

NCE STUDENTS' PERCEPTION AND ITS INFLUENCE ON THE CHOICE
OF BUSINESS EDUCATION IN THE NORTH-EAST ZONE OF NIGERIA

BY

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DECLARATION

I declare that the work in the thesis entitled “*NCE Students’ Perception and Its Influence on the Choice of Business Education in the North-East Zone of Nigeria*” has been performed by me in the Department of Vocational and Technical Education under the supervision of Dr. A.A. Udoh and Prof. M.M. Aliyu. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any University.

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CERTIFICATION

This thesis entitled “*NCE Students’ Perception and Its Influence on the Choice of Business Education in the North-East Zone of Nigeria*” by Danladi, BAKO meets the requirements governing the award of the degree of Master of Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the blessed memory of my late brother Yakubu Bako whom God has called to eternal rest.

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ABSTRACT

This study entitled “NCE Students’ Perception and Its Influence on the Choice of Business Education in the North-East Zone of Nigeria” determined the perception of students who undertake Business Education as a programme of study and the influence of the perception on their choice of the programme. Four specific objectives and four Research Questions were stated while four null hypotheses were tested at 0.05 level of significance. Literature and empirical studies were reviewed. From all the literature reviewed, there was hardly available record on study of this nature in the North-East zone of Nigeria. This was the main gap which this study served to fill. Descriptive Research Survey design was used for the study. Population for the study was 1354 NCE II students and the sample was 271 students. A structured questionnaire was the main instrument of the study; and out of the 271 administered, 176 were retrieved and found valid. Mean scores were used to answer the four research questions. The t-test was used to test the four hypotheses. Results of the study showed among others that students perceived Business Education as a programme of study that seeks to equip recipients with skills and knowledge for office work and self reliant; Students’ perception influenced their choice of Business Education as a career to a very great extent. Results of the t-test showed that no significant difference exists between the mean scores of male and female students on their perception of Business Education programmed as a career. Results also showed that no significant difference exists between the mean scores of male and female students on the extent to which their perception influences their choice of Business Education programme as a career as well as option. However, t-test showed that significant difference exists between the mean scores of male and female students on the extent to which gender perception influences their choice of the programme as a career. It was concluded that students chose Business Education programme because they needed the skills to enable them establish their own businesses hence more students will enroll in the programme. It was recommended among others that Management of Colleges of Education in the North-East Zone that run business education programme should plan to construct lecture theatres for business education department especially where there was none in order to meet up with the enrolment challenges in future. The major limitation of the study was that it was conducted when some colleges were writing examination and it was through the assistance of staff from those colleges that students filled the questionnaire administered to them. It was also suggested that similar study should be conducted in other zones in order to establish if findings would be similar.

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LIST OF ABBREVIATIONS

C.O.E	College of Education
F.C.E.	Federal College of Education
F.C.E. T	Federal College of Education, Technical
F.G.N.	Federal Government of Nigeria
I.T.P.	Intentional Theory of Perception
J.S.S.	Junior Secondary School
N.C.C.E.	National Commission for Colleges of Education
N.C.E.	Nigeria Certificate in Education
N.P.E.	National Policy on Education
S.I.T.	Social Impact Theory
S.P.S.S.	Statistical Package for Social Sciences
S.S.C.E.	Senior School Certificate Examination
S.S.S.	Senior Secondary School
Stud.	Student
V.T.E.	Vocational and Technical Education

DEFINITION OF TERMS

Apprenticeship	A non-formal education which one receives outside an organized school setting.
Business Education	A Programme of study structured towards impacting on the trainee skills for gainful employment or otherwise.
Business Teacher Education	A programmed aimed at training and developing Business Education Teachers.
Choice	Act of choosing between two or more possibilities.
Effect	Change that one person causes in another.
Perception	An idea, belief or an image one has about something.
Vocational Education	Education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Generally, factors that influence one's career choice are either intrinsic or extrinsic and sometimes both. Extrinsic factor comes into play when children choose what they turn out to be as a result of what other people believe or do. Milgram (1983) stated that when we do not know how to behave, we copy other people. Milgram further stated that those we copied thus act as information sources for how to behave as we assume they know what they are doing. Children copy whatever such people say or do including their career perceptions.

At home for instance, the parents who are the first teachers of the child are always there to give the child some encouragement and corrective feedback. Parenthood transforms people, and early childhood experiences play an indirect role in shaping later career behaviour. Parent-child relationship influence personality, orientations and the development of psychological needs. Vocational needs and interest are some of the ways in which individuals try to satisfy those needs. Parents always influence their children's lives in order to make them useful to the family as there is no one, in many respects, who knows as much about a child as the parents do, and no one else has much vested interest in a child as the parents. Consequently, parents play tremendous role in influencing their children's choice of career course. This is common with the educated parents who would determine in advance the subjects they wanted their children to study. This seems to be obvious with the choice of Business Education by some students.

The peer group to which a child belongs also exerts some degree of influence on its members. Shadrack and Egbuchulem (1997) observed that one's peers exert a lot of influence on one's behaviour pattern. In the group a lot of information is passed from one person to another at work, at play, during studies in school and even interacting in the church. Some information may alter one's notion and interest. Shadrack and Egbuchulem observed further that Peer group is strong and may be imperative in its demands upon its members. It helps them find a role for themselves. It helps them in an insecure period attain the necessary emancipation from the home and it teaches community life as it is often seen as a corrective agent. They do everything in common and sometimes offer the same subjects or courses in school.

The larger society of the child also has a lot of influence on the school and hence on the learner. The society has a set of goals it pursues for its own survival and development. It is made up of human beings who belong to different types of occupation or professions. Through social interaction the child may tend to imitate their occupation by choosing to follow the same route as they have done.

Intrinsic factor comes into play when children actually choose what they already want to turn out to be when they grow up. They have the tendency to follow those routes to enable them achieve their dreams irrespective of how other people perceived such career. This occurs as a result of early childhood development. Nelson and Denis (1995) stated that it is often too late to change a person's vocational choice by the time he or she finishes secondary school. The perception, or idea, belief or an image one has about something or situation influences his choice. Perception varies from person to person. Individuals perceive things differently. Moreover, individuals ascribe different meanings

based on their perception. The meanings attached to things or situations generally differ. One might change one's perspective or simply make things mean something else. Peruvian (2006) has stated that perception is how you look at something from your point of view. Due to social interactions, one's perception about a career could have some influence on others' choice of that career. In the school and even outside the school for instance, social interactions exist between students, parents and peer group. Sometimes despite the social interaction the individual will still hold on to his perception. This seems to be obvious with the choice of business education.

Business Education is that type of education that seeks to improve individuals for business occupations. Aliyu (2001) posits that Business Education is the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. Through Business Education programme, students experience the practical application of basic skills for real world and real work situation. Aliyu also maintains that with the increasing complexity in the business world, it is only those with good Business Education knowledge and understanding that can grapple with these complexities. Business Education is offered at post-primary, tertiary institutions and University. Business Education in Colleges of Education is referred to as Business Teacher Education. The philosophy according to NCCE (2002) was to produce Nigerian Certificate in Education (NCE) graduates in Business Education who will be able to teach business subjects in secondary schools and engaged in a life of work in the office as well as for self-employment. Those who believe in this philosophy of the programme embraced it while others who do not believe the

philosophy preferred other programmes. It was on the basis of this brief background that this study was conducted.

1.2 Statement of Problem

As indicated on the background of the study, there are many factors from number of studies that are associated with career choice. Some of which are family background of a child. Thus it is shown that most children from family of medical personnel or law would want to follow the career tradition of their parents or family members. Age and interest have also been associated with students' choice of subjects or career. It is also shown that peer group influence career choice of students as the peer group to which a child belongs also exerts some degree of influence on its members. They do everything in common and sometimes offer the same subjects or courses in school.

It is also shown that the general society exerts some influence on the child. For instance Ohiwerei and Nwuso (2009) observed that the society has low perception of business education and because of the low perception of the programme parents preferred their children to go to grammar schools than to vocational schools where Business Education programmes are run and this led to low enrolment of students into the programme at all levels.

However the issue of individual student's perception and its influence on the choice of career has not been investigated, even though it might have been investigated in many other areas, such investigation from study of literature, particularly on the North-East zone of Nigeria is hardly available. The researcher is therefore, interested in

knowing about the perception of NCE students of Business Education programme as a career and how their perception influences their choice of the programme. Consequently, this study was conducted on “NCE Students’ perception and its Influence on their Choice of Business Education in the North-East Zone of Nigeria.”

1.3 Objectives of the Study

The main objective of this study was to determine the Perception of students who undertake business education as a programme of study and the influence of their perception on their choice of the programme. The specific objectives were to:

1. determine how business education students in the North-East zone of Nigeria perceive business education;
2. establish the extent to which the perception of business education students in the North-East zone of Nigeria influences their choice of business education programme as a career;
3. determine the extent to which the perception of business education students in the North-East zone of Nigeria influences their choice of business education programme option;
4. determine the influence of gender perception on students’ choice of business education programme in the North-East zone of Nigeria.

1.4 Research Questions

This research work provided answers to the following research questions:

1. How do business education students in the North-East zone of Nigeria perceive business education programme?
2. To what extent does the perception of business education students in the North-East Zone of Nigeria influence their choice of business education as a career?
3. To what extent does the perception of business education students in the North-East zone of Nigeria influence their choice of business education option?
4. What is the influence of gender perception on students' choice of business education programme in the North-East zone of Nigeria?

1.5 Research Hypotheses

In line with the Research Questions, the following four null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of male and female students in the North-East Zone of Nigeria on how they perceive business education programme.
2. There is no significant difference between the mean scores of male and female students in the North-East zone of Nigeria on the extent to which their perception influences their choice of business education as a career.

3. There is no significant difference between the mean scores of students undertaking accounting option and that undertaking office option in the North-East on the extent to which their perception influence their choice of business education programme options.
4. There is no significant difference between the mean scores of male and female Students in the North-East Zone of Nigeria on the influence of gender perception on students' choice of business education programme as a career.

1.6 Significance of the Study

The study would be of significance to students, lecturers, management of Colleges of Education. The result will serve as awareness programme and students who have wrong perceptions of Business Education would be clarified and consequently embrace business education as a programme that seeks to provide them with skills and knowledge for self reliance thereby reducing the unemployment rate in Nigeria.

Lecturers will also benefit from the study because as more students are clarified of the meaning and purposes of business education, many will embrace it thereby guaranteeing their job security. The result of the study would serve as a source of reference to Lecturers who would engage in similar research. It would spur other researchers to conduct similar or related researches in the area in order to consolidate the findings of this study.

It would also be of significance to the management of Colleges of Education in the North-East Zone of Nigeria. The outcome of the study would help management to get prepare in order to meet up with the enrolment challenges in the Department of Business

Education in Colleges of Education. Generally the society stands to benefit from the study as graduates of the programme will come back to serve the society thereby fulfilling the manpower requirement of the society.

1.7 Basic Assumptions of the Study

This study was based on the assumptions that:

1. Students' perception of business education influenced their choice of the programme in the North-East zone of Nigeria.
2. Gender difference has no great influence on students' choice of business education Programme in the North-East zone of Nigeria.

1.8 Delimitations of the Study

The study was delimited to NCE Students' Perception of Business Education in both Federal and State Colleges of Education in North-East Zone of Nigeria that run Business Education programme. It was also delimited to N.C.E.2 students of 2011/2012 academic session in the Department of Business Education. The N.C.E 2 students were chosen because they had spent at least one year studying Business Education. At this stage the students must have acquired some good knowledge and formed some positive attitude towards Business Education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Concept of Career Choice
- 2.3 Concept of Business Education
- 2.4 Historical Development of Business Education in Nigeria
- 2.5 Perception and Career Choice
- 2.6 Empirical Studies
- 2.7 Summary of Related Literature Reviewed

2.1 Theoretical Framework

This study is anchored on the Social Impact Theory (SIT) and Intentional Theory of Perception (ITP).

Social Impact theory (SIT) is a theory that uses mathematical equations to predict the level of social impact created by specific social situations. The theory was developed in 1981 by Latané, a psychologist. Latané (1981) described social impact as a phenomenon in which people affect one another in social situations. Through daily experiences such as embarrassment, persuasion, humor, and a plethora of other experiences, one can see the number of situations that are governed by the presence and

actions of others. The impact can not only be observed visually, it also alters forces within the target such as thoughts, attitudes, incentives and physiological state. Latané noticed that social impact was governed by three laws that can be translated into mathematical equations. These rules are social forces, psycho-social law and multiplication/division of impact.

The first rule that of social forces claims that when social forces function within a social structure, the result is social impact. Latané explained this interaction as $I = f(SIN)$. That is, social impact is affected by strength (S), immediacy (I) and number of people (N). This theory postulates that the greater the number of sources of social impact in a social situation, the greater the impact would be. Thus, the equation $I = f(SIN)$ describes social impact as a multiplicative function based on the number of people acting on the target. Within this equation, the strength (S) is a measure of how much influence, power, or intensity the target perceives the source to possess. The amount of influence, power, or intensity is often determined through factors such as age, social class, whether or not a previous relationship had existed, or anticipation of a future relationship existing. Immediacy (I) takes into account how recent the event occurred and whether or not there were other intervening factors. The number of people (N) is the number of sources exerting social influence on the target. The $I = f(SIN)$ equation illustrates that there is more social impact when higher status individuals are the source, when the action is more immediate, and when there are a greater number of sources.

The second rule that governs social impact is psychosocial law. The psychosocial law states that the most significant difference in social impact will occur in the transition

from 0 to 1 source and as the number of sources increases, this difference will level out. The equation Latané uses for this law is $I = S_n^t$. That is, some power (t) of the number of people (N) multiplied by the scaling constant (s) determines social impact. Latané applied this theory to previous studies done on imitation and conformity as well as on embarrassment.

The third rule of social impact is multiplication/divisions of impact. This rule states that the strength, immediacy, and number of targets play a role in social impact. That is, the more strength and immediacy and the greater number of targets in a social situation causes the social impact to be divided amongst all of the targets. The equation that represents this division is $I = f(1/SIN)$. This rule relates to diffusion of responsibility, in which individuals feel less accountable as the number of people present increases. In emergency situations, the impact of the emergency is reduced when more people are present.

The social impact theory is both a generalizable and a specific theory. For example, the psycho-social law can be used to predict instances of it uses one set of equations, which are applicable to many social situations conformity, imitation and embarrassment. Social impact theory is also useful. It can be used to understand which social situations result in the greatest impact and which situations present exceptions to the rules. Many, including Milgram (1983), Williams and Williams (1989) Latané and Herrou (1996), Harton, Green, Jackson and Latané (1998) tested the theory and found it useful. Yet, it is also specific because the predictions that it makes are specific and can be applied to and observed in the world.

However, Sedikides, and Jackson (1990) believed that the theory is falsifiable as well. It makes predictions through the use of equations; the equations may not be able to accurately predict the outcome of social situations. While Social Impact theory explores social situations and can help predict the outcomes of social situations, it also has some shortcomings and questions that are left unresolved. The rules guiding the theory depict people as recipients that passively accept social impact and do not take into account the social impact that people may actively seek out. The model is also static, and does not fully compensate for the dynamics involved in social interactions. The theory is relatively new and fails to address some pertinent issues. These issues include finding more accurate ways to measure social outcomes, understanding the “t” exponent in psychosocial law, taking susceptibility into account, understanding how short-term consequences can develop into chronic consequences, application to group interactions, understanding the model’s nature.

This theory was found to be useful for the study because it stressed the change in behavior that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer. Students’ perception may influence others to imitate them depending on their relationship with such students. In addition, the theory emphasized the role of conformity and imitation which play vital role in career decision making of students.

Another theory which served as a basis for this study is the Intentional Theory of Perception (ITP) of Crane (1998) otherwise known as Intentionality Theory. It treats

perceptual experience as a form of intentionality or mental representation hence it is also sometimes called the representationalist theory of perception.

Crane (1998) maintained that perception is a form of belief. Belief is an intentional state in the sense that it represents the world to be in a certain way, and the way it represents the world to be is said to be its *intentional content*. Perception, it was argued, is similarly a representation of the world, and the way it represents the world to be is likewise its intentional content. The theory maintained that, the fact that someone can have a perceptual experience that *a is F* without there being anything which is *F* was taken as a reason for saying that perception is just a form of belief-acquisition. ITP maintained that the fact that perception does give rise to beliefs about the environment does not mean that perception is simply the acquisition of belief. The theory also maintained that one can have a perceptual illusion that things are a certain way even when one knows they are not. One can experience this even if one knows and therefore believes. It maintained that perceptual experience is belief; experience can be a unique kind of intentional state or event.

This theory was also chosen because of its emphasis on experience and belief. Students can perceive Business Education only when they have experience it. The orientation which they received in secondary schools might influence their perception of Business Education.

2.2 Concept of Career Choice

Career choice is a term which evolved over time to address the broadening view of occupational choice especially when occupational choice was seen as a process through one's life span. Career describes an individual's journey through learning, work and other aspects of life. Gysbers and Moore (1981) proposed the concept of life career development in an effort to expand and extend career development from occupational perspective to a life perspective in which occupation has place and meaning. They defined life career development as self-development over the life span through the integration of roles, settings, and events of a person's life. The word life in the definition according to Gysbers and Moore (1981) means that the focus is on the total person - that is the human career. The word career identifies and relates the roles in which individuals are involved; the settings where individuals find themselves; and the events that occur over their life time.

Peale (1997) noted that career is an occupation or profession especially one requiring special training followed as one's life work. Peale further stated that making career choice requires getting in touch with ourselves and our surroundings. Tapping into our intuition and really listening to our hearts will help us to better assess our life and create a vision of what we want to accomplish in the world. McKay (2002) also added that before one can make a career choice one has to learn about himself, his values interests and skills in combination with certain personality traits will make some career especially suitable for one and some particularly in appropriate. One can use self assessment tools often called career tests to gather this information and subsequently, to generate a list of occupations that are deemed appropriate. Some people choose to have

clear counselors or other career development professionals administer these tests but may opt to use free career tests that are available to them. From the statement above it implies that one's interests and values and skills play significant role in career choice.

However, Doyle (2004) stated that career choice offers career counseling to individuals and organizations in the process of dealing with unique challenges of job searching and employment transition. It aims to provide individual career counseling services to clients that supports and challenges them to achieve their educational career and personal goal. It uses a variety of methods in achieving results. This connotes that career choice is a process and the individuals making the choice sometime needed to be assisted to be able to deal with certain challenges.

2.3 Concept of Business Education

Business Education is a programme of study or instruction structured towards impacting on the trainee skills for gainful employment. It equips its recipients with the necessary knowledge, skills and attitude that will enable him succeed in whatever business endeavour he may engaged in. Akume (2002) defined Business Education as a programme designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by the society. This definition implied that Business Education is Vocational Education. This is because Vocational Education is also seen as education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations trades or jobs. Akume stated further that an NCE graduate of Business Education, apart from being a teacher at the Junior Secondary School (JSS) level could earn a living by being a

secretary/typist, stenographer, a receptionist, an executive officer-account and so on. This type of perception seemed to serve as the stumbling blocks that had impeded students' choice of Business Education in the past.

Aliyu (2002) observed that generally, people usually look at Business Education from the micro point of view rather than the macro point of view. Aliyu maintained that Business Education is relevant in our socio-economic and political lives, as a nation in this century. Everyone feels the impact of business in one's daily activities that requires the rudimentary knowledge of Business Education by all and sundry and the automation of today's office makes Business Education even more desirable by every citizen.

Oluwafemi (2002) noted that Business Education is a panacea for poverty alleviation. This looks at the skill which Business Education offers which enables the individuals to work in the office or to be self-employed. Ihimekpen (2002), asserted that Business Education is no longer Business Education of the past because the government (NCCE 1996) has added the fifth objective – provision of skills for self employed. Towe (2000) and Ekpenyong (2002) also maintained that having perceived the inadequacy of manpower in Vocational Business Education, National Commission for Colleges of Education (NCCE) introduced pre-NCE programme with a view to beefing up the enrolment in college of Education. This implied that, the perception of Business Education by the general public has taken a new dimension.

Business Education is seen as a tool for development. Abdullahi (2002) believed that our society is going through a difficult period and we are in a complex web of decaying infrastructure, social reforms and the adoption of more scientific and

technological mode of living and solving life's problem. The interplay of Business Education and technology will result in the much desired national development. In addition, Okoro and Ihimekpen (2003) put that it is today believed that Business Education will lead to self reliance, thereby, graduates will no longer wait to be employed by government establishments, instead they can set up business of their own and get others employed, thus improving the nation's economy.

Osuala (2004) maintained that Business Education is that type of education meant to train the necessary manpower for industry, business and private business establishment. This emphasized the purpose of Business Education in meeting the manpower needs and also the knowledge to be able to establish and run private businesses that will lead to self reliant.

Popoola (2005) posit that Business Education is that aspect of the total education programme that equips its recipients with knowledge, skills understanding and attitude needed to perform in the business world as a producer and or consumer of goods and services that business offers. Njoku (2006) also stated that Business Education is that aspect of the educational programme that equips an individual with functional and suitable skills, knowledge and value that would enable him/her operates in the environment he/she finds himself/herself. This entailed that Business Education is concerned with impacting on its recipients with knowledge skills and attitude for performance.

Aliyu (2007) explained that Business Education as the intellectual and vocational preparation for earning a living in a contemporary industrial and business environment.

This implied that Business Education is education for acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. Aluwong (2007) observed that Business Education is education for general knowledge of business practices. It could be deduced from this definition that Business Education is education about business and not for business if it is meant to give general knowledge of business practices.

Ekpenyong (2008) observed that some of the clauses contained in the National Policy on Education (NPE) appear to foster misinterpretation of the mission, scope and status of Vocational Technical (Business) Education (VTE) in Nigeria. according to Ekpenyong, to state that Vocational Education should aim at providing trained manpower in applied science, Technology and commerce ‘particularly at sub-professional grades’ could be interpreted to mean that Vocational and Technical Education is limited to preparation of low and middle level manpower only. This mode of perception has tended to impede students enrolment in the programme. Ekpenyong, (2008) stated further that FGN (1981) stated the objective of Vocational (Business) and Technical Education as the provision of functional literacy, remedial education and vocational training for school drop-outs and completers of the system. This in the eyes of the public tends to connote that vocational or apprenticeship training is the next fit for school drop-outs and completers who cannot, for any reason get into the mainstream of general education.

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According to Uwaifo and Uwaifo (2009), Business Education has been neglected for a long time, because of the low perception of those who should project it to maturity. This was seen in the general apathy shown by the people being caused by the age-old attitude towards the teaching profession in the society. Uwaifo and Uwaifo (2009) noted further that because of the low perception about the programme, even in the distribution of funds to schools, the Technical Colleges (where Business Education programme was offered) were rated much less than secondary schools. Also in the University setting, in the allocation of funds, to faculties, and departments, Vocational (Business) and Technical Education were always treated least in this allocation even by those in the highest level of academic attainment.

Amoor (2009) noted that the society does not accord respect or recognition to the graduates of Vocational Business Education. Amoor went further to state that the society, which would have been on the neck of the government to finance the planning and implementation of Business Education programme in Nigerian universities, has a

misconception that Vocational (Business) and Technical Education is an education that is meant for the dropout, unintelligent and under-achievers. This misconception has in no small measure frustrated the enrolment of candidates into the Business Education programme in tertiary institutions. Amoor noted further that most parents do not encourage or guide their wards to take a course in Vocational Business Education programme in tertiary institutions; this is because the society does not place any significant value or dignity on the programme. This also is not unconnected with the low perception of those (lecturers) who should project Business Education to maturity. Due to this low perception, many candidates aspiring to acquire tertiary education do not have interest in vocational Business Education programme.

However, Ohiwerei (2009), maintained that this erroneous impression has been corrected by the release of the (FGN, 2004) National Policy on Education. Amoor (2009) also stated that worldwide, governments are doubling their efforts in promoting vocational Business Education in tertiary institutions, with a very firm and strong belief that skill formation enhances productivity and sustains competitiveness in the global economy. This is in agreement with Atchoarena (2004) who noted that in recent years, the debate on the knowledge of the economy has drawn more attention of governments to Vocational (Business) and Technical Education. Holmes (2004) also noted that this has made the governments of South Africa and Philippines to reshape their vocational institutions in order to make them more efficient and effective. This was done by merging Technical and Vocational (Business) Education together as a means of rationalizing resources and concentrating management capacity with the intention of improving institutional efficiency and effectiveness. This was also done in the spirit of

developing appropriate skills and competencies to combat youth unemployment, poverty and further contribute to social transformation.

Ohiwerei and Nwosu (2009) believed that government perception of Business Education led to the inclusion of pre-vocational and vocational subjects in the school curriculum. These are required subjects, which the students must offer at the junior and senior secondary before proceeding to the tertiary institution. Since subject combinations have direct influence or bearing on one's future academic vocational choice it is often too late to change a person's vocational choice by the time he or she finishes secondary school.

Business Education is offered at post-primary, tertiary institutions and university. Aliyu (2001) maintained that Business Education at the lower levels of education (post-primary) is mostly preparatory, that is, education about business for meaningful personal living. At the higher levels students specialize in various areas of their choice for life-long occupations. Business Education in Colleges of Education is referred to as Business Teacher Education or Vocational Business Education. The philosophy is to produce Nigeria Certificate in Education (NCE) graduates. The body responsible for accrediting and monitoring the activities of Colleges of Education in Nigeria is the National Commission for Colleges of Education (NCCE). In its minimum standard for Nigeria Certificate in Education (NCE), the NCCE (2002) and (2008) stated that the objectives of Business Education were to:

- i. provide well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions;
- ii. produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society;
- iii. produce NCE business teachers who will be involved in the much designed revolution of vocational development right from the primary and secondary schools;
- iv. equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education;
- v. equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Usioboh (2007) stated that the inclusion of the fifth objective seemed to give NCE Business Education new perception as it is believed today that Business Education graduates are articulate, competent and versatile as entrepreneurs as well as capable of occupying middle and high level executive positions in government and commercial organizations.

2.4 Historical Development of Business Education in Nigeria

The actual date when Business Education took off in Nigeria is not easily noticed. Generally, it is believed that government and missionary bodies contributed immensely to the evolution of Business Education in Nigeria. From among the clerical staff that was trained by the government and missions, emerged those who later learned business

arithmetic and simple bookkeeping. St Andrew College Oyo, founded in 1896, was known to have taught among other things, simple accounting (Bookkeeping) to teacher trainees some of whom later, on their own learned typewriting and shorthand during holidays.

Aliyu (2001) noted that the development of Business Education can also be traced to when some Nigerian nationals were business partners with their overseas counterparts in the last two decades of the nineteenth century, they had to send their children to school to learn simple commercial arithmetic, some bookkeeping, business communication and some typing, for the purpose of facilitating business transaction. The children of these early businessmen were expected to learn some simple proportions, invoicing, record keeping, profit and loss concepts. Thus the early Nigeria entrepreneurs pioneered Business Education in order to meet the needs of the export markets. Aliyu went on to say that between 1940 and 1960 the missions, particularly the Roman Catholic, established schools for training girls as secretaries. In 1955 the Secondary Modern Schools were introduced to give pre-vocational business training. Eight colleges were opened to train teachers at a cost of five hundred thousand to one million pounds. Aliyu went further to assert that Nigerians witnessed a phenomenal growth in the number of institutions offering Business Education courses during the last two decades. At the university level, University of Nigeria, Nsukka 1960 brazed the trail, followed by University of Lagos (1962), Ahmadu Bello University Zaria (1962), Obafemi Awolowo University, Ile Ife (1962) and the University of Benin, which introduced Business Education programme in 1975.

The Business Teacher Education programme at degree level started in Nigeria in 1975-76 by the University of Nigeria Nsukka and Ahmadu Bello University, Zaria. Many other universities, particularly in the south-east geo-political zone now offer Business Education programme. At the lower post-secondary level, a great number of colleges of Technology and Polytechnics are running Business Education programme. Most Federal and some state College of Education all over the country have business teacher education programme on their curriculum. At the secondary education level, as demand for Business Education was on the increase so also its supply increased. Aliyu (2001) maintained that all the previous prototypes grammar schools now offer basic Business Education courses.

Okoye (2002) noted that evolution of Business Education must be closely linked with the country's socio-economic, industrial and commercial circumstances. This means that Business Education in Nigeria has its origin from traditional orientation. According to Ekpenyong (2008), the apprenticeship system, which is one of the oldest traditional systems of educational delivery, was also applicable to Business Education. Under this system the trainee was attached to a master, relation or parent for a period of good time of training. On successful completion of the period or apprenticeship, the trainee or apprentice could remain with his master as a journeyman or may be initiated into guild and from that point, established his own business. Ekpenyong stated further that another notable initiative in the development of Business Education in Nigeria was its delivery through correspondence colleges like the Rapid Results College, Bennett College, Pitman College in Britain and some others in Europe and the Far East. Many Nigerians enrolled with these colleges, studied Business courses like Bookkeeping and

Accounts, Salesmanship, Marketing, Management. Closely related to the correspondence schools, was the colonial masters establishment of secondary modern and comprehensive-type schools in the fifties. These schools offered one year commercial programmes. The subjects offered included English, Commerce, Bookkeeping, Business mathematics, Shorthand and Typewriting.

Aliyu (2001) and Osioboh (2007) noted that the National Policy on Education (NPE) brought Business Education to limelight at all levels of the Nigerian educational system. Many school administrators who ordinarily would not have accepted in their school programme were made to appreciate the importance and place of Business Education in the economic development of the nation.

2.5 Perception and Career Choice

Choosing a major is one of the most important life decisions an individual will ever make. John (2000) stated that no other college decision is more ‘thought-provoking, gut wrenching and rest-of-your-life oriented or disoriented – than the choice of a major’. Invariably this means that effective selection of major is more likely to lead to a sense of overall well-being. In a study by Perrone, Zanardelli, Worthington and Chartrand (2002) and McQuaid and Bond (2003) on role model influence on the career decisiveness of college students, it was found that role model supportiveness, and quality of relationship contributed to the career choice of students. Kim, Markham, and Cangelosi (2002) found good job opportunities and projected earnings to be among the most significant factors influencing students’ choice of major and profession. This implied that students who perceived job opportunities in Business Education will settle for it irrespective of how others perceived it. Schwartz (2005) noted that while most college students appear to

recognize the connection between present day choices and future job satisfaction, many appear ambivalent when it comes to choosing a major. They are 'motivated, but directionless' and have no "serious vision or commitment to a vocation or professional calling".

Ferry (2006) reported that the perception of the "ideal job" acts as a filter for job appropriateness and influenced the choice process. Ferry (2006) also stated that you have an idea of what the perfect job is in your head, exactly what you want to get up and go do every day." Previous research by Niles and Weiss (2007) demonstrated that most college students choose their field of study based on their perceptions of the job market in general and also of the career path they wish to pursue. From the above literatures it implied that students who chose Business Education did so because they perceived job opportunities and good earnings in the programme. Oyamo and Amoth (2008) maintained that the choices that students make are embedded in their perception of the ideal job and the subjects they study in secondary school.

Results from studies by Malgwi, Howe and Burnaby (2005), Larkin, LaPort and Pines (2007) and Beggs, Bantham and Taylor (2008) indicated that one's interest in the field was the most significant factor in choosing a major. Interest is an attitude that develops over time intrinsically as a result of either one's perception or the perceptions of others. Tahmincioglu (2007) said that a vast majority of 18-25 year olds said that getting rich was the most important goal in their life. This implied that students major in Business Education because of the perceived good earnings that Business Education offered. Amoor (2009) stated that his interaction with prospective universities' candidates

revealed that the nomenclature of the degree (B.Ed) in most of the Nigerian universities that offer Vocational and Technical Education programme accounts for their indifference since most of them do not want to end up in the class-room as teachers.

In a study by Tanimoune, Posylnaya, Tahsin and Umarou (2010) about the individuals who influenced tertiary students to choose a business career reported that 43.60% respondents said that they were influenced by their college professors. Invariably, this means that lecturers can affect the career choice of those students who have contact with them. Tanimoune, *et al* further stated that the great portion of students who graduated with Business degrees and who failed to successfully enter the financial sector as professionals contributed to the negative perception that students and young professionals had about business careers. From the above it means that graduates of Business Education who successfully gain employment helped to shape other's perception of Business Education.

Hewitt (2010) stated that some students follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. This means one's interest as a result of his perception and interest influenced one's choice of career irrespective of what others may say of the career. Easterling (2011) stated that Business students may settle for *jobs* and neglect exploring options for purposeful work. While they may be motivated to successfully complete their business coursework and earn their business degrees, they may devote little attention to considering whether their choice of a particular profession will provide them with

personal fulfillment and purpose in life. They may then pursue business positions that will not sustain their motivation over the course of their careers.

2.6 Empirical Studies

In the course of this study some related studies were examined. These studies are related to this work in one way or the other but are different from the present study. They include:

A study conducted by Dhume (2007) on 'Perception of Business Education Students Towards e-Learning: An Empirical Study of North Karnataka Region of India', the study was inspired by a study conducted by Mitra and Steffensmier (2000) that network learning institutions wherein students have access to computers could foster positive attitude towards use of computers aided education. The major objective of the study was to ascertain the nature of perceptions and attitudes of the Masters in Business Administration (MBA) students towards the Internet as an educational delivery and evaluation mechanism.

The study had four specific objectives. The total population was 640; a Sample of 10% numbering 64 was taken using Quota Sampling Technique from six MBA institutes affiliated to Karnataka University. Instrument for the study was questionnaire divided into four sections. Section I dealt on demographic data, section II dealt on competence of the students with regards to ICT. Section III determined the availability of necessary infrastructure and environment for e-Learning with regards to Content Delivery, Interactions with the faculty and Evaluation Process. Section IV ascertained the

attitude of the students with regards to e-Learning. The analysis was carried out using one-way ANOVA.

The study revealed that students of MBA Institutes of North Karnataka were inclined positively towards Internet as educational delivery tool. There was positive relationship between the students' basic knowledge of Computers/Internet and Attitude towards use of Internet for educational delivery. It was also found that North Karnataka was quite encouraging for the implementation of e-Learning initiatives in Management Education.

The present study found the work relevant in the area of the instrument used. The instrument used help to sharpen the questionnaire raised for this study. However, the present study differs from the previous study because while the previous study ascertained the nature of perceptions and attitudes of the MBA students towards the Internet as an educational delivery and evaluation mechanism, the present study measured the effects of lecturers' and students' perceptions on the choice of Business Education programme in Colleges of Education.

In another study conducted by Tanimoune, Posylnaya, Tahsin and Umarou (2010) on An Investigation of College Students' perception about Business Careers, the study was conducted to determine the perception of business and non-business majors about business careers and the reasons why some current students decided to major in business. Survey research design was used. A five point scale Questionnaire consisted of three sections was administered. The sample was 307.

The study found that economic crisis had negative effects on business careers. Students agreed that their choice of business careers were respectively influenced by their college teachers and families while others were motivated by high salary expectations, promotion opportunities, future job security, professional environment and challenging work. The study recommended that a bigger and a more diversified sample should be used in order to generalize the results. More so that a seven-point scale should be used when conducting a study in this same type of area as the seven-point scale provides more accurate results than the five-point scale. It recommended also that it would be interesting to administer a survey to a group of students from their first to last year of college as the results from such a study would give an outlook on how their opinions change through school years and business cycles. It recommended also that in the Future, additional analysis should be conducted to determine the statistical differences between business and non-business major. Additionally, multivariate analysis could be conducted to determine validity and reliability of the instrument items.

The present study found the findings of the study relevant as they served as literature and also enhance the interpretation of the findings of the present study. However, the two studies differ because while the former centered on both Business major and Non-Business major the present study centered on Business Education major only.

A study conducted by *Buzzetto-More (2008)* on 'Student Perceptions of Various e-Learning Components', the study examined the e-learning perceptions and preferences of students enrolled at a historically black university of Maryland Eastern Shore, Princess Anne, MD, USA. It also examined specifically student's perceptions of individual course

components. Survey research design was used for the study. Population for the study was 4000 students of the university who major in Business Management, Accounting and Business Education. The sample for the study was 160 students. Instrument for the study was a Survey Questionnaire. The survey was designed to assess students' technology access, skills, and usage; prior experiences with e-learning, course delivery preferences, perceived satisfaction with e-learning, and perceptions of, and preferences towards, various e-learning components. The survey contained a mixture of mixed scaled, five points scaled, multiple choice, and open ended questions.

Data was collected through the administration of a survey questionnaire distributed in hard copy form to 160 students. The response rate was 88% with 141 students completing the survey. The data were analyzed using Statistical package for Social Sciences (SPSS).

The results of the analysis indicated that students found course Websites to be helpful resources that enhanced the understanding of course content, and that these Websites would continue to have an impact on higher education in the future. The examination of individual e-learning components indicated that students responded favorably to most available features. The strongest preference noted in the study was towards the online submission of assignments, with students overwhelmingly noting that they like having the ability to check their assignment grades online.

The present study found the statistical tool used in the previous study very relevant as the reason for the use of the tool was instrumental for its use in this study. On the contrary the two studies differ because the former focused on the perception of e-

learning while the present study focused on the perception of Business Education Programme.

Ilias, Yaso, Rahman and AbdRazak (2009) conducted The Study on Students' Perception towards Principles of Accounting (PA): A Survey among Business Students'. The objectives of the study were to examine the different perceptions of interest and important and also difficulty and confidence level of the students according to major programmes, accounting experience and non-accounting experience as well as gender. Instrument for the study was questionnaire. The sample was 306 business students in University, Malaysia Sabah, Labuan International Campus. ANOVA was employed for analysis. The result showed significant differences among gender and accounting experience relating to level of important and interest. Significant differences were also found in the level of difficulty and confidence relating to the courses registered among five major programmes. Besides, accounting experiences students perceived more confident in taking the course compared to non-accounting experience student. The study suggested that non-experience students must be provided with clear explanation and encouragement to increase their perceived level of important, interest and confidence in taking this course.

The similarity between the present study and the previous one is that both studies were designed to determine the perception of Students. However the two studies differ significantly because the former dealt on students' perception of Principles of Accounts whereas the present study focused on Lecturers' and Students' Perception of Business Education Programme in Colleges of Education in the North-East Geo-Political Zone of Nigeria.

Henderson (2011) conducted a study on 'Perception Differences of Business Educators' Regarding Mobile Phone Distractions in the Classroom Based on Professional Rank'. The aim of the study was to identify the perceptions of business educators regarding the use of mobile phones in the classroom based on their professional rank. A quantitative descriptive research design was used to determine the perceptions of 642 business educators regarding mobile phone utilization in the classroom. A sample of 195 participants completed the survey resulting in a 30.3% response rate. Statistical analyses revealed a statistically significant difference concerning a policy against mobile phones ringing during class. Specifically, associate professors saw the need for a university policy against phones ringing in class more than those educators holding other titles such as middle school, high school, and community college educators. However, associate professors disagreed concerning the need for a university policy against mobile phone activities such as talking and texting in class more than the other educators who had no opinion. It suggested that more research should be conducted to determine factors contributing to business educators' perceptions of mobile phones being disruptive or distracting technology. In addition, determining ways mobile phones in the classroom can be beneficial to business educators and students should be explored.

This present study found work very relevant in the area of interpretation. The interpretation of the result helped to fashion the result of this present study. On the contrary, the two studies were not the same because while the former dealt on perception of mobile phones distractions in the classroom the present study focused on the effects of lecturers and students perception of Business Education on its choice in Colleges of Education.

In a related development, Suniti and Bhagwat (2011) conducted a study on ‘Insight into Undergraduate Business Students’ Perception of Education Service Quality and Value in Institute of Management, Christ University, Bangalore, Karnataka, India.’ The objective of the study was to identify dimensions used by students in their educational service quality and value evaluations. Single stage cluster sampling; a probability sampling technique, was undertaken for selection of sample from the target population of final year undergraduate business students enrolled in colleges affiliated to a university in the city of Bangalore. A 37-item educational service quality instrument and a 26- item perceived value scale were administered to students in their final year. Data was collected from 838 undergraduate business students from 18 colleges in the city of Bangalore. Principal component analysis methodology incorporating Orthogonal Varimax rotation was chosen to assess the dimensionality. Results suggested that students perceived educational service quality based on 4 dimensions - college administration, faculty interpersonal behavior, faculty teaching and college facility. Further, students perceived value on the basis of 4 dimensions- learning enjoyment value, image value, functional value and money. Results also reveal factors which were important for the students. It recommended that school authorities should pay attention to dimensions which are important from students ‘perspective and improve or enhance the various activities which make the various items in the questionnaire. College administrators and policy makers should strategize to gain competitive advantage. As to the increasingly challenging world the policy makers should use the study for providing excellent service delivery processes and should enhance value proposition for the students.

The present study relates with the past study because both studies were designed to determine the perception of Business Students. However, the two studies differ in the sense that the former was an insight into undergraduate students' perception of Education Service, Quality and Value while the present study focused on Lecturers' and students' perception of Business Education and the Choice of the Programme in Colleges of Education in the North-East Geo-political Zone in Nigeria.

Easterling (2011) conducted a study on 'Business Student Perceptions Regarding Purpose, Choice of Major and Future Work: A Factor-Analytic Investigation'. The study examined factors that influenced business students' choices of major and explored their attitudes toward future work. It also investigated the extent to which business students report having a purpose in life and the extent to which such identification may guide their choices toward business positions. It then compared students pursuing different business majors (accounting, finance, management, and marketing) in terms of life purpose and career selection influences, as a basis for uncovering any noteworthy intra-group differences and the implications, thereof. Motivational orientation differences between women and men, inter-gender differences in terms of life purpose and career selection influences were also investigated. Three research questions were raised for the study. Population for the study was 1600 undergraduate business students of a Mid-Atlantic regional, public university. The target school was comprised of four departments: Accounting/Legal Studies; Economics/Finance; Information Systems/Decision Sciences; and, management/Marketing.

Results revealed in general, that the perceptions of business students with regard to what influenced them to select a particular major were quite similar. Across majors,

students varied only in terms of their perceptions of Career Potential where Accounting and General Business majors held higher perceptions than Finance, Management and Marketing majors. It revealed also that business students' perceptions of Purpose in Life factors were consistent across all majors. With regard to similarity of perceptions of future work across majors, the perceptions of students varied significantly. Results indicate that Finance students have the highest perceptions related to their future work, followed by Marketing, Accounting, and Business. Management students report the lowest perceptions of future work. From an inter-gender perspective, the finding was congruent with that of Smith, Davy, Rosenberg, and Haight (2009) where, in a large cohort of business school majors, women reported lower mean Alienation scores than did men.

The study suggested that, it was important for all educators to encourage students to think more broadly about their future work. It also recommended that business educators should find opportunities to discuss career related concerns with their students and to have them consider more than extrinsic factors such as starting salaries and job availability.

The present study found the study relevant as some of its findings served as literature review for this present work. On the contrary the two studies are not the same because while marketing, Accounting and Managements students were included in the former study the present study focused only on Business Education students.

2.7 Summary of Related Literature Reviewed

The Social Impact Theory (SIT) and Intentional Theory of Perception (ITP) served as the bases for this study. Career choice was seen as the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupation. The concept of Business Education was also reviewed as a programme structured toward impacting on the trainees, skills for gainful employment. Historical development of Business Education in Nigeria was as far back as 1896 with St Andrew's College Oyo as a pioneer school to taught bookkeeping. Lecturers and students perceived that Business Education impacts recipients with knowledge and skills for self reliance. It was also revealed that lecturers' perception of the ideal job and students' interest affected the choice of Business Education as a career.

Previous available records reviewed showed that parents, peers, and the larger society of the child influence his career choice. However, there were no specific records on NCE perception and its influence on the choice of Business Education programme, and this served as the main gap to be filled by this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the method and procedures used in conducting the study under the following subheadings:

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample size and Sampling Procedure
- 3.4 Instruments for Data Collection
 - 3.4.1 Validity of the Instruments
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instruments
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

A descriptive survey design was used for this study. Tafida (2005) states that the purpose of descriptive survey research design is to find out or study a group of people or items by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The choice of the design was influenced by the desired to study a targeted population of and students of business education in Colleges of

Education in North-East Zone of Nigeria through its sample. The design was also used in order to determine the perceptions of students who undertake business education programme and the influence of their perception on their choice of the programme in the North-East zone of Nigeria. This was also in line with the view of Olayiwola (2010) who wrote that if the purpose of an investigation is to describe the degree of difference which exists between variables, the descriptive survey research design was the appropriate one to use.

The variables assessed were perceptions of Students, influence of such perception on students' choice of Business Education in Colleges of Education in North-East Zone of Nigeria. The choice of these variables was based on the assumption that they have some influence on students' career choice.

3.2 Population for the Study

The population for the study was 1354 NCE II students that are undertaking Business Education programme as a career in 2011/2012 academic session in eight Federal and State Colleges of Education in North-East Zone of Nigeria. The population of the study is as represented in Table 3.1.

Table 3.1 Population for the Study

S/N	Institution	Location	Male NCE 2 students	Female NCE 2 students	Total NCE 2 Students
1	Federal College of Education (FCE), Yola	Adamawa State	35	27	62
2	College of Education (COE), Azare	Bauchi State	57	45	102
3	College of Education (COE), Waka, Biu	Borno State	48	37	85
4	Kashim Ibrahim College of Education (KICOE), Maiduguri	Borno State	28	22	50
5	Federal College of Education Technical (FCET), Gombe	Gombe State	336	264	600
6	College of Education (COE), Jalingo	Taraba State	148	116	264
7	College of Education (COE), Gashua	Yobe State	35	28	63
8	Federal College of Education Technical (FCET), Potistum	Yobe State	72	56	128
Total			759	595	1354

Source: Field survey in 2012 in Colleges of Education in the North-East Zone of Nigeria.

3.3 Sample Size and Sampling Procedure

The sample for the study consisted of 271 N.C.E. 2 students. This is approximately 20% of the NCE 2 population as in table 3.1, which was in line with Odekunle (2005) who recommended that if the population was less than 2500 for descriptive study 20% was enough to establish the existence or non-existence of a relationship. The breakdown of the sample at a glance is as presented in Table 3.2.

Table 3.2: Samples of the Study

S/N	Institutions	Location	Male NCE 2	Female NCE 2	Total of N.C.E 2 Students Sampled
1	Federal College of Education (FCE), Yola	Adamawa State	7	5	12
2	College of Education (COE), Azare	Bauchi State	11	9	20
3	College of Education (COE), Waka, Biu	Borno State	10	7	17
4	Kashim Ibrahim College of Education (KICOE), Maiduguri	Borno State	6	4	10
5	Federal College of Education Technical (FCET), Gombe	Gombe State	67	53	120
6	College of Education (COE), Jalingo	Taraba State	30	23	53
7	College of Education (COE), Gashua	Yobe State	7	6	13
8	Federal College of Education Technical (FCET), Potiskum	Yobe State	15	11	26
Total			153	118	271

All the eight Colleges of Education that run Business Education Programme in the North-East Zone of Nigeria were used for the study. In order to allow every member of the population have equal opportunity of being selected as held by Adetoro (1986), a proportionate stratified sampling procedure was used to select the respondents. Each College was considered as a stratum. The researcher folded pieces of paper written on some, 'YES' in proportion to the number of students sampled from each college and on others 'NO', well mixed in a container. All those who picked the 'YES' responses

were given copies of questionnaire to answer and those who picked 'NO' responses were not involved in the study as sample. Using the proportionate stratified sampling technique; the sample was, therefore, a true representation of the population.

3.4 Instrument for Data Collection

Instrument for data collection was a structured questionnaire which was meant to generate data from Students. The Questionnaire was divided into five sections. Section 'A' was meant to illicit demographic-data of respondents. Section 'B' was meant to illicit students' perceptions of Business Education while sections C provided data on the extent to which students perceive business education in Colleges of Education in North-East Zone of Nigeria. Section D centered on the influence of perception on the choice of Business Education options; and section E centered on the influence of gender perception on the choice of Business Education as a career. The sections B, contains questions with choices on a four-point scale ranging from strongly Agree (4) points, Agree (3) points, Disagree (2) points and Strongly Disagree (1) point. From the breakdown of the questionnaire items as contained in appendix IV, items 1-10 of questionnaire were meant to provide answer to research question one; while items 11 of the questionnaire was meant to provide answer to research question two. Research question three has items 12 of the questionnaire, while research question four has items 13 of the questionnaire.

3.4.1 Validity of the Instrument

In order to test the content and face validity of the instruments, the draft copies of the questionnaire were submitted to two experts in the Department of Vocational and Technical Education and the supervisors for vetting. This was to ensure that the instrument was relevant and devoid of ambiguity and superfluity. This was in line with

the view of Berge (1995) who stated that for any research instrument to ascertain its validity it should be given to a panel of experts to determine if its contents can illicit the desired data it is intended to illicit. Three (3) items were modified.

3.4.2 Pilot Study

In order to further test the suitability of the instrument, a pilot study was conducted at Federal College of Education (FCE) Zaria in line with Kerlinger, and Howard (2000) who stated that the purpose of pilot study was to confirm the suitability of the questionnaire, determine the adequacy and effectiveness of the Instrument, confirm the feasibility of using the entire package in a given geographical area. A Pilot Study was carried out with 20 NCE II students undertaking business education programme. Each of the 20 students selected was given a copy of the questionnaire to answer. The 20 students were randomly selected using simple random sampling. FCE Zaria was chosen because the respondents at FCE Zaria are also undertaking business education programme as those of Colleges of Education in North-East Zone of Nigeria. This was in line with Olaofo (2010) who stated that pilot tests are conducted with a small sample size of respondents similar but not the same as the ones that would be used in the study proper. The results of the pilot study are presented in 3.4.3 seems to be pointing that the items were quite understood by the respondents.

3.4.3 Reliability of the Instrument

In order to determine the reliability of the instrument the 20 copies of the research instrument were administered to 20 students from FCE Zaria which were not a part of the research subjects. Test-retest method was used for the purpose of establishing the

reliability of the instrument. The scores from the two groups were correlated using Pearson Product Moment Correlation (r). The result of the analysis showed the correlation coefficient of the instrument at 0.89. This therefore means that the instrument was reliable for gathering data as suggested by Olayiwola (2010) that a reliable test will have a high reliability coefficient close to positive one.

3.5 Procedure for Data Collection

With the help of letter of introduction from the Department of Vocational and Technical Education as in Appendix I, the researcher visited the eight colleges for the study and administered the approved research instrument at their respective premises. The eight lecturers in the various colleges who assisted the research to administer and retrieve the questionnaire were considered as research assistants. The researcher engaged the Research Assistants in order to facilitate the data collection. The Researcher and the Research Assistants administered in each of the Colleges copies of the approved questionnaire to students sampled for the study. A total of 271 copies of the questionnaire were administered. No College was given more copies of the questionnaire to answer than the number sampled. After been responded to, a total of 197 copies of the questionnaire representing (73%) were retrieved for analysis. Out of the number of questionnaire retrieved, 176 were found valid and hence used for the study. The whole exercise lasted four weeks.

3.6 Procedure for Data Analysis

Frequency counts and Percentage were used to analyze the demographic-data. The raw data collected were weighted and means of the data were used to answer the five research questions. The mean rating on the scale was 2.50 for research question one.

Any response that had a mean score of 2.50 or above was considered as agreed and any response that had a mean score of less than 2.50 was considered as disagreed. Meanwhile strongly Agree and Agree responses were considered as agree while disagree and strongly disagree responses were considered as disagreed. As for research questions two to four, the decision rule was that any mean less than 2 was considered are low influence, any mean ranging of 2 to 2.4 was considered as moderate influence, any mean of 2.5-3.4 was considered as great influence while any mean of 3.5 and above was considered as very great influence.

Meanwhile, independent t-test was used to test the four hypotheses at (alpha) $\alpha=0.05$ level of significance. The choice of the t-test was in line with Oobo (2008) who suggested that, for a test of difference between two means of independent variables the t-test was the appropriate statistic to use. The decision rule for t-test statistic is that if t-calculated value is less than t-critical or if significance p-value is greater than the alpha, null hypothesis is retained. However, if t-calculated value is equal or greater than t-critical value or if significance p-value is less than the alpha null hypothesis is rejected. All null hypotheses were tested at (alpha) $\alpha=0.05$ level of significance. At this level null hypothesis was either rejected or retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results and analysis of data gathered from the sampled respondents in all the eight Colleges of Education in North-East Zone of Nigeria for the purpose of this study. The analysis was undertaken under the following sections:

- a. Demographic Data
- b. Answering the Research Questions
- c. Hypothesis testing
- d. Discussion of findings

4.1 Demographic Data

This section presents the demographic data of respondents according to gender and institution.

4.1.1 Classification of Students by Gender

In order to ensure that all students participated in the study irrespective of their gender, both male and female students were sampled for the study as presented in Table 4.1.

Table 4.1 Classification of Students by Gender

Students' Gender	Frequency	Percentage
Male	98	55.7
Female	78	44.3
Total	176	100.0

Source: field survey 2012

According to Table 4.1, 98 of the students representing 55.7% are male while 78 of the students representing 44.3% are female. This implied that there was a fair representation of gender hence the responses analyzed was that of both male and female students for the study.

4.1.2 Classification of Students by Institution

In order to ensure fair representation, students were sampled from all the Colleges of Education in North-East Zone of Nigeria that run Business Education Programme. This is as presented in Table 4.2.

Table 4.2 Classification of students by Institution

Students' Institution	Frequency	Percentage
Federal College of Education, Yola, Adamawa State	8	4.5
College of Education, Azare, Bauchi State	9	5.1
College of Education, Biu, Borno State	10	5.7
Kashim Ibrahim College of Education, Maiduguri, Borno State	7	4.0
Federal College of Education (Technical), Gombe, Gombe State	81	46.0
College of Education, Jalingo, Taraba State	36	20.5
College of Education, Gashua, Yobe State	9	5.1
Federal College of Education (Technical), Potiskum, Yobe State	16	9.1
Total	176	100.0

Source: field survey 2012

Table 4.2 reveals that 8 (4.5%) of the students are from Federal College of Education, Yola, 9 (5.1%) are from College of Education Azare, 10 (5.7%) are from College of Education Biu and 7 (4.0%) students are from Kashim Ibrahim College of Education, Maiduguri. The table 4.6 also showed that 81 (46.0%) of the students are from Federal College of Education Technical, Gombe, 36, (20.5%) students are from Colleges of Education, Jalingo, 9 (5.1%) of the students are from College of Education Gashua, while 16 (9.1%) students are from Federal Colleges of Education Potistum. This showed that students from the eight Colleges that run Business Education programme in the North-East zone of Nigeria were all represented in the study hence the responses

expressed in this study were of all the NCE Business Education students in the North-East zone of Nigeria.

4.2 Answering the Research Questions

The main objective of this study was to determine the Perception of students who undertake Business Education programme and the influence of their perception on their choice of the programme in colleges of education in North-East Zone of Nigeria. Consequently, four specific objectives and four research questions were raised, while four null hypotheses were formulated and tested at (alpha) $\alpha=0.05$ level of significance using the t-test statistic. Thirteen questionnaire items were raised and administered to respondents in order to generate data for the study. The data so generated were used to answer the research questions and test the four null hypotheses as presented in the subsequent paragraphs.

4.2.1 Research Question One:

How do business education students in the North-East zone of Nigeria perceive business education programme?

Items 1-10 from the questionnaire were used to answer this research question. The weighted scores and the means of the responses generated from the ten questionnaire items are as presented in Table 4.3 while the summary of the raw data are in Appendix V.

Table 4.3 Mean scores of Students on their Perception of Business Education programme

S/N	I PERCEIVE BUSINESS EDUCATION AS A:	WEIGHTED SCORES OF AGREED	WEIGHTED SCORES OF DISAGREED	TOTAL WEIGHTED SCORES	WEIGHTED MEAN SCORES	REMARKS	Means Ranking
1	programme of study that seeks to equip recipients with the right skills that will enable them to engage in a life of work in the office and for self employment.	641	0	647	3.6761	Agreed	1 st
2	programme for those who can never do well academically in the society.	26	214	240	1.3636	Disagreed	10 th
3	programme of study that provides graduates with skills for different job opportunities.	584	17	601	3.4148	Agreed	4 th
4	Programme of study for the acquisition and development of skills and competencies necessary for efficiency in the business offices.	557	21	578	3.2841	Agreed	6 th
5	Programme that prepares one to be good teacher as well as office worker.	632	6	638	3.6250	Agreed	2 nd
6	tool for economic development.	558	26	584	3.3182	Agreed	5 th
7	panacea for poverty alleviation.	352	103	455	2.5852	Agreed	8 th
8	Programme that prepare one to teach but is not competent to work in the office.	95	207	302	1.7159	Disagreed	9 th
9	programme designed to prepare individuals as semi-skilled workers.	366	111	477	2.7102	Agreed	7 th
10	programme for general knowledge of business practices.	579	23	602	3.4205	Agreed	3 rd

Source: field survey 2012

From Table 4.3, on the statement that Business Education is a programme of study that seeks to equip the recipients with the right skills that enables them to engage in a life of work in the office as well as for self employment, weighted scores of students who agreed was 641, while the weighted scores of 6 disagreed. Weighted scores of 26 students agreed that Business Education is education for those who can never do well academically in the society, while weighted scores of 214 students agreed. Weighted

scores of 584 students agreed that Business Education is a programme of study that provides graduates with different job opportunities. While weighted scores of 17 students disagreed.

On the statement that Business Education is education for the acquisition and development of skills and competencies necessary for efficiency in the business offices, weighted scores of 557 students agreed while weighted scores of 21 students disagreed. Also students' weighted scores of 632 agreed that graduates of NCE Business Education can be teachers as well as office workers, while weighted scores of 6 students disagreed. On the statement that Business education is a tool for economic development, 558 weighted scores of students agreed while 26 weighted scores disagreed. Also 352 weighted scores of students agreed that Business Education is a panacea for poverty alleviation, while weighted scores of the students disagreed.

On the statement that Business Education prepares one to teach but is not competent to work in the office, weighted scores of 95 agreed, while 207 disagreed. Weighted scores of 366 agreed that Business Education is a programmed designed to prepare individuals as semi-skilled workers, while 111 of the weighted scores disagreed. On the statement that Business Education is education for general knowledge of business practices, weighted scores of 579 students agreed while weighted scores of 23 disagreed.

The overall results from Table 4.3 shows that Business Education students of Colleges of Education in North-East Zone of Nigeria perceived Business Education as a programme of study that seeks to equip recipients with the right skills that will enable them to engage in a life of work in the office and for self employment. This is because

this item has the highest mean of 3.6761. This therefore, answered the research question that who do business education students in North-East zone of Nigeria perceive Business Education Programme?

4.2.2 Research Question Two:

To what extent does the perception of business education students in the North-East Zone of Nigeria influence their choice of business education as a career?

Item 11 from the questionnaire was used to answer this research question. The weighted scores and the means of the responses generated from the questionnaire item are as presented in Table 4.4 while the summary of the raw data are in Appendix V.

Table 4.4: Mean scores of Students on the Influence of their Perception on the Choice of Career.

Gender	Weighted scores of Very Great Extent	Weighted scores of Great Extent	Weighted scores of Moderate Extent	Weighted scores of Low Extent	Total weighted scores	Weighted mean score	Remark
Male	272	90	0	0	362	3.6939	Very Great Extent
Female	216	72	0	0	288	3.6923	Very Great Extent

Source: Field survey 2012

Results from table 4.4, shows that 272 weighted scores of male students agreed that their perception influenced their choice of business education programme as a career to very great extent while weighted scores of 90 agreed that their perception influenced their choice of business education as a career to great extent. Moderate and low extent does not influence students' choice of Business Education as a career. Similarly 216

weighted scores of female students were of opinion that their perception influenced their choice of Business Education programme as a career to very great influence while weighted scores of 72 were of the opinion that their perception influenced their choice of Business Education as a career to great extent.

Thus from the table, the weighted mean of male and female students' responses stands at 3.6939 and 3.6923 respectively which are above 3 points as stated in the decision rule. This therefore, connotes that students' perception influenced male and female students' choice of Business Education programme to very great extent.

4.2.3 Research Question Three:

To what extent does the perception of business education students in the North-East zone of Nigeria influence their choice of business education option?

Items 12 and 13 from the questionnaire were used to answer this question. The details of the raw scores are attached in Appendix V. The weighted scores and the means of the responses generated from the questionnaire item are as presented in Table 4.5.

Table 4.5: Mean scores of Students on the Choice of Business Education Programme Option

Option	Weighted scores of Very Great Extent	Weighted scores of Great Extent	Weighted scores of Moderate Extent	Weighted scores of Low Extent	Total weighted scores	Weighted mean score	Remarks
Accounting	492	33	4	0	529	3.8897	Very Great Extent
Office	108	39	0	0	147	3.6750	Very Great Extent

Source: Field survey 2012

From table 4.5 which dwells on the extent to which students' perception influences their choice of business education programme options, weighted scores of 498 accounting option are of opinion that their perception influences their choice of business education to very great extent while thirty-three of the weighted scores are of opinion that their perception influences their choice of business education to great extent. Weighted scores of four are of opinion that their perception influences their choice of business education to moderate extent; while no accounting option hold opinion that their low perception has low influence on their choice of business education as an option. The weighted mean for accounting option of 3.8897 indicates that the perception of accounting option students influences their choice of programme to very great extent.

Similarly, weighted scores of 108 of office option are of opinion that their perception influences their choice of the option to very great extent; while weighted scores of 39 are of opinion that their perception influences their choice of the business education option to great extent. However, there were neither responses on the moderate extent nor low extent as both have zero weighted scores. Thus the mean weighted mean responses of office option is 3.6750 indicating that students' perception influences their choice of business education option to very great extent. This therefore indicates that students' perception influences their choice of option to very great extent.

4.2.4 Research Question Four:

What is the influence of gender perception on students' choice of business education programme in the North-East zone of Nigeria?

Item 14 from the questionnaire was used to answer this research question. The weighted scores and the means of the responses generated from the questionnaire item are as presented in Table 4.6 while the summary of the raw data are in Appendix V.

Table 4.6: Mean scores of Students on Gender Influence

Gender	Weighted scores of Very Great Extent	Weighted scores of Great Extent	Weighted scores of Moderate Extent	Weighted scores of Low Extent	Total weighted scores	Weighted mean score	Remarks
Male	28	33	8	76	145	1.4796	Low Extent
Female	60	9	8	56	133	1.7053	moderate Extent

Source: Field survey 2012

From table 4.5 which dwells on the extent to which gender difference influences students' choice of business education programme 28 weighted scores of male students' are of opinion that gender influences their choice of business education to very great extent while 33 of the weighted scores are of opinion that their gender influences their choice of business education to great extent. Weighted scores of eight are of opinion that their gender influences their choice of business education to moderate extent; while weighted scores of 76 opined that their gender has low influence on their choice of business education. The weighted mean for male students was 1.4796 indicating that the gender difference influences their choice of programme to low extent.

Similarly, 60 weighted scores of female respondents are of opinion that their gender influences their choice of business education programme to very great extent; while weighted scores of nine are of opinion that their gender influences their choice of the business education to great extent. Eight weighted scores of the female respondents are of opined that that gender influences their choice of business education to moderate extent, while 56 weighted scores indicated that gender difference influence their choice to low extent. Thus the weighted mean responses of female respondents was 1.7053

indicating that gender influences female students' choice of business education as a career to moderate extent. This therefore indicates that gender difference has low influence on male students and moderate influence on female students' choice of business education as a career.

4.3 Testing of Null Hypotheses

The four Null Hypotheses were subjected to statistical testing. Independent t-test was used to test Research Hypotheses one to four. The details of each test are as presented in the subsequent paragraphs.

4.3.1 Null Hypothesis 1:

There is no significant difference between the mean responses of male and female students in the North-East Zone of Nigeria on how they perceive business education programme.

To test this null hypothesis, independent t-test was used to test for level of significance between mean scores of male and female students' in Colleges of Education on their perception of Business Education. Results of the test are as presented on Table 4.7.

Table 4.7 Independent t-test for mean difference between male and female students scores on of their perception of Business Education

	Gender	N	Mean	S.D	S.E	DF	t-cal	t-crit	P
Students' perception of Business Education	Male	98	18.8523	3.2410	.24430	174	1.92	1.96	.007
	Female	78	18.9324	2.3948	.27839				

N = Number, S.D = Standard Deviation, S.E = Standard Error, DF = degree of freedom, t-cal = t-calculated, t-crit = t-critical

Source: field survey 2012

Table 4.7 shows that the number of male students (N) was 98, while that of female students was 7. Male students' mean was 18.8523, while that of female was 18.9324. The standard deviation S.D is 3.2410 for male students and 2.3948 for female students. Standard Error (S.E) for male students was .24430 while that of female students was .27839. The degree of freedom df is 174. The independent t-test statistic also reveals t-calculated value of 1.92, while the t-critical value was 1.96 and the p-value of .007. From the table it showed that t-calculated of 1.92 is less than t-critical of 1.96. The p-value of .007 was greater than the 0.05 level of significance. This means that there is no significant mean difference between male and female students' scores on their perception of Business Education programme. Consequently, the null hypothesis which states that there is no significant difference between the mean responses of male and female students in the North-East Zone of Nigeria on how they perceive business education programme is hereby retained.

4.3.2 Null Hypothesis 2:

There is no significant difference between the mean scores of male and female students in the North-East zone of Nigeria on the extent to which their perception influences their choice of business education as a career.

Independent t-test was used to test for level of significance between mean scores of male and female students' in Colleges of Education on the extent to which their perception influence their choice of Business Education. Results of the test are presented on Table 4.8.

Table 4.8 Independent t-test on the Extent students' Perception Influences Their Choice of Business Education

	Gender	N	Mean	S.D	S.E	DF	t-cal	t-crit	P
Extent	Male	98	17.8352	2.6643	.20083				
Perception						174	1.65	1.96	.012
Influences									
students'									
Choice	Female	78	16.8784	2.1893	.25451				

Source: field survey 2012

Table 4.8 shows that the number of male students (N) was 98, while that of female students was 78. Male students' mean was 17.8352, while that of female was 16.8784. The standard deviation S.D was 2.6623 for male students and 2.1893 for female students. Standard Error (S.E) for male students was .266428 while that of female students was .218934. The degree of freedom df was 174. The independent t-test statistic also revealed t-calculated value of 1.92, while the t-critical value was 1.96 and the p-value of .012. From the table it shows that t-calculated of 1.65 is less than t-critical of 1.96. The p-value of .012 is greater than the 0.05 level of significance. This means that there is no significant mean difference between male and female students' scores on the extent their perception influenced their choice of Business Education programme. Consequently, the null hypothesis which states that there is no significant difference between the mean scores of male and female students in the North-East Zone of Nigeria on the extent to which their perception influenced their choice of Business Education programme is hereby retained.

4.3.3 Null Hypothesis 3

There is no significant difference between the mean scores of students undertaking accounting option and that undertaking office option in the North-East on the extent to which their perception influences their choice of business education programme options.

Independent t-test was used to test for level of significance between mean scores of students who major in accounting option and that of office technology option in Colleges of Education on the extent to which their perception influence their choice of option. Results of the t-test are as presented on Table 4.9.

Table 4.9 Independent t-test on the Extent students' Perception Influences their Choice of Option

	Option	N	Mean	S.D	S.E	DF	t-cal	t-crit	P
Students' perception of Business Education	Accounting	136	18.8011	7.2648	.5476				
	Office	40	18.7703	5.2225	.6071	174	1.106	1.96	.270

Source: field survey 2012

Table 4.9 shows that, the number of accounting option students (N) was 136, while that of office technology is 40. Mean scores of accounting student was 18.8011, while that of office technology was 18.7703. The standard deviation S.D was 7.2648 for accounting students and 5.2225 for office technology students. Standard Error (S.E) for accounting students was .5476 while that of office option was .6071. The degree of freedom df was 174. The independent t-test statistic revealed t-calculated value of 1.106, while the t-critical value was 1.96 and the p-value of .270. From the table it shows that t-calculated of 1.106 was less than t-critical of 1.96. The p-value of .270 was greater than

the 0.05 level of significance. This means that there is no significant difference between the mean scores of accounting option students and that of office technology on the extent their perception influenced their choice of Business Education programme option. Consequently, the null hypothesis which states that there is no significant difference between the mean scores of students undertaking accounting option and that undertaking office option in the North-East on the extent to which their perception influences their choice of business education programme options is hereby retained.

4.3.4 Null Hypothesis 4:

There Is No Significant Difference Between The Mean scores Of Male And Female Students In The North-East Zone Of Nigeria On The Influence Of Gender Perception On Students' Choice Of Business Education Programme

Independent t-test was used to test for level of significance between mean responses of male and female students in Colleges of Education on the extent to which gender perception influences their choice of Business Education programme as a career. Results of the test are as presented on Table 4.10.

Table 4.10 Independent t-test For Gender Perception influence on the Choice of Business Education

	Gender	N	Mean	S.D	S.E	DF	t-cal	t-crit	P
Gender	Male	98	1.5000	7.2648	.93219				
Influence						174	2.73*	1.96	000
On choice									
Business Educ	Female	78	3.5641	5.2225	.81759				

Source: field survey 2012

From table 4.10, the number of male students (N) was 136, while that of female students was 76. Mean scores of male students was 1.5000, while that of female was 3.5641. The standard deviation S.D was 7.2648 for male students and 5.2225 for female students. Standard Error (S.E) for male students was .93219 while that of female students was .81759. The degree of freedom df was 174. The independent t-test statistic revealed t-calculated value of 2.73, while the t-critical value was 1.96 and the p-value of .000. From the table it showed that t-calculated of 2.73 was greater than t-critical of 1.96. The p-value of .000 was less than the 0.05 level of significance. This means that there is significant difference between the mean responses of male students and that of female students on the extent gender perception influences their choice of Business Education programme as a career. Consequently, the null hypothesis which states that there is no significant difference between the mean scores of male and female students in the North-East Zone of Nigeria on the influence of gender perception on students' choice of Business Education Programme is hereby rejected.

4.4 Summary of Major Findings

The major findings of the study are:

1. Students in Colleges of Education in the North-East Zone of Nigeria perceived Business Education as a programme of study that seeks to equip recipients with the right skills that will enable them to engage in a life of work in the office as well as for self employment.
2. Students' perception of Business Education influences their choice of the programme to very great extent.

3. Students' perception influences the choice of both accounting and office options to very great extent.
4. Gender difference has low influence on male students' choice of career but moderate on female students' choice of Business Education program as a career.

4.5 Discussion of Findings

The study found that students in Colleges of Education in North-East Zone of Nigeria perceived Business Education as a programme of study that seeks to equip recipients with the skills that will enable them to engage in a life of work in the office as and self employment. This item has the highest mean scores of 3.6761. The finding is in line with the finding of Okoro and Ihimekpen (2003) that it is today believed that Business Education will lead to self reliance, and graduates will no longer wait to be employed by government establishments, instead they can set up businesses of their own and get others employed, thus improving the nation's economy. It therefore means that students have understood the meaning and purposes of Business Education. This is evident in the result of t-test which showed no significant difference existing between the mean responses of male and female students on their perception of business education. The finding is also in line with Schwartz (2005) who demonstrated that most college students appear to recognize the connection between present day choices and future job satisfaction. It is also in agreement with the finding of Hewitt (2010) that some students choose to follow their passion regardless of how much or little it will make them. This indicated that students chose Business Education Programme because they recognized

that in future they can use the knowledge and skills of Business Education to run their personal businesses irrespective of how others perceived it.

On the extent to which students' perception influences their choice of Business Education programme as a career, result indicated that students' perception influences their choice of Business Education programme as a career to very great extent. The mean scores of 3.8897 for male students and 3.6750 for female students both pointed that their perception greatly influenced their choice of Business education. This therefore, means that students' choice of Business Education as a career was influenced by their perception of the programme. This is in line with the findings of Niles and Weiss (2007) who demonstrated that most college students choose their field of study based on their perception of the ideal job market in general and also they career path they wish to pursue. This implies that students choose business education based on their perception rather than on how others perceived the programme.

On the choice of options in Business Education, the study revealed that the students' perception of influences their choice of option to very great extent. The high mean scores which stood at 3.8897 and 3.6750 for accounting and office options students is an indication that their choice of option was greatly influenced by their perception. This seems to point that one's interest in the field was the most significant factor in choosing a career as observed by Pines (2007) and Beggs, Bantham and Taylor (2008). Interest is an attitude that develops over time intrinsically as a result of either one's perception or the perception of others.

The result of the study also revealed that gender has low influence on male students and moderate influence on female students' choice of Business Education as a career. The mean scores which stood at 1.4796 and 1.7053 for male and female students respectively implied that gender is not a major factor of career choice. The significant difference which exists between the mean scores of male and female students is an indication gender influences male and female students differently. This finding is in line with the finding of Ilias, Yosoa, Rahman and AbdRazak (2009) whose study showed that significant difference exist among gender and accounting experiences relating to level of important and interest.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations based on the findings of the study.

5.1 Summary

The main objective of this study was to determine the Perception of students who undertake business education as a programme of study and the influence of their perception on their choice of the programme. In order to determine this, four specific objectives and four Research Questions were stated. Four null hypotheses were also tested at 0.05 level of significance. Literatures were reviewed. Previous literatures reviewed factors such as peer group, societal perception and parents as factors which influence one's career choice. Records on NCE students' perception and the influence of their perception on their choice of Business Education programme as a career was hardly available. This therefore served as the main gap which this study served to fill in literature.

Descriptive Survey design was used for the study. A Sample of 271 respondents was drawn out from 1354 NCE II Students, in eight Colleges of Education in North-East Zone of Nigeria that run Business Education programme. The instrument for the study was a structured questionnaire which was administered by the researcher with the help of eight trained research assistants and 176 copies were returned and found to be valid. Frequency and percentage were used to analyze the demographic data. Weighted means

were used to answer the four research questions while t-test was used to test the four null hypotheses at 0.05 level of significance. Major findings of the study showed that:

- i. Students perceived Business Education as a programme of study that seeks to equip recipients with the right skills that will enable them to engage in a life of work in the office and for self employment.
- ii. Students' perception influences their choice of Business Education programme as a career to very great extent.
- iii. Students' perception influences their choice of Business Education options to very great extent;
- iv. Gender difference has low influence on male students' choice of Business Education and moderate influence on female students' choice of Business Education programme as a career.

The t-test statistic showed that no significant difference exists between the mean responses of male and female students with regards to their perception of Business Education and on the extent to which their perception influence their choice of the programme. Also, t-test showed no significant mean difference exists between the mean responses of students who major in accounting option and that who major in office option on the extent their perception of Business Education programme influences their choice of options. However, t-test showed that there is significant difference between the mean responses of male and female students on the extent to which gender influences their choice of Business Education programme as a career.

5.2 Conclusion

Based on the findings, it therefore means students believe that through Business Education they would be equipped with the skills and knowledge to work in the office and to be self reliant. This means, students have discovered that with the knowledge of Business Education they would be able to work in the office and also run their own businesses. With this type of perception it then means that more students will choose the programme and that will call for more hands and room for accommodation.

As for perception which influences students' choice of Business Education programmed as a career or as an option, implies that students already had good knowledge of the programme and had developed positive attitude towards the programme irrespective of how others perceive it. This consequently implies that the lecturers are qualified and competent. It however implies that if the staff were not competent student would not have developed such positive perception.

Since gender has weak influence on students' choice of Business Education, it then means that students choose Business Education programme because of their perception and interest in the programme. This therefore means that if the interest of the learner is taken seriously by curriculum planners and implementers it will encourage students to choose Business Education programme.

5.3 Recommendations

Based on the findings and the conclusion drawn, the following recommendations are made:

1. Management of Colleges of Education in the North-East zone of Nigeria should plan to construct lecture theatre for the department of Business Education in order to meet the enrolment challenges in future'
2. Management of Colleges of Education in North-East Zone that run Business Education Programme should Plan to employ more competent Business Educators in order to meet up with the staff-student ratio. This will reduce the work load on the existing lecturers thereby enhances the teaching-learning process.
3. Since there is entrepreneurship Education in the existing curriculum of NCE Business Education, it should be reviewed to make teaching more practical. This will stimulate recipients to think towards establishing and running their own businesses thereby reducing the rate of unemployment which has posed as security threat to the society. Besides .Business Education departments should strictly ensure that students undertake their Industrial Training with organizations where they will gain some practical experiences. This will complement the theoretical knowledge that students acquired in the classroom.
4. Departments of Business Education in Colleges of Education should encourage field trips and excursions; this will stimulate students' interest in the programme.

5.4 Limitations of the Study

Limitations of the study include the following:

1. The study was conducted when some Colleges were writing examinations, but with the help of the lecturers in those colleges they (students) filled the questionnaire.
2. Many copies of the questionnaire administered were not returned and some haphazardly filled as a result became invalid'

5.5 Suggestions for Further Studies

Further studies can be conducted in the following areas:

1. Similar study can be conducted in other zones in the country including University in order to establish if findings will be similar.
2. A comparative study of influences on the choice of Business Education programme.
3. A comparative study on gender influence in other zones.

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Appendix I



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692

Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN

Head of Department: Dr. I. M Haruna PGDE, (ABU), MSc (Bulgaria)

Your Ref: _____
Our Ref: M.ED/EDUC/4753/09-10

28th March, 2012
Date: _____

LETTER OF INTRODUCTION
BAKO DANLADI – M.ED/EDUC/4753/09-10

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: *Effect of Lecturers and Students Perceptions of Business Education and the Choice of The Programme in COLleges of Education in the North-East Zone of Nigeria.*

Please, kindly give him every assistance he may require.

Dr. Iliya M. Haruna
HEAD OF DEPARTMENT

Appendix II

Students' Enrolment in Business Education Programme in Colleges of Education in North-East Zone of Nigeria.

Institutions	Location	2009/2010	2010/2011	2011/2012	Total
Federal College of Education, Yola,	Adamawa State	94	62	154	310
College of Education, Azare	Bauchi State	71	102	115	288
College of Education, Waka, Biu,	Borno State	62	85	80	227
Kashim Ibrahim College of Education, Maiduguri	Borno State	57	50	89	196
Federal College of Education (Technical), Gombe	Gombe State	230	600	420	1,250
College of Education, Jalingo	Taraba State	390	264	400	1,054
College of Education, Gashua	Yobe State	23	63	55	141
Federal College of Education, (Technical) Potistum	Yobe State	120	128	155	403
Total		1,047	1,354	1,468	3,869

Source: Field survey in 2012.

Appendix III

Department of Voc. and Tech. Education
Faculty of Education
Ahmadu Bello University, Zaria
Kaduna state

REQUEST TO ADMINISTER QUESTIONNAIRE

I am a postgraduate student in the above named institution. I am conducting a study on the *NCE Students' Perception and its influence on the choice of Business Education in North-East Zone of Nigeria*. Your college is one of the colleges for the study.

I therefore request your permission to administer the questionnaire in your College in order to get data for the study. This is purely academic work; therefore any data collected will be used for that purpose only. Your response will be treated as confidential.

Thanks for your cooperation.

Yours faithfully,

Bako, Danladi.

Appendix IV

QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed to determine the Perception of students who undertake business education as a programme of study and the influence of their perception on their choice of the programme in Colleges of Education in North-East Zone of Nigeria. You are please required to tick and fill the questionnaire below.

SECTION A: DEMOGRAPHIC-DATA

- 1 Gender.....Male [] Female []
- 2 Institution.....

SECTION B: STUDENTS' PERCEPTION OF BUSINESS EDUCATION:

Read each statement carefully and tick the column on the right hand side that appropriately indicates the extent to which you agree or disagree with the following statement about Business Education.

Key:

SA=Strongly

Agree A=Agree

D=Disagree

SD=Strongly Disagree.

I perceive business education as

S/N		SA	A	D	SD
1	programme of study that seeks to equips recipients with the right skills that will enable them to engage in a life of work in the office as well as for self employment.				
2	programme of study for those who can never do well academically in the society.				
3	programme of study that prepares graduates for different job opportunities.				
4	programme of study for the acquisition and development of skills and competencies necessary for efficiency in the business offices.				
5	programme for the preparation of good teacher and office worker.				
6	a tool for economic development.				
7	panacea for poverty alleviation.				
8	programme that prepares incompetent office workers.				
9	programme designed to prepare individuals as semi-skilled workers.				
10	programme for general knowledge of business practices.				

Section C: Extent of Influence of Students' Perception on their Choice of Business Education.

N.B: Tick in the appropriate column the extent to which your perception influences your choice of Business Education.

KEY

A = Very Great Extent

B = Great Extent

C = Moderate Extent

D = Low Extent

11 My perception of Business Education influences my choice of the programme

		Tick Appropriately
A	Very Great Extent	
B	Great Extent	
C	Moderate Extent	
D	Low Extent	

SECTION D: INFLUENCE OF BUSINESS EDUCATION STUDENTS' PERCEPTION ON THEIR CHOICE OF BUSINESS EDUCATION PROGRAMME OPTIONS

Rate the extent to which your perception influences your choice of business education options. Please tick only the option that best describes your perception.

12. My perception influences my choice of accounting option to:

		Tick appropriately
A	Very great extent	
B	Great extent	
C	Moderate extent	
D	Low extent	

Rate the extent to which your perception influences your choice of business education options. Please tick only the option that best describes your perception.

13 My perception influences my choice of office option to:

		Tick appropriately
A	Very great extent	
B	Great extent	
C	Moderate extent	
D	Low extent	

SECTION E: INFLUENCE OF GENDER DIFFERENCES ON BUSINESS EDUCATION STUDENTS' PERCEPTION OF BUSINESS EDUCATION A CAREER

Rate the influence of gender differences on your perception and choice of business education. Please tick only the option that best describes your perception.

14. My gender has influenced my perception and choice of business education to:

		Tick appropriately
A	Very great extent	
B	Great extent	
C	Moderate extent	
D	Low extent	

APPENDIX V

DETAILS OF ALL STATISTICAL ANALYSIS

Frequency Table

Crosstabs

Gender distribution

Gender	Number of students	Percentage
Male	98	55.7
Female	78	44.3
Total	176	100

Institution

S/N	Institution	Frequency	Percentage	Cumulative percentage
1	FCE Yola, Adamawa State	8	4.5	4.5
2	COE Azare, Bauchi State	9	5.1	9.6
3	COE Biu, Borno State	10	5.7	15.3
4	KICOE Maiduguri Borno State	7	4.0	19.3
5	FCET Gombe, Gombe State	81	46.0	65.3
6	COE Jalingo, Taraba State	36	20.5	85.8
7	COE Gashua, Yobe State	9	5.1	90.1
8	FCET Potistum, Yobe State	16	9.1	100
9	Total	176	100	

Statistics

	Business Education is a programme of study that acquires recipients with the right skills that enables them to engage in life of work in the office as well as for self employment	Business Education is a programme that provides those who can never do well academically in the society	Business Education is a programme that provides graduates with different job opportunities	Business Education is acquisition and development of skill & competence necessary for efficiency in Bus offices	Graduates of NCE Bus educ can be teachers as well as office workers	Business Education is a topol for economic development	Business Education is a panacea for poverty alleviation	A graduate of NCE Bus edduc can teach but is not competent to work in the office	Business Education is a programme designed to prepare individuals as semi-skilled workers in occupations that are not generally considered professional	Business Education is for general knowledge of business practices
N	Valid Missing	74 0	74 0	74 0	74 0	74 0	74 0	74 0	74 0	74 0
Mean		3.7973	1.1216	3.6081	3.6081	3.7703	3.4730	3.2838	1.3243	1.8649
Std. Error of Mean		.04705	.03825	.06615	.05714	.04923	.05844	.07075	.06413	.09091
Std. Deviation		.40476	.32908	.56901	.49151	.42353	.50268	.60862	.55166	.78206

I perceive business education as a:

programme that seeks to equip recipients with the right skills that enables them to engage in life of work in the office as well as for self employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Agree	51	29.0	29.0	30.7
	Strongly Agree	122	69.3	69.3	100.0
	Total	176	100.0	100.0	

programmed of study for those who can never do well academically in the society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	122	69.3	69.3	69.3
	Disagree	46	26.1	26.1	95.5
	Agree	6	3.4	3.4	98.9
	Strongly Agree	2	1.1	1.1	100.0
	Total	176	100.0	100.0	

programme of study that prepares graduates for different job opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.0	4.0	4.0
	Disagree	5	2.8	2.8	6.8
	Agree	72	40.9	40.9	47.7
	Strongly Agree	92	52.3	52.3	100.0
	Total	176	100.0	100.0	

programme of study for the acquisition and development of skill & Competence necessary for efficiency in Bus offices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	6.3	6.3	6.3
	Disagree	5	2.8	2.8	9.1
	Agree	83	47.2	47.2	56.3
	Strongly Agree	77	43.8	43.8	100.0
	Total	176	100.0	100.0	

programme that prepares one as a good teacher as well as office worker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Agree	60	34.1	34.1	35.8
	Strongly Agree	113	64.2	64.2	100.0
	Total	176	100.0	100.0	

topol for economic development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.3	2.3	2.3
	Disagree	11	6.3	6.3	8.5
	Agree	86	48.9	48.9	57.4
	Strongly Agree	75	42.6	42.6	100.0
	Total	176	100.0	100.0	

panacea for poverty alleviation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	47	26.7	26.7	26.7
	Disagree	28	15.9	15.9	42.6
	Agree	52	29.5	29.5	72.2
	Strongly Agree	49	27.8	27.8	100.0
	Total	176	100.0	100.0	

programme that prepares graduates that are competent to work in the office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	91	51.7	51.7	51.7
	Disagree	58	33.0	33.0	84.7
	Agree	13	7.4	7.4	92.0
	Strongly Agree	14	8.0	8.0	100.0
	Total	176	100.0	100.0	

programe designed to prepare individuals as semi-skilled workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	35	19.9	19.9	19.9
	Disagree	38	21.6	21.6	41.5
	Agree	46	26.1	26.1	67.6
	Strongly Agree	57	32.4	32.4	100.0
	Total	176	100.0	100.0	

programme for general knowledge of business practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	5.1	5.1	5.1
	Disagree	7	4.0	4.0	9.1
	Agree	61	34.7	34.7	43.8
	Strongly Agree	99	56.3	56.3	100.0
	Total	176	100.0	100.0	

Research Question 2

Perception and choice of Business Education

Gender	Very great extent	Great extent	Moderate extent	Low extent	Total
Male	68	30	0	0	98
Female	54	24	0	0	78
Total	122	54	0	0	176

Research question 3

Choice of options

Options	Very great extent	Great extent	Moderate extent	Low extent	Total
Accounting	123	11	2	0	136
Office	27	13	0	0	40
Total	150	24	2	0	176

Research question 4

Gender influence

Gender	Very great extent	Great extent	Moderate extent	Low extent	Total
Male	7	11	4	76	98
Female	15	3	4	56	78
Total	22	14	8	132	176

Frequency Table

Hypothesis one

T-test

Group Statistic

	Gender	N	Mean	Std Deviation	Std Error Mean
Perception of Business Education Between male and female students	Male	98	18.8523	3.24095	.24430
	Female	78	18.9324	2.39481	.27839

Dependent Sample Test

	Levine's Test for Equality of Variance		t-test for Equality of means						
	F	Sig	t	df	Sig (2-tailed)	Mean Diff	Std Error Diff	95Confidence interval of the Diff	
								Lower	upper
Equal variance assumed	7.295	.007	.192	174	.848	.08016	.41795	.90334	.7430
Equal variance not assumed			.216	183.4	.829	.08016	.37038	.81092	.6506

Hypothesis two

T-test

Group Statistic

	Gender	N	Mean	Std Deviation	Std Error Mean
Extent perception influence choice of career	Male	98	17.8352	2.66428	.20083
	Female	78	16.8784	2.18934	.25451

Dependent Sample Test

	Levine's Test for Equality of Variance		t-test for Equality of means						
	F	Sig	T	Df	Sig (2-tailed)	Mean Diff	Std Error Diff	95Confidence interval of the Diff	
								Lower	upper
Equal variance assumed	6.462	.012	1.65	174	.007	.95689	.35104	.26544	1.648
Equal variance not assumed			2.95	165.5	.004	.95685	.32420	.31675	1.597

Hypothesis Three

T-test

Group Statistic

	Option	N	Mean	Std Deviation	Std Error Mean
Extent perception influence choice of option	Accounting	136	18.8011	7.2648	.5476
	Office	40	18.7703	5.2225	.6070

Dependent Sample Test

	Levine's Test for Equality of Variance		t-test for Equality of means						
	F	Sig	t	Df	Sig (2-tailed)	Mean Diff	Std Error Diff	95Confidence interval of the Diff	
								Lower	upper
Equal variance assumed	6.462	.270	1.106	174	.524	.95689	.5476	.26544	1.648
Equal variance not assumed			2.95	165.5	.576	.95685	.6070	.31675	1.673

Hypothesis Four

T-test

Group Statistic

	Gender	N	Mean	Std Deviation	Std Error Mean
Extent gender perception influences choice of career	Male	98	1.5000	7.26480	.93219
	Female	78	3.5641	5.22257	.81759

Dependent Sample Test

	Levine's Test for Equality of Variance		t-test for Equality of means						
	F	Sig	t	Df	Sig (2-tailed)	Mean Diff	Std Error Diff	95Confidence interval of the Diff	
								Lower	upper
Equal variance assumed	15.927	.000	2.726	174	.270	1.0309	.93219	.80516	2.867
Equal variance not assumed			2.180	188.2	.209	1.0309	.81759	.58196	2.64