

The Analysis of Sub-Saharan African Women Participation in Business, Using the US as a Study Model

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Abstract

This study was conducted in 14 countries of Sub-Saharan Africa (SSA) as well as in Buffalo, NY. The mixed method, i.e. qualitative and quantitative was employed with the intention of understanding the people's perception regarding women who participate in the business. In addition a t-test was carried out using SPSS to find the mean differences between the two parties, and the US was actually included as a study model. From respondents' point of views, it was revealed that no mean differences in perception between participants from SSA and those from Buffalo, NY in relation to women who participate in business. However, respondents from both sides indicated discrimination and unfairness against women participating in business to be a widespread problem. Strangely, participants, and the literature review, indicated the reverence of women relies on the level of education and the work position that women hold in the society. The study concludes that when solving issues of discrimination / unfairness against women in the business, it would be wise to include both men and women and not women alone. Finally, the family level training to address the problem must start from early ages of children at home, since tradition families continue to be the foundation of education for children and of the social life.

Key words: Business, discrimination against women, unfairness

Introduction

The Business dictionary defines "Business" as *[a]n organization or economic system where goods and services are exchanged for one another or for money. Every business requires some form of investment and enough customers to whom its output can be sold on a consistent basis in order to make a profit. Businesses can be privately owned, not-for-profit or state-owned. (para. 1- 2).*

While Sub Saharan Africa (SSA) women toil daily in business to make their ends meet, surprisingly, their contribution, creativity, and innovation to the local and international business remains rarely researched or even acknowledged (Tan, 2008; Amine, & Staub, 2009; Markovic & Kyaruzi, 2010). In the business, cruelty, prejudice, and unfairness against women and girls continue to be common, whether in formal or in informal businesses settings (OECD, 2014; Khondker, 2015; Starnawski, & Son Hing, 2015). Despite the fact of prejudice against women, societies around, including women themselves consider the atrocious social injustice against women as part of life, and women have to accept and endure the suffering, although it shouldn't be that way. Studies through the international labor organization [ILO] (n.d, p. 1); Lerner, Brush, & Hisrich, (1997), argued compellingly that most women work hard, but "earn less than men, and [women] are more likely to be trapped in low-paid, low-skilled jobs-often in the informal economy." Even more, women's paycheck is less (Klasen, & Lamanna, 2009; Datta, & Coticule, (2017) compared to their male counterpart with the same level of education. Despite the challenges and barriers that women encounter, they break through to enter the business arena where even customary laws continue to limit them.

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In the process of seeking a better life, they encounter education limitations, grounded on social unfairness, social and cultural restrictions, social regulations, sexual exploitation, their own low self-esteem, market access limitation, limited capital, illiteracy in financial budgeting, legal heritage right, just to name a few challenges that women walk through in business.

The issue of discrimination and unfairness affect not only women, but also girls who in the same manner accept humiliation where gender prejudice in “social and cultural perspectives” according to (Tuwor & Sossou, 2008, p. 364) is practiced. The issue in SSA is nothing more than the inattentiveness paid to girls’ and women’s harassment and unfairness, or perhaps ignored social justice and human right violation for all men and women. Certain inherited SSA customary laws have negative impacts on women advancement, as they tend to provide preference to men as opposed to women (Njoh, & Rigos, 2003). On the other hand, possibly women participate in their own discrimination without knowing to do so. Given that women in SSA are responsible for a child upbringing, they often favor boys more than girls at home. Regularly boys get free time while at home after school, while girls remain busy with household chores. Following the end of the school session, girls often prepare foods for their brothers and call them to eat. Immediately after eating, boys vacate the eating space, while leaving girls with the responsibility of removing and washing dishes on behalf of their brothers. This “patriarchal system of a social order and other social-cultural practices” according to Tuwor & Sasso (2008, p. 364), create superiority and inferiority inclinations between boys and girls from home as they grow up. The roots of the problem grow further to the social institution in their future life where women have to face the prolonged social unfairness.

Several studies have explored the unfairness or even harassment against women around the world whether in business or in social settings (Welle, & Heilman, 2007; BBC, 2018; Crook, 2018). Despite an effort to eliminate social unfairness the problem still continues. Numerous other studies, including the major study by Tumor & Sossou (2008), have strongly suggested that the best approach to address social injustice against women perhaps should be through education. They actually recommend curriculum content regarding gender discrimination be incorporated in education. Additionally, Gordon (2017) also strongly insist that one of the most popular measures for eliminating human right violation stands to be education. That is to say, through education, any society can be able to address “common problems in moral philosophy” (p. 4). Luckily, the women equality stands to be one of the United Nations’ campaigns for sustainable development

In order to capture equal treatment, for both boys and girls, families need to fairly encourage both boys and girls to select subjects of their choice whether in natural or social sciences. The action would defy the current inclination for example, in the Western African cultures, where they encourage boys to major in “mathematics, science and technology”, and direct girls to domestic science and other female-related subjects including *nursing, teaching and vocational training*” (Tumor & Sossou, 2008). Again as Sifuna (2009) highlighted, this comes with the African preference to boys’ education rather than girls’ education. Gatua, (2009) infers such inclination as a typical custom, which fosters unequal education provision even when parents have the ability to incur education costs for their children.

No objection that education remains a general human right and a necessity for liberty, and escape from “material and spiritual poverty for each individual person. A transformative learning on the other hand, is necessary for women to be mindful of their limitations, challenge the cruelty in social, and cultural settings, advance their living condition, and gain confidence (Gatua, 2009). Owing to girls’ limitations, Sub-Saharan African governments must continue to encourage girls’ education by amending educational policies. In addition, continue to insist girls’ right to entry into secondary school, and ensures completions as a passageway for girls’ further education opportunities. Actually, UNESCO, (2013) reported among “31 million of the girls” who drop out of primary school, over six million came from SSA specifically Nigeria and Ethiopia (para # 1). The number, perhaps can be disturbing, if scrutiny can be carried out in each Sub-Saharan African country to include secondary school dropout rates for girls and even for boys. The educational system amendment to encourage girls to attend lower and higher level secondary education is very significant in the continent.

Although, Sub-Saharan Africa’ efforts to eliminate cultural obstructions, discrimination, and unfairness against women have been increased, they still have a long way to go. Through education women and girls can overcome various social and cultural limitations, land right for most of SSA women continues to be the unsolved impediment. Mwalimu Nyerere, the founding president of Tanzania as quoted in Africa Renewal went further to highlight land denial against women saying that, denying women the right to inherit and own property leaves them economically vulnerable and dependent.

Apart from the land ownership limitation, the society enforces polygamy providing men the right and justification to marry many women, unequal property ownership rights, and early obligatory marriages for girls. Similarly, the worst of all are girls' pregnancy before completing studies with no serious measures to hold men who impregnate them accountable. The social injustice and humiliation against unheard voices of girls in school prolong specifically, when school administrators demand mandatory girls pregnancy screening. What a humiliation? I would applaud schools, if they investigate men who cut short the girls' education, instead of humiliating girls with pregnancy screening.

Increase in school construction could not give solutions for women's problem, or improve social and economic development, if girls wouldn't obtain assistance to freely focus on learning from the low level of schooling. On top of that initiatives to empower women would be fruitful if women across SSA have the freedom to participate in social activities, for example, providing micro-loans to women in rural areas where women do not have freedom for land ownership, and access to information technology would not make extensive improvement for them. Sub Saharan African societies need to understand that encouraging transformation in the public institutions for fair treatment of women and girls, is not in opposition to cultural reverence. The main intention remains to encourage justice when women participate in economic development and social affairs (Jutting & Morrison, 2005; OECD, 2014) as well as fair treatment in the working settings.

Research objective

This study sought to explore the perception of people towards women in business focusing on:

- Weather women's respect associate with the level of education and work position they hold in the society
- Whether unfairness/discriminations against women exist in businesses

Institutional Theory

Richard Scott, a professor at Stanford University, explains "Institutional theory" as an extended and flexible characteristic of organizational arrangement. Often focusing on how procedures, arrangements, schemas, policies, standards, and practices are established as reliable guiding principles for social behavior in societies. Institutional theory questions how basic principles are shaped, diffused, and applied, and how and when they cease to be used over a period of time (Scott, 2004b, Scott, 2004). Accordingly, the studies of DiMaggio and Powell (1983), and later Kondra & Hurst (2009) on the other hand, explains how the institutional rules legally support individual person to conform on regulations and requirements. Apart from incentives, social-cultural ethics and beliefs have an important role in influencing the institutions norms. "Organization fields" are key factors in determining societal structures, practices and attitudes. Societal derives formation and procedures are distinctive to "organizational fields" and conventionality is assisted by "normative, coercive, and mimetic" procedures. Institutional theory has various dimensions (DiMaggio, 1988; DiMaggio; Powell, 1991; Scott, 1987; Kondra & Hurst, 2009). However, the main point is to clarify the homogeneity arrangement, customs and productivity of society's allocation, coverage, and accepted area of an institutional life (DiMaggio and Powell 1991; Kondra & Hurst, 2009). "Homogenization" is explained as an "isomorphism" and involves in the process, ethics of society, and criteria of evaluation (Hinings and Greenwood 1988 Kondra & Hurst, 2009). Institution theory is based on the composite idea of "legitimacy." Amine & Staub (2009) clarifies legitimacy as how rules and requirements in a society are explained, how legally supported, and how the individual person conforms to the stated regulations and requirements.

Legitimacy is an overview idea that the actions of an organization are required and suitable inside of some publicly built codes of conduct (Suchman, 1995; Amine Staub, 2009). Legitimacy is crucial for a successful private owned business. Men's conduction of business is regarded as "legitimately" a suitable action. Conversely, it is viewed differently when women engage in business, and it may be considered unacceptable in some parts of Sub Saharan Africa (SSA). This might be evident, especially when women supersede men in entrepreneurship (Njeru & Njoka, 2001; Amine & Staub, 2009). Women in some parts of SSA may be accepted as crop cultivators selling crops in small quantities, and retail selling in the market. Individual women in SSA face massive barriers when they want to penetrate into the advanced business activities (Amine & Staub, 2009). Prejudice behaviors in society are considered morally intolerable. They are not part of communal values and norms of the general public (Friedman and Davidson, 2001; Harcourt, Lam, & Harcourt, 2005).

Hypothesis /Research Question

Although many studies have been conducted on the concern of discrimination against women Bible, & Hill (2007); Bosse, & Taylor III (2012); Kusakabe (2017) perhaps, they observe the issue half way, i.e. on women’s side rather than incorporating both men and women in the process. Hence, this study took a slight different approach, and examined the problem from the lens of both men and women, seeking to understand whether the mean differences in perception exist between participants from SSA and participants from Buffalo NY in the US, focusing on the following hypotheses for the t-testing.

1. Hypothesis, one

H₀: A woman is respected because of the level of education, and the work position she holds in the society

2. Hypothesis, two

H₀: Gender discrimination is a problem and women suffer from the problem

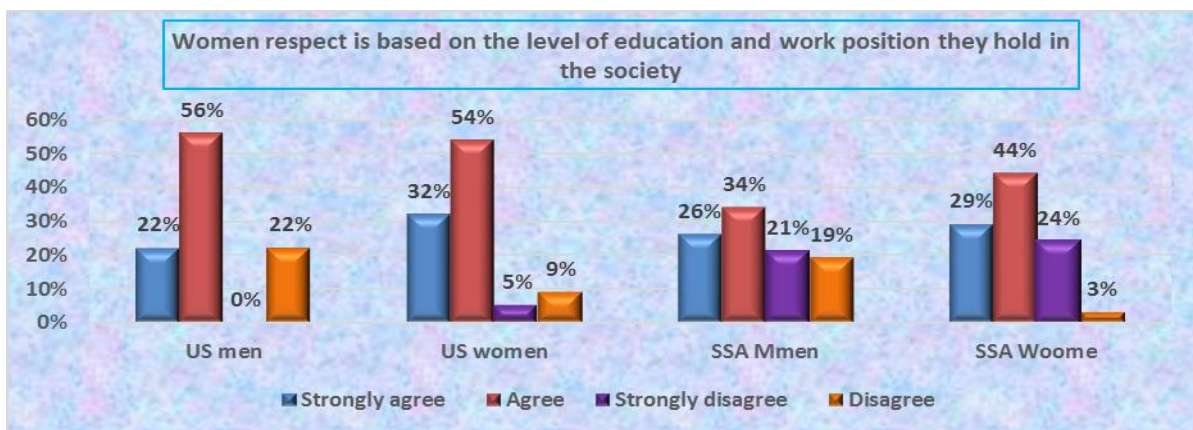
Methodology - This study utilized convergent in parallel mixed method design to concurrently collect qualitative and quantitative information. According to Creswell (2009), mixed method research delivers “the trends and voices of the” unfairly treated women not only from the participating countries, but also from different parts of the world (p. 121). Again, according to Creswell (2009); Classen, Lopez, Winter, Awadzi, Ferree Garvan, (2007) as stated previously mixed method deepen the understanding, and discover the patterns of the research problem. In the process data was merged and used the result to understand deeply the magnitude of the problem under the study.

Sample size - The total of 204 questionnaires were distributed to participants in Buffalo, NY as well as in 14 Sub-Saharan countries. The snow bowling sampling technique was utilized for data collection through email, while in Buffalo, different people were handed questionnaires in envelopes to distribute to other people and they returned after responding. Among the total of two hundred and four (204) questioners distributed, a total of hundred and four were returned (104) among them 34 were from Buffalo responses and 72 from Sub-Saharan Africa with a total of (51) percent from the distributed questionnaires to respondents. For a quantitative study, responses from SSA were again randomly selected in order to equalize with that from Buffalo NY. The findings were documented and quantitatively analyzed by using Microsoft Excel and SPSS programs.

Results and Discussion

The purpose of this study was to analyze the women’s participation in Business activities, and learn about the social challenges they encounter. The main problem identified during the literature reviews for women who engage in Business activities is gender inequality and unfairness. The U.S. on the other hand was included in the study as a study model and the USA views in relation to SSA are important for fostering improvement in SSA. Participants were asked to respond whether a women respect in their respective country is based on the level of education and work position she holds in the society. The qualitative and quantitative explorations for the four samples, that is, men and women separately from the US and SSA were carried out and again men and women together from both sides. The result is indicated under figure 1 below embodying the perception of men and women separately.

Figure 1: A woman is respected because of the level of education and the work position she hold in a society.



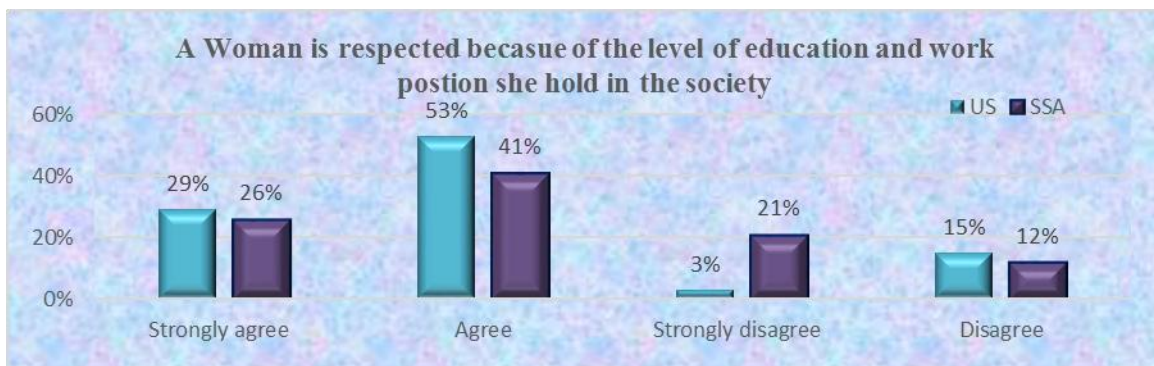
U.S men n= 9; women n=23 SSA men n=38 women 34

The findings in figure 1 above, indicates that 22% and 56 % of men participated from Buffalo, NY strongly agree and agree respectively that a woman is respected because of the level of education, and the work position she holds in the society. Similarly, 32% and 54% of women from Buffalo, NY in the US, strongly agree and agree respectively with the similar statement. However, similar participants indicate a differed views on the similar question. Among the participants men from Buffalo, NY none of them indicates a strong disagreement on the statement, but 22% of them disagree on the similar statement that “a woman is respected because of the level of education and the work position she holds in a society.” Similarly, 5% and 9% of the US women strongly disagree and disagree respectively with the similar statement.

In SSA 26% and 34% of men strongly agree and agree respectively to the statement that “a woman is respected because of the level of education and the work position she holds in a society.” In the same manner, 29% and 44% of women from SSA strongly agree and agree respectively to the similar statement.

On the contrary the remaining participated men from SSA, 21% and 19% respectively strongly disagree and disagree respectively with a similar statement. Likewise 24% and 3% of women from SSA strongly disagree and disagree respectively to the same statement that “a woman is respected because of the level of education and the work position she holds in a society.”

Figure 2: A woman is respected because of the level of education and her work position she has in a society: combined together Men and women in the US as well as in SSA

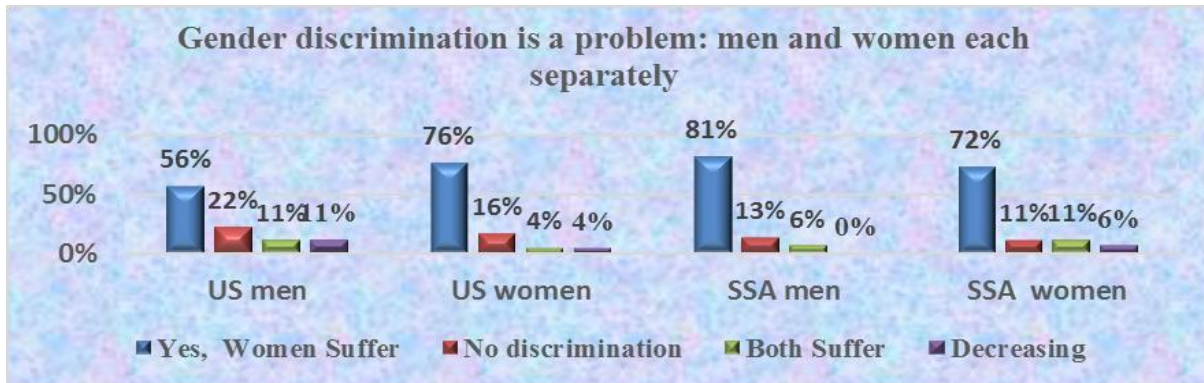


U.S. men and women together n=34; SSA men and women together n=34

From figure # 2 above, after mixing together men and women responses from both sides, 29% and 53% of participants from Buffalo, NY in the US strongly agree and agree respectively that a woman respect is a result of the level of education and work position she hold in a society. On the contrary, 3% and 15 from the same group strongly disagree and disagree respectively with a similar statement.

In SSA, 26% and 41% participants strongly agree and agree respectively, with the same statement that a woman is respected because of the level of education and work position she hold in a society. On the contrary, 21% and 12% strongly disagree and disagree respectively with the statement. For me it was strange to discover this type of finding, and even the Rebate.Org, (2013) conducted the online poll that: “Are working women more respected than housewives?” Actually the poll, which is still on the website indicated that 71% of participants responded yes and only 29% said no. This denotes how the society forces women to surrender their valued job of child rearing to compete equally in the market, and yet again they face unfairness and abuse, and yet, the bread that they compete for isn’t even enough to satisfy their families.

Figure 3: Do you Think Gender discrimination is a problem? If so who suffers from the problem, men or women?



U.S. men and women n=34; SSA men and women n=34

Figure 4: Compiled response: Do you think Gender Discrimination is a problem...

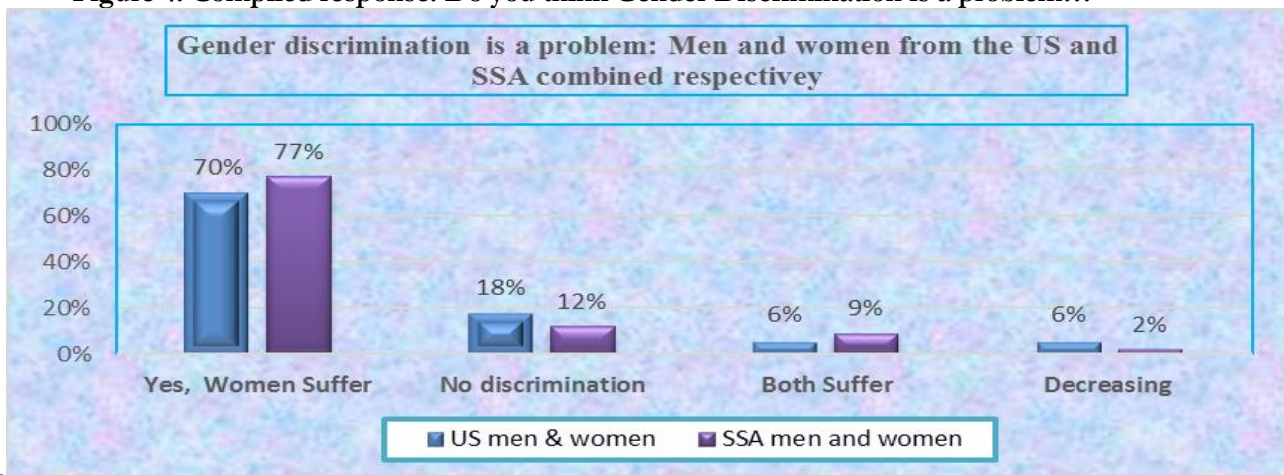


Figure 4 above indicates that 70% of the U.S. men and women as well as 77% of SSA men and women support the statement that gender discrimination is a problem in their countries and women suffer the most from the problem. In the U.S., 18% men and women as well as 12 of SSA noted that gender discrimination is not a problem in their countries and no one suffers from the problem. On the other hands 6% from the U.S. and 9% from SSA said gender discrimination is a problem in their countries and both men and women suffer from the problem. The remaining 6% from the U.S., as well as from SSA said gender discrimination is decreasing in their countries.

Hypothesis testing

After finding the views of men and women from both sides as, arrangements were made to test hypothesis using SPSS software to run a **paired t-test** with the intention of finding the mean differences in perception between total participants from SSA as well as those from Buffalo, NY as indicated in table I

1. Hypothesis one

H₀: A women is respected because of the level of education, and the work position she holds in the society

2. Hypothesis two

H₀: Gender discrimination is a problem and women suffer from the problem

Table 1: A paired t-test summary for hypothesis I & II

	STDEV	Alpha (α)	p-value	Mean (μ)	df	t-test
US I*				2.0000		
SSA I*				2.1515		
1. Hypothesis (H ₀) # I: paired t-test	1.46033	0.05	.555	.15152	32	.596
US II*				3.2727		
SSA II*				3.3636		
2. Hypothesis (H ₀) # II: paired t-test	1.2976	0.05	.790	.06061	32	-.0267

US 1*- Hypothesis (H₀) US II*- Hypothesis (H₀)

SSA 1* Hypothesis (H₀) SSA II* Hypothesis (H₀)

1. Hypothesis (H₀): II P-value > α ; $\sigma = 1.46033$, and p-value .55
2. Hypothesis (H₀) II: P-value > α ; $\sigma = 1.2976$, and p-value .79

The t-test results on table I under H₀, one: the t-testing was at a significant level of 5% i.e. alpha level (α). The alpha value is compared with the P-value to indicate the null hypothesis (H₀) findings. The (H₀) is rejected when the P-value is less than or equal to the significant level ($P \leq 0.05$). On the other hand, if the P-Value is greater ($P > 0.05$) than the alpha level (α), then the null (H₀) is not rejected

Hypothesis one

H₀. A woman is respected because of the level of education and the work position she holds in a society. A t-test for the two dependent samples conducted to compare the views of the two variables at =0.05 significant level, and the P-value =. 555. ($P > \alpha$) and the degree of freedom (df) =32. The null hypothesis indicates no significant differences in views between SSA and the U.S. for Hypothesis (H₀) one at 5% significant level this means no sufficient evidence to reject the null hypothesis that: a woman is respected because of the level of education and the work position she has in a society. Hence at, at 5% significant level the results indicate that women’s higher status in a society is associated with their level of education and social position they hold in a society. In conclusion this finding is related to the one of (Blumberg, 1984, 1991; Chafetz, 1984; Martin and Voorhies 1975; Sanderson, Heckert & Dubrow, 2005) that Women’s standing in society is verified by their Involvement, ability, advancement and success in economic activities.

Hypothesis two:

H₀. Gender discrimination is a problem and women suffer the most from the problem.

The p-value is $> \alpha$; $0.790 > 0.05$. A paired samples statistics for a **t-test** conducted to prove the hypothesis between two variables US and SSA which indicates the P-value as .790 ($P > \alpha$) because the p-value is greater than the alpha level of $\alpha = 0.05$, we fail to reject the null hypothesis (H₀) that gender discrimination is a problem and women suffer the most from the problem.

At a 5% significant level the results indicate that gender discrimination is a problem in SSA as well as in the U.S. A paired samples t-test failed to disclose statistically reliable differences in perception between the mean of U.S. ($\mu_1 = 3.2727, \sigma = 0.86712$) and SSA ($\mu_1 = 3.3636, \sigma = 0.0.859$) that; Gender discrimination is a problem and women suffer the most from the problem.

Relationship between the study results and Literature Review

In the Literature review, scholars indicated that gender inequality and discrimination against women in many instances to a problem in SSA. From the primary survey conducted for this study, **70%** of U.S. and **77%** of respondents in SSA agreed that gender discrimination specifically against women in business is a problem and women suffer the most from the problem. The majority of respondents, men and women are aware of gender problem. The response signifies that most of the respondents are willing to adopt changes to provide equal opportunities in SSA as well as in the U.S. The other question asked to the respondents was whether boys and girls should be free to pursue any level of education. The answers indicated the society’s willingness toward gender freedom and equal opportunity for all girls and boys. In the U.S. 72 % and 22% strongly agree and agree respectively for equal opportunity.

The same way in SSA 64% and 29% strongly agree and agree respectively for the same question. Moreover, the P-Value to this question was bigger than the significant level ($P\text{-value} > (\alpha)$ alpha). This means that gender equal opportunity in SSA and as well as in the U.S. is statistically supported. In general, there is no significant difference in views between SSA and the U.S. regarding women in business.

The literature review indicated the majority of people in SSA believe that women are incapable of holding high positions in society. They believe that women with high positions just schemed with men who decisively offered them work position. In the U.S. on the other hand, studies argue that women's increase in employment is a result of recession. Many men lost their jobs in construction, manufacturing, and finance, which were men dominated jobs. As a result, "for the first time in history, women hold 49.1 percent of all jobs in the US" (Rampell, 2009; and Cheung & Helpert, 2010). In my own views this stereotype outlooks from both sides against women, contradicts with the findings of this study where the institutional system respect women based on their level of education and the work position they hold. Even more, the similar perception that women are incapable of holding high position or maneuvered with men to the positions they currently hold, substantiates the findings from this study that gender discrimination and unfairness continues to be a problem and women suffer from such stereotype.

Conclusion

The conceptual framework of this study indicates that most of SSA countries have increased effort to eliminate cultural obstructions and discrimination against women that has long persisted. Apart from the effort the study indicates that gender inequality is still a major problem towards women participating in business in SSA as well as in the US. Women suffer from the situations when conducting business. Some of the respondents said that not only women suffer, but also the minority groups. One of the women respondents stated that gender is a problem in the US. "[...] probably affects women than men, but also now men are discriminated against [...] based on age & education, especially as they get older"

In reality, gender discrimination, or any other forms of discrimination should not have a place in societies as it creates a severe physical and mental problem to person who suffers from the problem. The other male responded argued: "... [Women] earn less than males and at the end of their work employment, they have [...] a chance of living in poverty." Disparity in salary payment is one of the problems discussed in the literature review. The problem not only affects women at present, but also in their old age when they are incapable of working and care for themselves. In additional respondent argued:

Unfortunately, in many countries, women are not permitted to take active roles in society and are forced to endure inhuman treatment. The dignity of women has been stripped away by abuse and discrimination in many forms. [...] It is not enough to applaud rising pay checks and academic degrees and consider the issue settled. Millions of women continue to suffer massive and cruel oppression in the form of forced abortion, unwanted sterilization and infanticide of female babies [...example in China].

The Hypothesis (H_0) one testing results- **A woman is respected because of the level of education and the work position she has in a society**, was hypothetically supported. Generally, I strongly argue that human reverence should not rely on any material aspect, but human dignity, and right of that particular person. Essentially, one of the respondents stated that *"I don't think respect [must be] limited to one's education or position- Respect comes from integrity, perseverance, dedication, and respect for others (morals). Education and chance to succeed at anything should be a right for everyone"*. The conceptual framework for this study indicated that societies need to change the institutional system that discriminate people according to gender. Following that (H_0) one of the respondents expressed how society's expectation forces women to engage with more than double work that is beyond their valuable responsibilities as mothers, and seek to compete equally to the business industry. She states:

Saving our families, in our homes, no way lessens our dignity or equality. In Christ's eyes to serve is to reign, and what a beautiful way to serve, tenderly caring for our husband and children in our homes. Our first priority as mothers is our vocation as wives and mothers is to take care of the needs of our families. [...] with the wonderful gifts of womanhood that God has blessed each one of us, women are best equipped to care for the families in the homes and to be present for their children, and direct their formation.

Unfortunately, the institutional system does not value this valuable work of women as mothers and their heavy responsibilities at home. Very often women who stay home to take care of their families are bullied as “goal keepers” who wait at home for their husband to provide for them with the social needs. Regrettably, the institution system continues to be blind on the countless chores that women undertake each day. It is evident that not all women would like to be competitors at the market place, but the institutional systems that value them according to their education and work position, forces them to fight for a big portion of a pie, as a result forcing women to demand for social right as same female respondent argued:

In the U.S. [...] equality of women has been revealed and promoted and accepted. However, I do think that the pendulum has now swung too far in the opposite direction. In that there is a false notion of what is true femininity and authentic womanhood is about. A radical feminism has destroyed the natural essence of femininity. [...] masculine] women to prove that they can compete with men at work force has caused men to become weak because they are now confused about their role in the families.

Women have engaged in different business competition because the social system forces them to be equal and active members of the global market. Although, this study highlights the struggles of women in business, however it also sensitizes both men and women on the value and roles of each, work together in harmony for the benefit of their families and society rather than competition, or abuse of human right of any member of the community.

Recommendation

Tuwor & Sossou, (2008) suggest SSA can overcome discrimination through education for all in SSA. My view to this suggestion is that there are many literate countries, and yet, unfairness against women still prevail. The UN and other SSA countries introduced programs to provide equal opportunities for women in the labor industry (Njoh, & Rigos, 2003). Many gender advocates have been involved in different ways for the campaign against gender discrimination and the provision of equal opportunity for all and yet women around the world still suffer from oppression and discrimination.

- Perhaps I would recommend at the family level parents lead the campaign by creating equal opportunities for their children from home, since families are schools and foundations of all of social life.
- Propagate strong upbringing foundation of children from home for a better future. Without a strong family foundation, the world will continue to suffer from countless social ailments.
- Train children the consequences of social unfairness and discrimination against women as well as men.
- Governments in SSA create a course in basic education to teach pupils the value and the right of women, girls, and children which continues to be a global phenomenon.
- The other suggestion would be for each respective organization to scrutiny itself for the roles it plays to exacerbate discrimination against women
- Finally engage additional collaborative researches on issues for each respective country in SSA

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