Effect of Gender-Role Stereotyping on Secondary School Students Career Aspirants in Nasarawa State

1DR. MAYANGE, L.T. & 2 UMAR, U. S.

Guidance and Counselling Unit, Department of Educational Foundations, Faculty of Education, Nasarawa State University, Keffi, Nigeria

ABSTRACT
The study explored the effects of gender-role stereotyping on Secondary School students’ career aspirations in Nasarawa State, employing the descriptive survey research design. It aimed at examining the knowledge of career requirements among the students by identifying perceptions associated with female and male gender affiliations. Data for the study was collected from 1400 respondents (Senior Secondary Schools III students). The data was analysed using simple percentages and frequency counts. The study found out that the respondents were knowledgeable about career choice requirements as well as the relevant subject combinations that would lead them to those careers. It was also realized from the data that gender stereotypes were glaring and significant. The data showed that the most popular career for male respondents was law, while female respondents choose medicine. On the other hand, data established that the least preferred careers for females were aviation and computer sciences, while that of the males was design-fabrics. Regardless of gender, the most popular careers among the respondents were medicine and law. Female respondents were generally more inclined towards careers that were biological-science based, whereas male students’ preferences leaned more heavily towards the physical sciences. The list of preferred choices therefore points out marked gender disparity in certain career aspirations. The study recommends that parents, governments and other stakeholders need to encourage female students to aspire for science and technology related careers at Secondary School level to enable them compete favorably with their male counterpart. The study further recommends that school counsellors in Secondary Schools should be implored to help students change their perceptions about some careers that are perceived to be either male or female dominated and that Secondary School principals should organise career weeks and field excursions exclusively for the S.S. III students so as to improve their self-efficacy level and to train them to perceive all careers as possible for males and females to attain.

Keywords: Career aspirations, Gender-role stereotyping, Perception.

1.0 INTRODUCTION
The role of gender stereotyping in career aspirations is historical dating back to ancient societies which had its base in patriarchy and the superior roles of men in the social, legal and political structures of those societies. This stereotyping of the societal structures invariably, correlates with gender stereotyping. The roles played by both males and females in the societies were remarkably streamlined to the extent that they were “blindly or religiously adhered to unconditionally.” In ancient Greece, for instance, the two genders had their exclusive roles in society (Douglas, 2014). While women were saddled with the responsibilities of having kids and staying at home, their men counterparts were the only ones expected to participate in certain activities such as politics, military and the law (Dubisch, 2009). Some studies on gender stereotyping have revealed that social learning and cultural impacts play prominent roles in gender behaviours (Francis, 2000 and Zosuls, Miller, Ruble, Martin & Fabes, 2011). Socially, children acquire gender stereotyping from their parents and socio-cultural environment. These learning processes can lead to equal rights for the gender types or severe disadvantages and discrimination. According to Moghadam (2004) women in Arab countries are on average, more disadvantaged economically, politically and
socially than their male counterparts on social indicators scale. The United Nations Development Programme’s (UNDP’s) gender Inequality Index rated Egypt 126th out of 148 countries in its searchlight, with an overall pf 0.59, where 1.0 is a perfect score (UNICEF, 2011). The figure indicates alarming gender-based disparity which could be attributable to economic pressure, social norms, attitudes and structural forces.

A number of studies carried out in African countries have provided data that illustrated the gross under-representation of females in science subjects and careers. At a conference organized by the Federation of African Women Educationists (FAWE, 1997), it was acknowledged that in many African states, girls are still restricted to studying what is perceived to be “soft option” subjects, which has limited their access to scientific and technical disciplines in institutions of higher learning (Ramani, 2004). In Nigeria, women contribute a recognizable percentage to the GDP, yet their roles are marginalized (Ngohi, 2007; Lucky, 2017). This trend is however, gradually being reversed due to their access to educational enterprises, government deliberate policies that gave women additional quotas in governance and activities of Non-Governmental Organisations (NGOs) (Abaa, Eshiet & Nyarks, 2017). Recently, women have formed Cooperatives and Small Scale Enterprises (SMES) that have tremendously increased their percentage contributions in the economy of Nigeria (Aruwa, 2006). The enterprises have raised the levels of employment generation, productivity, revenue generation of the participants and most importantly, reduced gender economic disparities (Maidugu, 2001; Iloka, 2015).

It is not sufficient to focus on any single factor or process, such as individual preferences or choice, owing to the interlinked and dynamic nature of human development that is embedded in a changing socio-historical context. Early experiences in the family and school contexts cumulate to shape self-concepts, choices and behaviours which in turn become part of the gendered social world that impact and mold individual experiences and perceptions. An integrated effort is needed that addresses the complex system of multiple interlinked inequalities that occur at different stages of the life course (Schmidt, Miles & Welsh, 2011). This perception arises, in part, from the influence of gender role stereotypes on the attitudes of both males and females towards appropriate behaviors, particularly in the realm of occupational aspirations and choices. Although it is difficult to assess the extent to which this occurs, a greater knowledge of the role stereotypes play in career aspirations may lead to a better understanding of the reasons for the lower numbers of women in positions of power, leadership and prestige. Intellectually gifted women perhaps exemplify the inconsistency between ability and achievement to the greatest extent, as their occupational potential, inferred from intellectual ability, is often not realized. Their particular problem is exaggerated as the careers usually considered appropriate for individuals with higher intellectual ability are often stereotypically male-dominated fields (Schmidt, Miles & Welsh, 2011).

In order to gain a better understanding of persisting gender inequalities in attainment, it is vital to learn more about the interlinkages between structural constraints and the formation of individual values, attitudes and capabilities. It is also important to examine experiences of attainment, career choices and career development in context and over time. A useful integrative framework for studying gendered pathways and decision-making draws on assumptions developed within a socio-cultural expectancy–value model of motivated choice (Eccles, 2009). Integrating these approaches can provide a better understanding of the dynamic interplay between social structures and individual preferences, values and expectations over time and in context (Schoon & Eccles, 2014). The present unequal distribution of males and females in positions demanding high levels of leadership and receiving high levels of remuneration has persisted over the years, with few signs of significant change. It is hoped, for the benefit of society and individuals alike, that today's youth will not feel bound by the real or perceived social barriers of the past, and will be free to pursue any occupations path that may be within their abilities and aptitudes.

Many studies have shown that children's career aspirations are geared towards gender-role stereotyping (Kerr, 1985; Gottfredson, 1981; Iglitzcn, 1972), but few have examined the relationship with the added variable of intellectual ability. For instance, in order for females to realize their potential, a deeper understanding of the motivation behind their career aspirations and expectations is necessary. The first
step towards understanding is awareness, which this study focusses to address and to understand more fully, the restrictions that may exist to the career choices of students.

1.1 Gender Role Stereotyping
Understanding gender differences in aspirations requires the consideration of multiple variables that interact in complex ways. This approach entails recognising the direct and indirect effects of socio-economic disadvantage on the development of self-concepts as well as on emotional, behavioural and psycho-social functioning. Gender, class and ethnicity continue to shape socialisation processes as well as access to opportunities and life chances. Recognising the intersections of disadvantages and how they develop over time and in context enables us to develop an alternative way of addressing questions about gender inequality that traditional approaches have not yet resolved (Prentice and Carranza, 2002). Early experiences in the family and school contexts cumulate to shape self-concepts, choices and behaviours which in turn become part of the gendered social world that impact and mold individual experiences and perceptions. An integrated effort is needed that addresses the inequalities that occur at different stages life.

1.2 Developmental Processes
Research addressing the question of the relative contribution of biological and environmental factors in shaping gender differences in cognitive abilities often looks for differences very early in life. It is assumed that the earlier gender differences are identified, the more likely they are to be biological in origin, since newborns have had only little exposure to social interactions. However, the assumption that early gender differences are less affected by environmental effects does not rule out environmental influences. For example, the uterine environment affects the development of the fetus and the role of prenatal environmental factors underlines the interaction between biological and environmental variables similar in their effects (Halpern, Benbow, Geary, Gur, Hyde, & Gernsbacher, 2007). Furthermore, developmental timelines for biological processes shaping the timing of puberty and aging are also influenced by the environment.

Against this background the empirical evidence suggests that men and women develop equally well regarding early cognitive skills that relate to quantitative thinking and knowledge of objects in the environment (Ceci, Ginther, Kahn, & Williams, 2014; Halpern, 2007). However, by the end of elementary school, girls tend to be performing better on assessments of verbal abilities, especially if assessments involve writing and language use, while boys excel at certain visual–spatial tasks. During secondary school, when making their career choices young men and women consider their absolute level of ability less than their profile of abilities and their preferences and values. Young women tend to be more balanced in their ability profiles than young men (Halpern et al. 2007), opening up more choices, which might be one of the reasons why they are less likely than males to choose mathematics- or science-related courses and careers, even if they are good at mathematics. Adolescence, however, is also a time when gendered patterns in preferences begin to diverge. For example, examining the predictive power of teenage job aspirations for later entry into science-related occupations in a nationally representative sample, Bagnoli, Demey & Scott, 2014 found that among boys’ aspiration to a job in the sciences increases with age, while for girls it increases between ages 11 and 12 but after that it decreases. Moreover, young women are already aware of the gendered division of paid and unpaid labour and gender inequalities in family-related responsibilities. While boys see careers in science as a positive advantage for their future status as family breadwinners, girls see careers as something to embark on before starting a family (Bagnoli, Demey & Scott, 2014). Thus anticipated gender differences in future career opportunities can influence career choices. Furthermore, lifestyle values (i.e. work–family balance) play a role in shaping career decisions and choice of college major, in addition to family background, personal aptitude patterns, academic ability and self-concepts, occupational values and interests (Wang & Kenny, 2014).

Summarising the most recent available evidence on women in science careers comprising early childhood factors and later experiences, Ceci (2014) argues that the list of potential causes of the under-representation of women in science leaves occupational preferences, participation in advanced science
courses during high school, choice of college majors and the impact of children as key explanatory factors.

Regarding decisions to sign up for specific mathematics and science courses required to continue with science-related courses in post-secondary education, it is important that students, and in particular female students, receive support for their decision from teachers, their friends and their family (Denga & Denga, 2007). To address gender disparities in educational and occupational attainment, researchers have focused on adolescents’ expectations for future schooling and work and the extent to which they perceive barriers to obtaining an occupation or education. In a longitudinal study, Bagnoli, Demey & Scott, (2014) found adolescent males who reported high occupational aspirations obtained more professional occupations in adulthood than their counterparts with lower expectations. However, among females, expectations in adolescence were not related to occupational attainment in adulthood. Most interestingly, the author found that females were nearly twice as likely to expect a professional occupation, compared to males. The results of this study reveal the complexities in assessing the relationship between gender and perceived future attainment. In order to contribute research towards understanding gender barriers in adolescence, this study examined male and female adolescents' perceptions of barriers to occupational attainment and academic achievement.

1.3 Gender Discrimination
Discrimination has its roots in stereotypes, or judgments about the abilities or attributes of individuals based on their membership of a social group. Gender stereotypes, for example, comprise widely held beliefs regarding abilities or activities in which men or women are more likely to excel, or activities in which they should or should not participate. In a randomised double-blind study it could be shown that faculty members rated a male applicant as significantly more competent and employable than the (identical) female applicant. They also selected a higher starting salary for and offered more career mentoring to the male applicant (Moss-Racusin, Dovidio, Brescoll, Graham & Handelsman, 2013). Looking at actual hiring statistics, however, the assumption of discrimination could not be sustained (Ceci, Ginther, Kahn & Williams, 2014), suggesting that the hiring process, usually involving larger committees, can mitigate the effects of implicit bias among some of the committee members. However, even though overt gender discrimination may not explain female under-representation in science occupations, perceived discrimination stemming from negative stereotypes might. This differentiation is also reflected in the distinction between inequalities in pay and horizontal differences, referring to the concentration of men and women in specific occupations and/or labour market segments due to gender-specific educational and occupational preferences (Charles, 2011). According to Coley (2002); Gorard and See (2009) students from less privileged socio-economic family backgrounds are doing less well in mathematics than their more privileged peers and are less likely to take mathematics and science classes during post-secondary education or to enroll in science courses at university. Regarding ethnicity, in the US context, African American students who have completed the secondary-school are more likely to declare a science.

These findings suggest that for a better understanding of gender differences, it is important to consider the multiple socio-cultural factors that can affect self-perceptions, educational and career choices and attainment. Individual decision making and choice has to be understood against the backdrop of socio-cultural constraints and opportunities.

1.4 Purpose of the Study
The study aimed at investigating the effect of gender role stereotyping and Secondary School students’ career aspirations in Nasarawa State.

1.5 Research Questions
1. What careers do male and female students in Secondary Schools of Nasarawa State aspire for?
2. What are the perceptions of male and female students regarding their career aspirations?
3. What is the relationship between students’ career aspirations and gender of students?
1.6 Theoretical Framework

This study was guided by the Social Cognitive Career Theory (SCCT) developed by Lent, Brown and Hackett in 1987. The theory proposes that career choice is influenced by the beliefs the individual develops and refines through dedicated learning. This is where a person learns something through observation and imitation of others. It is therefore connected with the present study which sought to establish the relationship between gender stereotyping and career aspirations. Through learning processes, students may pick up the prejudices of their parents and other members of the society. For example, students whose parents say certain careers are for men while others are for women may adopt such attitudes themselves. The perceptions of a career may also be influenced by the beliefs the individual develops through social persuasion. For example, many students may restrict their career choices to careers that are gender stereotyped (Eccles, 2009). Females and males make different choices because of their socialization experiences and the ways social forces structure the opportunities available to them (Astin, 2004).

The above argument is also reinforced by John Holland’s Personality Type Theory developed in 1959. Holland’s theory rests on the assumptions that people can be categorized in one of the following career types: realistic, investigative, social, conventional, enterprising and artistic. Realistic people are physically strong and deal in practical ways with problems. They are best oriented towards practical careers such as farming, truck driving and construction. Investigative individuals are best suited for careers such as mathematics and sciences or investigative occupations in which one can engage in one’s preferred activities and competencies.

Social individuals are likely to be best equipped to enter people-oriented professions such as teaching, social work, and counseling. Conventional people are individuals who show distaste for unstructured activities. They are best suited for jobs like subordinates, such as cleaners, secretaries and file clerks. Enterprising individuals energize their verbal abilities towards leading others, dominating other people and persuading people on issues of products. They are best suited to enter careers such as sales, politics and management. Artistic individuals prefer to interact with their world through artistic expression, avoiding conventional and interpersonal situations. They are oriented towards such careers as art and writing.

According to Kpanja (2016), it has been shown that females tend to score high in artistic, social and conventional occupations, while men are more likely to prefer realistic, investigative and enterprising occupations. The relevance of the theory was evident in the research findings that there is gender disparity in career aspirations of students, with majority of male students channeling their aspirations towards careers that are perceived to be male-dominated and female students channeling theirs towards careers perceived to be female dominated.

2.0 METHODOLOGY

2.1 In order to ascertain the effect of gender role stereotypes and students’ perceptions of career aspirations, descriptive survey research design was employed. In this survey research, the respondents were selected to represent a larger population. They were asked questions about their behavior, thoughts or attitudes. Descriptive survey designs are popular because of their simplicity and ease of administration. The primary advantage of the design is that the researcher was able to gather a great deal of information in a relatively short period of time. It was a straightforward way of finding out what people thought, felt and did. This method is important when detailed description of existing situation intended for the justification of current practices is required.

2.2 Sample and Sampling Techniques

The population from where the study was conducted consisted of 1400 Senior Secondary III (S.S.III) from 174 Secondary Schools (out of which 134 were public, 34 were private and 6 were Voluntary Agency.) in Lafia Local Government Area (LGA) of Nasarawa State. The S.S.S.III students formed the sample. Use of SSS III students was quite significant since they had acquired cognate six years’ learning of secondary education and were preparing to sit for their terminal Senior Secondary School Certificate
Examinations (SSCE) and National Examinations Council (N.E.C.O.) Examination. This marks a transition where they chose careers. The mainstay of the people is agriculture with salaried employment both in the public and private sectors. In the private sector, informal businesses form the major source of employment. The urban population therefore, tends to attach a lot of importance to higher education achievement to enhance employment chances for their children in the modern sector of the economy. Girl-child education problems exist in the LGA with notable drop-out syndrome more pronounced among females as compared to males. Performance is a key determinant of students’ career aspirations which requires entry into a professional course at the university or any other tertiary educational institution. The low performance of females may result in fewer females choosing certain careers and therefore creating the perception that certain careers are better suited for males while others are suitable for females. It was therefore hoped that they were matured, had career plans and would give more realistic responses. Stratified random sampling was used to select a representative sample of 1400 male and female students from the selected schools. The final sample consisted of 700 males, 700 females.

2.3 Instrumentation
The questionnaire titled, “Career Aspirations Questionnaire”, (CAQ) developed by the researchers and used as an instrument. It consisted of sets of questions that the respondents were left to respond to independently. The questions were a mixture of open-ended and forced response types. The open-ended type of questions gave the respondents freedom of response, while the forced response facilitated consistency of certain data across respondents. It had questions which sought information on gender of the respondents and on students’ career aspirations. To confirm the validity of the instruments used, 5 Test and Measurement and Educational Psychology experts were consulted to examine the questionnaires with a view to improving their validity. Their suggestions were used in revising the questionnaire before preparing a final copy. To confirm reliability of the instruments, a pilot study was conducted on three schools that did not form part of the sample. Data collected using the questionnaires were grouped according to specific research questions. Close-ended questions were awarded numerical scores. Open-ended questions were analyzed on the basis of item by item as answered by respondents. These were analyzed using descriptive and chi-square statistics. The data was presented in tables and bar graphs.

3.0 RESULTS
3.1 Research Question One was to identify the careers male and female students in Secondary Schools aspire for. Respondents were required to indicate whether they were male or female and what career they aspired for. Frequency counts were done for each career aspiration and their percentages. A table and a bar graph were drawn to compare the proportions of the responses.

<table>
<thead>
<tr>
<th>Careers Options</th>
<th>Female Frequency</th>
<th>Male Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Architecture</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Aviation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Banking</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Computer Eng.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Design-Fabrics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>Journalism</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Law</td>
<td>31</td>
<td>50</td>
</tr>
<tr>
<td>Medicine</td>
<td>58</td>
<td>36</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Nursing</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Teaching</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>700</td>
<td>700</td>
</tr>
</tbody>
</table>
Table 1 shows the career aspirations of male and female respondents in terms of frequencies and percentages. The most popular career for male respondents was law, which was chosen by 50 (21.1%) of male respondents. The least preferred career for males was design chosen by 3 (1.3%). This was followed by architecture and computer science both of which were chosen by 4 (1.7%) male respondents. The most popular career for female respondents was medicine, which was chosen by 58 (24.4%) females. The least preferred careers for females were aviation and computer sciences both of which were chosen by 1 (0.4%) female student each. Female respondents who chose nursing were 29 (12.1%) compared to 6 (2.5%) male respondents. Career in engineering was chosen by 36 (15.2%) males as compared to 15 (6.3%) female respondents. Regardless of gender the most popular careers were medicine and law. Female respondents generally were more inclined towards careers that were biological-science based, whereas male students’ preferences leaned more heavily towards the physical sciences. Law was widely chosen by both sexes with the males having it as the most widely aspired for career chosen by 50 (21.1%) and 31 (13%) females having it as the second most widely chosen career after medicine. The list of preferred choices therefore points out marked gender disparity in certain career aspirations. It was clear that both male and female respondents aspired for a wide range of careers. The following careers were however mentioned by more than one gender and none by the other gender: Males: theology, economics. Female: Airhostess, catering. Career aspiration was somewhat divided along gender lines in the current survey. The present findings supported previous findings by Blasdell (2003) that women are less likely to indicate an intention to major in Engineering than men. It also supported findings by Orodho (2003), that there were few females as compared to males aspiring to pursue engineering and other technical oriented courses. The findings confirmed that few women as compared to men aspire for engineering courses.

Table 2: Frequency of Students’ Career Aspirations across Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Arts-Based</th>
<th>Science Based</th>
<th>Technology-Based</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>124</td>
<td>96</td>
<td>104</td>
<td>324</td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>178</td>
<td>38</td>
<td>305</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td>274</td>
<td>142</td>
<td>629</td>
</tr>
</tbody>
</table>

Table 3. Relationship between Career Aspirations and Gender

<table>
<thead>
<tr>
<th>Obtained value</th>
<th>df</th>
<th>Asymp.(2-sided) p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.828</td>
<td>2</td>
<td>.000</td>
</tr>
</tbody>
</table>

The results of the study confirmed the relationship between career aspiration and gender as subjected variables indicated by the chi-square test as shown on Table 3. The table shows the results of chi-square test for the relationship between students’ career aspiration and gender at .05 level of significance. The table also shows that the obtained value of $\chi^2$ is 28.828 with 2 degrees of freedom (p<.05). This indicates that there was a significant relationship between students’ career aspiration and gender.

4.0 DISCUSSION

The study was to identify the careers male and female students in Secondary Schools aspire for. Findings of the study indicated that there was gender disparity in career aspirations of Secondary School students in Nasarawa State. The popular careers for male respondents were law, medicine and engineering, while the less popular careers were design, architecture and computer science. The popular careers for female respondents were medicine, law and nursing, while the less popular careers were aviation, and computer science. Female respondents were generally inclined towards careers that were biological-science based while male respondents were inclined towards physical science-based careers. The second objective of the study was to determine the perceptions of career aspirations of male and female students. The most stereotyped subjects were nursing and engineering. Neutral careers were accountancy, design, law, medicine, and teaching. The stereotypically feminine careers were nursing and journalism. The stereotypically masculine careers were engineering, architecture, aviation, business,
computer science and forces. Both male and female respondents were more concentrated in neutral careers. A larger percentage of males aspired for stereotypically masculine careers while a larger percentage of females aspired for stereotypically feminine careers.

The relationship between students’ career aspiration and gender of students, performance in examinations, level of self-efficacy and gender stereotyping were found to be statistically significant. The results of this study indicate that gender-role stereotyping are influential among students of Nasarawa State and as the school system functions as a mirror of the society as well as a shaper of it, the educational system in its entirety assumes some responsibility for the continuation of gender-role stereotypes.

While studies by Okojie (2001) and Eshiwani (2011) have both found that there was lack of role models for women in major career areas, the present study did not examine the influence of role modeling on career aspirations but on its influence on gender stereotyping which in turn influences career aspirations. According to Heaven (1994), employment prospects for the youth have undergone radical changes in recent years and occupations are less stereotyped than they were a few decades ago. At school, girls are being encouraged to study mathematics and science. More females embark on careers that were once regarded, as ‘male’ like medicine, engineering and law. The present study was to establish whether this was true in Nasarawa State.

5.0 CONCLUSION
The study had laid emphasis on the effects of gender-role stereotyping on students’ career aspirations. There was marked gender disparity in certain career aspirations among the Secondary School students. Also, the students exhibited some career aspirations as stereotypically feminine, stereotypically masculine and others as neutral. It was also found that the students’ career aspirations were significantly related to their gender and gender stereotyping.

6.0 RECOMMENDATIONS
Based on the results and all that had been discussed in the study, the following recommendations were made:
(i) Parents, Government and other stakeholders need to encourage female students to aspire for science and technology related careers at Secondary School level to enable them compete favorably with their male counterparts for the limited chances available for them at university and other tertiary institutions.
(ii) The school counsellors and career masters in Secondary Schools should help students to change their perceptions about some careers that are perceived to be either male or female dominated through role modelling and career talks.
(iii) Secondary School principals should or organise career weeks and field excursions exclusively for the S.S. III students so as to improve their self-efficacy level and to train them to perceive all careers as possible for males and females to attain.

REFERENCES


Prestice, D.A., & Carranza, E. (2002). What women and men should be, shouldn’t be, be allowed to be and don’t have to be: The contents of prescribed gender stereotypes. *Psychology of Women quarterly, 26* (4), 269-28.


