the $\beta = -.759$; $t = -24.208$ indicates a negative inverse significance.

The study also found that entrepreneurial attitude and perception did not have a statistically significant relationship with female economic empowerment (p-value=0.736). Additionally, for every 1-unit increase in entrepreneurial attitude and perception, female economic empowerment tends to decrease. This could result from a combination of societal, cultural, and educational factors, where traditional gender roles and stereotypes discourage girls from pursuing entrepreneurial ventures.

Based on these findings, the study recommends that schools should incorporate courses on business planning, financial literacy, and leadership skills into their curriculum. Providing mentorship programs connecting students with successful female entrepreneurs can offer inspiration and practical guidance. Furthermore, opportunities for hands-on experience through school-based enterprises, internships, and entrepreneurial competitions can boost confidence and skills.

The study also suggests that secondary schools include entrepreneurship education in their curriculum to equip girls with essential skills, encourage innovation and self-reliance, and empower them to pursue their entrepreneurial dreams.



To further support girls' entrepreneurial aspirations, the study recommends creating inclusive and safe school environments and advocating for policies that address gender biases. Additionally, partnerships with local businesses and organizations can offer practical experience, and media campaigns can positively influence public perception and inspire young girls to pursue entrepreneurial ventures.

The study also recommends that the government implement targeted initiatives such as providing grants, low-interest loans, and scholarships specifically for female entrepreneurs and students. Policies must be made to enforce equal access to resources, protect against gender discrimination, and promote work-life balance. Public awareness campaigns and partnerships with the private sector can further reinforce the importance of female entrepreneurship and encourage societal support for women's economic participation.

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