INFLUENCE OF PARENTS, TEACHERS AND PEER GROUPS ON STUDENTS' CHOICE OF BUSINESS SUBJECTS IN GOVERNMENT SECONDARY SCHOOLS, KADUNA STATE, NIGERIA

BY

Lilian Benjamin MARCUS

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

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BY

Lilian Benjamin MARCUS
P14EDVE8045/2015
B. Ed. 1999, ABU, Zaria

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN BUSINESS EDUCATION

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

APRIL, 2017

DECLARATION

I declare that the content of this work titled: "Influence of Parents, Teachers and Peer Group on Students' Choice of Business Subjects in Government Secondary Schools, Kaduna State, Nigeria" has been carried out by me, in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from literature has been duly acknowledged in the text and list of references provided. This dissertation work has not been presented in any previous application for a higher degree at this or any other institution.

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Lilian Benjamin MARCUS Date
(P14EDVE8045/2015)

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CERTIFICATION

This Dissertation titled "INFLUENCE OF PARENTS, TEACHERS AND PEER GROUP ON STUDENTS' CHOICE OF BUSINESS SUBJECTS IN GOVERNMENT SECONDARY SCHOOLS, KADUNA STATE, NIGERIA" submitted by Lilian Benjamin MARCUS meets the regulations governing the award of masters Degree in Education (M.Ed) in Business Education, in the department of Vocational and Technical Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

_____	_____
Prof. A.A. Udoh Chairman, Supervisory Committee	Date
_____	_____
Dr. R. T. Umar Member, Supervisory Committee	Date
_____	_____
Dr. S. Ibrahim HOD, Voc. & Tech. Education	Date
_____	_____
Prof. S. Z. Abubakar Dean, Postgraduate Studies	Date

DEDICATION

This work is dedicated to God Almighty, my mother (Salina Tanko) and my late father (Pada Tanko) and my children (Neri and Enoch).

ACKNOWLEDGEMENT

The researcher's sincere appreciation goes to her able and wonderful supervisors Prof. A.A. Udoh, Dr. S. R. T. Umar. Their untiring efforts, criticisms, advice and guidance throughout the period helped in shaping the research work. The researcher would also like to acknowledge the contribution of the internal examiners; Prof. K Mahmoud and Dr. S. S. Amoor for their valuable contributions to the work.

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OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used in the study:

Students' choice of Business subjects	These are selection of Business subjects made by students.
Teachers influence	This denotes a wide range of procedure including giving advice, encouragement, information, test interpretation and psychoanalysis by teachers that influence students' choice of subjects.
Parents influence	This include the interaction that father, mother, guardian and other relatives do with students that influence their choice of subjects
Peer group influence	This includes peer group interactions that have influence on student's choice of subjects.

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ABSTRACT

This study investigated the Influence of parents, teachers and peer group on students' choice of Business subjects in Government Secondary Schools, Kaduna state, Nigeria. The study had four objectives. Four research questions were raised to guide the study while four null hypotheses were formulated and tested. Descriptive survey research design was used for the study. The total population of the study was 28,524 SS I students in senior secondary schools in Kaduna state. Six hundred (600) students were used as a sample for the study. Self-designed four rating scale structured questionnaire was used for data collection using face to face method. The instrument was validated by experts in Business education and the reliability of the instrument was determined through pilot study. The result of the study revealed reliability coefficient 0.77. Data collected were coded into Statistical Packages of Social Science. The package was used to run Table of frequencies and percentage to analyze the bio-data of the respondents. Weighted mean score and standard deviation was used to answer the research questions using an index score of 2.5 for agree. Simple regression was employed in testing null hypotheses one, two and three and multiple regression was employed in testing null hypothesis four. All the null hypotheses were tested at 0.05 levels of significance. The study revealed among others that, parents and teachers had significant influence on the choice of Business subjects among secondary school students in Kaduna state. Based on the outcome of the study, the researcher concluded among others that fewer numbers of students would be offering Business subjects at Senior Secondary School Category Examination (SSCE) at the secondary school schools level. One of the recommendations was that schools administrators should enlighten parents on the career day on the importance of Business subjects on the future of secondary schools students. In addition, teachers should stop discouraging secondary school students from offering Business subjects.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Secondary school is a transitional stage of education. This is an emerging period of youth ability (examining talents) to make their choice as science, social science, art or Business students depending on the students' abilities, the ability to do so may largely predicted on their scores or aptitude test conducted by schools or the choice made by their parents or peer groups influence or through teacher's advice as the case may be (Inuwa & Yusof, 2012). The primary objective of secondary school education is to prepare individual students to have strong educational background before proceeding to higher education (University, polytechnic, or college of education), with the simple focus of subject tracking for the purpose of having and producing experts or specialists in subject area. The hope of this is seen as the central duty of the teacher in the school (Fafunwa 2004). To achieve the producing future experts in Nigeria, students determine the area of their specialization at senior secondary school level.

Business subjects in schools are one of the structured curriculum areas geared toward achieving some specific goals of the secondary education. It is an integrated pre-vocational subject taught at the secondary level as stipulated in the National Policy on Education (FRN, 2004). Business subjects are competence-based subject where each student needs to acquire and demonstrate specific competencies for example, typewriting, record-keeping, commerce economic and shorthand. Effective teaching-learning process in Business subjects' therefore depends a lot on the activities that both the teachers and students put up in the class. Hence business subjects are core for building a career among secondary school students.

Business subjects provides students with a new, practical context for many of the subjects they had studied at the primary school level including mathematics, science, language and social studies. It helps students to recognize the relevance of these subjects as they are applied to the world of business; for example, in helping people with their needs, challenges, and problems and in creating products and services that help to improve the quality of life. The Business studies in junior secondary school level in Nigeria provide broad knowledge and skills that can help students make a successful through SS level transition to post-secondary education, training programmes and the workplace. It prepares students to apply their education to the real-world challenges and experiences. However, the choices of subject combination for study at the secondary school level are often influenced by several factors including teachers' attributes, peer groups and parental factors.

Teacher's attributes have received the greater attention in research, indeed the success of any teaching and learning process which invariably influences students' academic performance and choice of subject combination depends on how effective and efficient the teachers are. Teacher's knowledge therefore plays a significant role in student's choice of appropriate subjects during the teaching and learning process. A student may like a particular subject very well but because of the poor teaching method of the teacher such a student may lose interest for such subject. Therefore it is very important that secondary school teachers should be academically articulate in their areas of specialization. The way he/she relate to the students and passes across his instructions could go a long way to affect the students' response and attitude towards the subject. However, the task of a teacher, which includes sustaining educational system, does not rest on his or her professional competency but, also on the home background.

Parents generally would wish their children to achieve where they failed to achieve. To enable them achieve this, they ensure that they send their children to high-class school, which would expose them to good vocational choices. Entrepreneurial parents, who value Business as a future prospect for their own children, may influence learners in their subject choice. Parents who own businesses can be source of great inspiration for a young child. Entrepreneurial parents tend to provide a strong example and become a source of influence on children. Parents would always remain the primary educators of their children, and hence have an invested interest in their child's subject choice.

As children grow older say from the age of 12 years onwards, the importance of parents begin to decrease as a reference group and as a model for conformity and they begin to relate more with their age mates. Peer groups are usually made up of playmates, friends or people within the same age bracket. They serve as confidants to their members. In most cases they belong to same social clubs where they share the same values and ideals. Many educators considered peer groups to be an effective and powerful instructional and strategy group instructional that can be used to develop academic as well as social skills of peer groups.

Peer groups are an important influence throughout one's life, but they are more critical during their developmental years of adolescence. There is often a controversy about the influence of a peer group versus parental influence, particularly during adolescence. The power of the peer group becomes more important when the family relationships are not close or supportive. If the parents are largely unavailable, the children may turn to their peer group for emotional support. Most children in this situation are not discriminatory about the kind of group they join. They would often turn to a group that accepts them, even if the

group is involved in illegal or negative activities. For some young people, the need for affiliation or closeness is often greater than the need to "do the right thing" (Alika, 2010). In all societies since the beginning of time, adolescents have learned to become adults by observing, imitating and interacting with the grown-ups around them. The adolescents today are socialized more within the confines of their peers than with adults, it is therefore necessary to give student guidance and counseling services.

The school guidance and counseling services occupies a central position in the education of students. It helps them to cope with their studies and interpersonal relationships and also prepare them for life after leaving school. This is to say that the importance of guidance and counseling programme in secondary schools, include bringing to the students an increased understanding on how to choose subject combination in order to achieve their future educational goal, vocational and career. Oye et al (2012) posits that the essence of incorporating guidance and counseling into school system was to eliminate overwhelming ignorance of many young people on their choice of subject combination for future career prospect and personality maladjustment.

The researcher is passionate about students and their subjects choice for Business subjects' and wanted to find a definitive answer to the question, "What factors influence students' choice of Business subjects at school"? In this way, further research or strategies could be implemented in order to promote an increase in the number of students taking the subject. Therefore the relevance of this study is to show what factors tend to influence students' choices of Business subjects' in secondary schools. There are a number of factors that determine learners' choice and this research is attempting to discover some of the significant factors in choosing. Teacher, parents and peer groups, when combined

significantly predicted students' choice of school subjects at the senior secondary school level. Therefore, the study will like to address the effects of three very influential factors. The teachers' attributes, parents and peer group.

It is against this background that this study will find out the parental, teachers and peer groups influence on students' choice of Business subjects in government secondary schools in Kaduna state.

1.2 Statement of the Problem

Making choices from an array of alternatives is an integral part of life. At various stages of life, individuals have to make some important decisions. Some of such decisions tend to have everlasting impacts on the individual. One of such delicate and life- implicating decision is the choice of school subjects at the senior secondary school level. It is one decision that tends to determine students future educational and career progress. Business subjects are taught as one of the basic subjects that could enable students acquire further skills which tend to be common fundamental to all personal and occupational activities. The researcher intends to find out how factors such as parents, teachers and peer groups influence can merely alter their decisions for choice of interest in selecting subjects' combination.

Some researchers have identified a considerable number of factors influencing subjects selection by students in secondary school. Some literature reviewed identify many factors that are likely to influence students subject selection including school policy, parental will peer groups influence, academic ability, intelligence, age, sex, ignorance and accidental choice (Owoyele & Toyobo, 2008). The contribution of each of these factors is still obscure.

Parents that are very wealthy and rich tend to programme the kind of discipline or professions they want their children to offer. For instance, parents that are doctors, lawyers and artisans would want their children to take after them, so that the much money invested into the Business will not be inherited by someone which is outside the family or become useless. They tend to have influence in students choice of subject and this may be against the interest of the child. While parent from the rural areas with less income may not be privilege to advice their wards to make choice of subject base on their interest. Therefore, such children are easily influence by either their teachers attributes in class or peer groups influence.

Teachers personality is the contribution of his or her ability to teach effectively (academically quality) and make value fair judgment within the contents of what is being thought and beyond. But this is rather unfortunate as incompetent teacher are employed leading to poor teaching and sub-standard education that mislead student choice of subject combination. Thus, the study tend to find out how wrong impacted knowledge affected student choice of related Business studies subjects

Many peers act as important role models, who are seen as powerful means of transmitting attitudes, value, norms and pattern of thought and behaviour. In many occasions students prefer to be among their colleagues. Eventually they end up pursuing their intention through peer influence or pressure. The influence of peer grouped may hinder the progress of guidance and counseling programme among students where the student has been misinformed by his/her friends to make choice of subjects based on interest of his peers not necessarily considering their interest and capabilities. Therefore it becomes necessary to identify how peer groups influence students' choice of Business subject in secondary school.

Literatures revealed that most parents, teachers and peers influence students on the choice of subjects without considering their aptitude, skills and performance which eventually affects their future career and ambitions. This study therefore tends to investigate the influence of parents, teachers, peer groups and guidance and counseling service on students' choice of Business -subjects which mis-match students' expectation and actual personal interest.

In education, appropriate choice would influence the future of the students while wrong choice would jeopardize the learners' future career.

1.3 Objectives of the Study

The general objectives of this study was to determine the influence of parents, teachers and peer groups on students choice of Business subjects in government secondary schools in Kaduna state. The specific objectives are to:

1. investigate the influence of parents on students' choice of Business subjects in secondary schools in Kaduna state, Nigeria.
2. determine the influence the teachers have on students choice of Business subjects in secondary schools in Kaduna state, Nigeria.
3. examine peer group influence on students' choice of Business subjects in secondary schools in Kaduna state, Nigeria.
4. determine the interactive influence of parents, teachers and peer group on students' choice of Business subjects in secondary school in Kaduna state, Nigeria.

1.4 Research Questions

In line with each of the above specific objective, the following research questions were made:-

1. What is the influence of parents on students' choices of Business subjects in Government Secondary School in Kaduna state, Nigeria?
2. What is the influence the teachers have on students' choice of Business subjects in government secondary schools in Kaduna state, Nigeria?
3. What is the influence of peer groups on students' choice of Business subjects in secondary schools in Kaduna state, Nigeria?
4. What is the interactive influence of parents, teachers and peer group on students' choice of Business subjects in secondary schools in Kaduna state, Nigeria?

1.5 Research Hypotheses

To achieve the objective of this study, the following hypo Business theses were formulated to be tested at 0.05 level of significant.

1. There is no significant influence of parents on students' choice of Business subjects in secondary school Kaduna state, Nigeria.
2. There is no significant influence of teachers on students' choice of Business subjects in secondary schools Kaduna state, Nigeria.
3. There is no significant influence of peer groups on students' choice of Business subjects in secondary school Kaduna state, Nigeria.

4. There is no significant influence of parents, teachers and peer group, on students' choice of Business subjects among secondary school students Kaduna state, Nigeria.

1.6 Significance of the Study

The findings of this study would benefit teachers, parents, students, educational policy makers and researchers

The outcome of the study would provide useful information to teachers on what to consider before advising students on choice of subjects in secondary schools. This would go a long way in reducing wrong advice among teachers in secondary schools.

Publication of part of this work in a journal would help to create more awareness to the parents on the implication of influencing their children to make choice of subjects against their personal interest.

Through this research work, students will understand factors to be considered before making choice of subjects. This would help to reduce impetus among secondary schools students on choice of subjects.

Students would use the outcome of the study to address the influence of peers on their choice of subjects. Peers would also use this study to understand the implications of influencing their friends on wrong choice of subjects' secondary schools.

The result of the study would enable the educational policy makers to acknowledge the importance of conuselling services in secondary schools, this would motivate them to post specialist that will counsel students on the choice of subjects in schools. Finally, the findings of this study could serve as a point of reference for further research on similar topic

1.7. Assumption of the Study

For the purpose of this study, the following assumptions are made that:

1. Parents, teachers and peer groups influence on students' choice of Business subjects may affect their personal interest.
2. Parents, teachers and peer groups influence can result to students' negative or positive decision to make the choice of Business subjects' combination.

1.8 Delimitation of the study

This study is delimited to SS I students in public senior secondary schools in Kaduna state. The choice of this class is because it is at this stage that students determine which subject to choose and write during their final year of senior secondary certificate of education (NECO/WAEC/GCE) for their proposed career. The researcher decided to choose government secondary schools from each of the educational zone because they have similar characteristics and features but differ in locality. The study is delimited to choice of Business subjects commonly taught at senior secondary school level which includes Commerce, Bookkeeping, Economics, Shorthand and Typewriting/Computing, this is because they are approved subjects by the ministry of education for secondary schools. The study is also delimited to the influence of parents, teachers and peer groups on students' choice of Business subject in government secondary schools.

The researcher delimited this study to these areas so as to obtain a result that will establish whether the influence of parents, teachers and peer has positive or negative effects on students' interest in the choice of Business subjects.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature on the subject matter of this research. It was done with a view to ascertain what other researchers have done in the related area. This way, the study will be able to establish the state of the art in the area of research thereby allowing for its unique position in relation to the study. The study will be reviewed within the mainstream of previous and existing literature under the following sub-heading:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.3 Contribution of Parents and teachers toward Students' Choice of Business Subjects in Schools

2.4 Influence of Peer Group on Students' Choice of Business Subjects

2.5 Influence of Peer Group on Students' Choice of Business Subjects

2.6 Students' Personal Interest in School

2.7 Influence of Guidance and Counseling Service in Secondary Schools

2.8 Career Counseling

2.9 Review of Empirical Studies

2.10 Summary of reviewed literature.

2.1 Theoretical Framework

Social Cognitive Career Theory (SCCT): developed by Bandura's (1986) social cognitive theory. SCCT has motivated substantial research of vocational and academic predictors of interests, performance, and choice goals. This theory has proved to be helpful in understanding a variety of interest domains, such as Holland's six RIASEC interest

themes (realistic, investigative, artistic, social, enterprising, and conventional). The authors of SCCT theorize that a person's self-efficacy, or confidence that they can successfully perform a task, has a mutual relation with outcome expectations, or the consequences people anticipate resulting from a particular behavior. These two constructs then influence a person's level and type of interests. Many different activities are attempted through a person's educational career, but generally a persistent interest is only developed in activities in which the person expects to be successful and in which a positive outcome is anticipated. Interests are thought to predict the goals a person has and therefore often behaviors that are pursued. SCCT established how personal cognition might influence career decision making process.

Gibbons (2004) examines how school and career counselors can assist prospective first-generation college students prior to college entrance through the use of Social Cognitive Career Theory (SCCT). This theory is grounded in Bandura's (1986) social cognitive theory, and explores how career and academic interests mature, how career choices are developed, and how these choices are turned into action. This is achieved through a focus of three primary tenets: self-efficacy, outcome expectations, and goals (Lent et al., 1994).

Self-efficacy refers to the beliefs people have about their ability to successfully complete the steps required for a give task. Individuals develop their sense of self-efficacy from personal performance, learning by example, social interactions, and how they feel in a situation.

Outcome expectations are the beliefs related to the consequences of performing a specific behavior. Typically, outcome expectations are formed thorough past experiences, either direct or vicarious, and the perceived results of these experiences.

Goals are seen as playing a primary role in behavior. A goal is defined as the decisions to begin a particular activity or future plan. Behavior is organized or sustained based on these previously set goals (Lent et al., 1994).

In SCCT, career interests are regulated by self-efficacy and an outcome expectation, which means people, will form lasting interests in activities when they experience personal competency and positive outcomes. On the contrary, a belief of low personal competency will lead people to avoid activities. Perceived barriers such as those related to gender, ethnicity, age, socioeconomic status, or family constraints may create negative outcome expectations, even when people have had previous success in the given area. School counselors can help students who will be first-generation college students to reconsider some of their perceptions of college and of career, by providing activities and interventions to increase these students' options and their success upon entry into college.

Therefore the theory is much relevant to this study as it deal with individual interest, ability and needs it also identified the following external factors as key players in career interest choices: Teachers' Influence /Problem, Parental Pressure or Influence, Peer Groups' Pressure or Influence, Adequate Vocational Choice Information and Subject Studies/Combination.

The predominant overall effect of the above was simply stated by Adeleke et al (2012) as Many of whom would have been a stars in a particular field have been turned to become professionals in other fields where they could not excel as a result of parental

pressures or peer manipulations. Whatever influencers at work, instilling the right vocational interest in individual may go a long way to boost vocational choice performance of such individual.

Theory of Reasoned Action (TRA): Many of the studies on career choices from schooling perspective focus on the influence of intrinsic, extrinsic and interpersonal factors on students' career choices. Researchers that were interested in making a career choice, have used the Theory of Reasoned Action (TRA) (Ajzen and Fisbein, 1980, and Fishbein and Ajzen, 1975) to examine the factors that impact on students' career decisions. According to the TRA, individuals' career choices are determined by students' intentions which are also influenced by their attitudes and perceptions of social pressure to follow or reject that career. The Theory of Planned Behaviour (TPB) extends the TRA by incorporating perceived behavioural control as an additional variable in the model. Perceived behavioural control captures the extent to which individuals believe they have the ability to perform a particular behaviour and their beliefs about the existence of factors that may facilitate or impede the performance of that behaviour (Ajzen 1988 and Ajzen, 1991). From the position of the literature, these factors can be classified into four broad areas:

i. Personality

ii. peer group,

iii. School, and

iv. Parent Socio – economic factors

***Personality Factors*:** Regardless of the level – type of intelligence of an individual; aptitude plays strong roles in their choices of which activities to pursue, both in and out of school (Renninger, 1998). So also attitude towards task increase one's performance;

choosing not to do the activity will decrease performance. According to Ruble and Martins (1998) children who develop more positive competence-related beliefs and values for activities they believe are appropriate for their gender tend to seek more engagement of such activities in the future.

In concluding this part, literature endorses the extent of motivation individual perceived by each of the personality and right peer group variables understudy which determines the level of engagement and the degree of persistence with task at hand (Akey, 2006). If a female student's intelligence is a related match for Financial Accounting, her gender type reality may inhibit her from developing her aptitude, attitude and skills necessary for improved academic performance in the subject. This assertion is based on the Thorndike's law of Effect. According to Chauhan (2000) the principle of law of effect is that learning is strengthened when accompanied by pleasant or satisfying feeling but that learning is weakened when associated with no reinforcement.

School Environmental: School as an agent of education, can influence students' career interest choice in so many ways. For instance teachers' beliefs and perceptions are crucial (Deemer, 2004), effects of the environment are likely to be mediated through morale within the school on students choice of a particular subject of study. The effect of the physical school environment on learning and underlying physical characteristics also has implication on students' academic performance (Clark, 2002).

Parent Socio – Economic Variables: Parental educational and occupational status and critical life event can spur a transformative learning experience that may shape a career development and life direction of children. From the work of Ohiwerei and Nwosu (2009) external factors were considered as having a kind of role to play in one's vocational choices.

Also Agarwala (2008) reported that a young person's belief about a career's value is influenced by the perceptions, attitudes and expectations of others such as parents, teachers, guidance counselors and friends Turner, Steward & Lapan (2004) identified encouragement from parents as one of the factors that can affect career interest.

2.1.2 Career Interest Choice Influencing Model

From the literature, Career Interest Choice Influencing Model can be constructed thus:

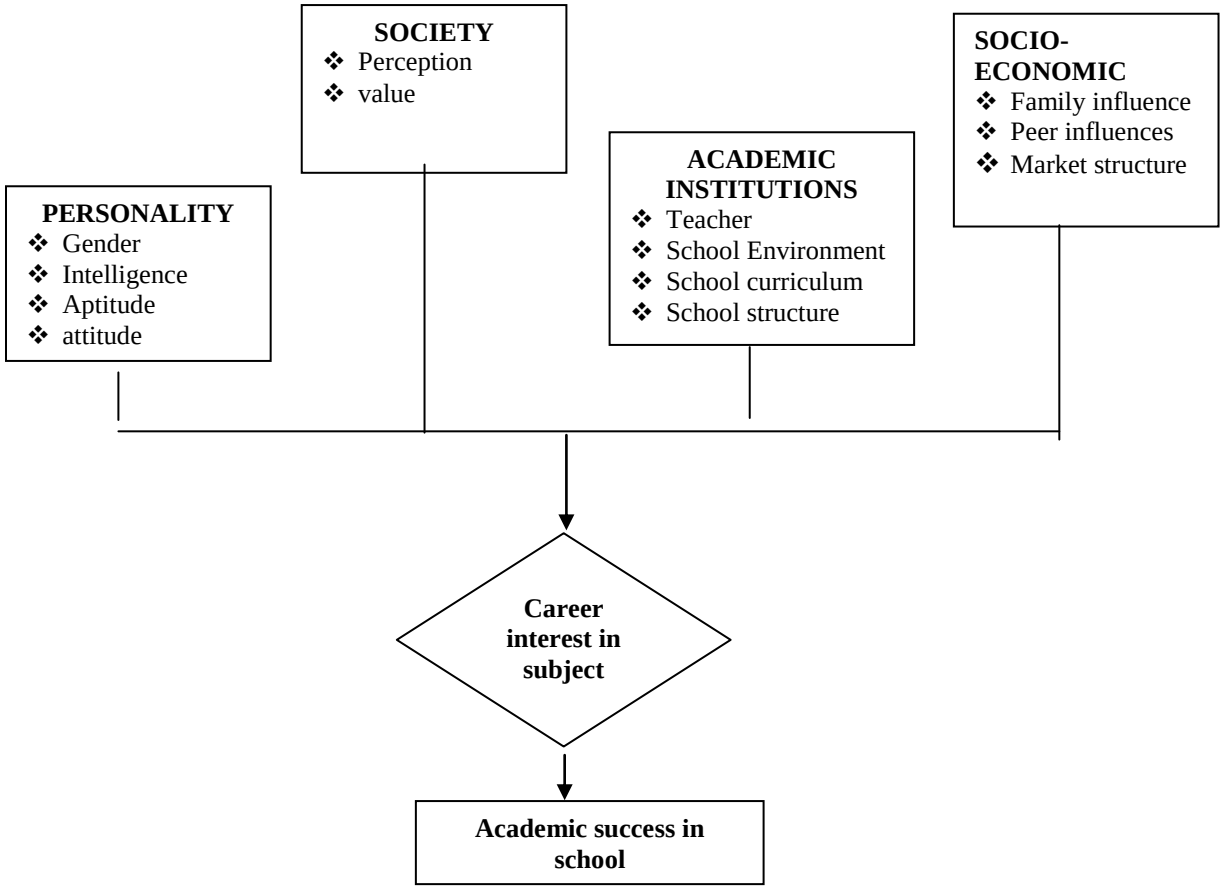


Fig 1: *Analytical model of determinants of students' academic future career*

The career interest through subject combination choice of a particular student at any level of education has so many dimensions of influencers. Here from figure 1 above, the combine forces of the broad classes of determinants influence subject interest choice for

career. It is the outcome of this career interest choice that determines the academic success of the students.

2.2 Conceptual Framework

2.2.1 Secondary School

Secondary School is the type of education that is provided to the individuals who graduate from the primary school in Nigeria before preparing to enter tertiary institutions (Usman, 2008). He stated further that secondary school education used to be a five year programme until in the late 1970's when, with the introduction of the UPE it became six years of two segments; the junior and senior secondary schools under the 6:3:3:4 system. Thus at the secondary school level, education has two broad aims; (i) preparation for useful living within the society; and, (ii) preparation for higher education.

Secondary education is intended to achieve two main goals – general and vocational. That is, those of preparing an individual for higher education and those developing cognitive and productive skills which should enable the young learners to function effectively through life. The implication of these ideas to Business and technical education is that while general education is to seek to develop cognitive competence in learners, the vocational aspect must aim at developing productive skills, which will enable them to function with versatility, either as employee or self-employed, while at the same time having opportunity for further education and training. Productive skills here refer to those skills, which emphasize all types of personal abilities and activities, which are directed toward making a living or producing goods and services at any level of economic activity.

Therefore, in line with the national policy objectives of career oriented education as outlined in the National Education Policy (NEP) document and with reference to the

vocational-technical education goals, the curricula for the JSS and SSS are designed to achieve both technical and economic advancement of Nigeria.

The table shows the list of business subjects at senior secondary school level

New Structure for Business Subjects in Secondary Schools

JSS	**SSS**
Bookkeeping	Bookkeeping
Commerce	Commerce
Office Practice	Economics
Shorthand	Shorthand
Typewriting/	Typewriting/
Computing	Computing
	Marketing

As already indicated, although the five JSS Business subjects units in the Table still is under business studies, however the subjects retain their traditional names and identity in SSS class, they are not to be seen as such but to be conceived and taught as units of a single subject - Business studies. It is thought that by this approach it will be possible for the students to lay a sound basic foundation in the field of business, and make better career choices in future. Shorthand is however deferred to the second year when it is hoped students shall have laid a good foundation in English language.

While the JSS Business subjects seeks to give students a generalized and broad ideas of the field of business, the SSS Business subjects tries to narrow them down to the study of specific Business subjects, some of which they may wish to specialize in the future. A student is free to study three of the subjects in the first three years of the SSS but would be expected to concentrate on two of them in the last two years in addition to six core subjects which include Mathematic, English Language, Social and Natural Sciences (Ekpenyong, 2011).

2.2.2. Business Subjects

The basic aim of Business subjects is to improve the capability of the students to identify good Business opportunities, evaluate these opportunities in terms of feasibility, and visualize a Business model that can be commercialized. Therefore, Business subjects are one of the structured curriculum areas geared toward achieving some specific goals of the secondary education. It is an integrated pre-vocational subject taught at the junior secondary level as stipulated in the National Policy on Education (FRN, 2004). Business subjects' study is a competence-based subject where each student needs to acquire and demonstrate specific competencies for example, typewriting, record-keeping, and transcribing in shorthand. Effective teaching-learning process in Business subjects therefore depends a lot on the activities that both the teachers and students put up in the class. According to Udoukpong, Emah and Umoren (2012) Business subjects is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities. Business activity affects the daily lives of all Nigerians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business has significant effect on the standard of living and quality of life of people, and on the environment in which they live and which future generations will inherit (Ekanem, 2008). Eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in Business activity with confidence and competence.

Business subjects provides students with a new, practical context for many of the subjects they studied at the primary school level including mathematics, science, language and social studies. It helps students to recognize the relevance of these subjects as they are

applied to the world of Business for example, in helping people with their needs, challenges, and problems and in creating products and services that help to improve the quality of life (Affaires et Commerce, 2006).

Business subjects was introduced in the secondary school level in Nigeria provide knowledge and skills that can help students make a successful transition to post-secondary education, training programmes and the workplace. It prepares students to apply their education to the real-world challenges and experiences.

Udoukpong, Emah and Umoren (2015) states that the general objectives of Business subjects in secondary levels are to:

1) provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training;
2) provide basic skills for personal use now and in the future;
3) prepare students for further training in Business Studies;
4) relate the knowledge and skills to the national economy; and
5) develop basic skills in office occupation.

In sum, the above objectives aim to inculcate at the early stage those worthwhile values that are required if as entrepreneur and workers in Business environment are to succeed.

2.2.3 Parental Influence

The child first place of contact with the world is the family. The child, as a result, acquires initial education and socialization from parents and other significant persons in the family. The parents are in short, the child's first teacher. They are the first and primary source of social support for young children. In the African setting, the responsibility for

raising a child is a collective one when parents are involves in the education of their children, children tend to model their parents' attitude and actions. Suffice it to say that parents exert profound influence on every aspect of a child's life.

Adeyemo (2013) stated that available and accessible research evidence have indicated that students with parents who are involved in their education tend to have fewer behavioural problems and better academic performance and are less likely to drop out of school than students whose parents are not involved in their school. Corroborating the above findings, Reyholds (1994) demonstrated that a significant relationship existed between parental involvement and academic achievement. This research consistently shows that:-

i. Parental involvement takes many forms including good parenting in the home, and the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information. (Desforges & Abouchaar, 2003)

ii. The extent and form of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity.

iii. The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role (Kikechi, Ayobo & Ejakait, 2013).

iv. Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved.

The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.

According to Owoyele and Toyobo (2008) many parents are in the habit of determining virtually all academic decisions for their children. They choose the school to attend, the books to read and even the subjects to study in school (Owoyele, 1999). Parental education and social economic status seems to have an impact on students' academic status seems to have an impact on students' academic performance and subject selection (Davis-Keen, 2005). Many researchers have noted that the educational level of parents could be a predictor of the kind of subjects students will choose at senior class level based on experience and what they want their children to become in the later life (Kirk, 2000). It was observed that parents that are well-read and are professional in different field could be better equipped to help children with the understanding of concepts behind each course or field a child is interested on than those with less experience and qualifications.

Parental influence, teacher input, subject enjoyment and perceived usefulness of subjects to a future job or career are of significant influence on subject selection in senior secondary school classes (Addy & Biddulgh, 2001). Parents that are very wealthy and rich would have programmed the kind of discipline or professions they want their children take to (Davis-Kean, 2005). For instance, parents that are doctors, lawyers and artisans would

want their children to take after them so that the much money invested into the Business will not be inherited by other persons or become useless. They tend to have influence in students subject selection for the case of child-parent futurity. Therefore the above review could be related to this study on how the parent personal interest influences students' choice of Business subjects.

2.2.4 Teacher Influence

Teacher's attributes have however received the greater attention in researches. Indeed the success of any teaching and learning process which invariably influences students' academic performance depend on how effective and efficient the teachers are (Sabitu and Nuradeen, 2010). Teacher knowledge plays a significant role in classrooms, as it can affect teachers' choice of appropriate strategies during the teaching process. As Bajah (1975) in Akintade (2011) said, it is an educational truism that a teacher graduate or non-graduate can only teach what he or she knows. Therefore it is very important that a secondary school teacher should be academically articulate in his area of specialization. The way he/she relates to the students and passes across his instructions goes a long way to affect the student's response and attitude towards the subject.

Furthermore, teachers can be different from each other based on the experience they have attained during teaching (Zarei and Sharifabad, 2012). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura and Tayo, 2007). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance. Poor academic performance of students in Nigeria has been linked to

poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004).

In an assessment of the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria, Mudilia (2012) discovered that effective teachers produced better performing students, although the observed differences in students' performance were statistically not significant, which they attributed to the influence of student and school environment related factors that were not included in the study.

Bangbade (2004)'s study also showed that teachers' attributes have significant relationship with students' academic performance. According to him such attributes include: teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Bangbade (2004) concluded that students whose teachers lack the knowledge of the subject matter, who have poor communication ability, poor emotional stability and lack interest in the job do not perform like others whose teachers possess these attributes. Elochukwu (2001) revealed that there was a significant relationship between teaches' ability to communicate effectively and students' academic performance in the secondary schools. He explained that teaching and learning processes deal with dissemination of ideas, skills, knowledge, values and attitude from the teachers to the students. He concluded that teachers' ability to communicate effectively determines how much the students acquire from him/her which invariably influences their performance each time they are tested in such aspects. Adeyemo (1985) and Oshodi (1998) opined that apart from the basic entry qualifications teachers possess, other attributes greatly influence their

efficiency and effectiveness which invariably influences students' academic performance. The studies revealed that there was a significant relationship between teachers' attributes in the areas of interest in the job, knowledge of subject matter, ability to communicate effectively and students' academic performance in the secondary schools. At the secondary school level in particular, the teacher must love teaching for its own sake. The love for the job will influence him/her to do all that is right at the expected time which invariably enhances students' academic performance. Rena (2000) explained further that for students to perform well in any examination one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. Teachers must be well versed in the content of the subject matter he/she is teaching. He must know the appropriate method to adopt in different situations.

In a related development, the study of Afolabi (2001) on preparation of teachers for effective implementation of secondary school curriculum in Ondo State revealed that there was a significant relationship between teachers' attributes and their participation in school development programmes and curriculum implementation. He concluded, based on his findings that those to be appointed as teachers in the secondary schools should be thoroughly screened so that those who have relative ideal attributes required of a good teacher are employed in order that the educational goals and that of the national development can be attained without much waste of time, fund and human labour. Wafula (2012) opined that the teacher is the most important person in the effective teaching and learning of oral literature. Therefore, it is important that teachers are well prepared to meet this challenge. Secondary school students' attrition in geography has been traced to inadequate teachers and inept teaching of the subject. Dainton (1998) in Akintade (2011)

opined that the major factor responsible for the inability of students to offer geography rises from poor teacher-pupil relationship as the attractiveness and relevance of the subject were not being properly presented in the early stage of secondary education. Studies carried out by Alimi and Balogun (2010) showed positive relationship between teachers' attributes and student's academic performance in Geography. Sabitu and Nuradeen (2010) examined the relationship between students' academic performance in geography and teachers attributes in Ondo State. The result showed positive significant relationship between teachers' attributes measured in terms of knowledge of subject matter, communication ability, and interest in the job and emotional stability and students' academic performance in geography. Although, there was a weak but positive relationship between teachers' physical appearance and students' academic performance in geography, this relationship was not found to be significant. Teacher attribute in class could influence students' choice of Business subject, therefore this review could be related to this study because the study intend to find out how teachers influence students in their choice of Business subject.

2.2.5 Peer Group

A peer group is defined as a small group of similarly age fairly close friends, sharing the same activities, in general, peer groups or cliques have two to twelve members, with an average of five or six (Tope, 2012). In school, the peer group is an agency of enculturation and learning. When children move out from family home school, they begin to form attachments, and friendship emerge through their play. The peer group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Peer group is an important influence throughout developmental years of childhood and adolescence. Adolescence always emulate their mated in whatever form of behaviour they

exhibit, particularly that which interest them thus, since socialization only refer to changes in behaviour, attitudes having their origin in interaction with other persons and those which occur through integration, a child learn more though interaction with peer.

Alike (2010) posits that, in the school system, the child gets into the school group of "like minds" and interest. As a result of the various attitudes, skills, knowledge is acquired through role-play. Peer group as an agent of socialization is the most important socializing agent for the developing child. Peer group is the pivot of social change and during interaction peers; the child's life is transformed from the helpless child into a mature adult.

The peer group also helps the child to win his/her independence easily from domination of adult. This in itself provide motivation for learning and is mainly responsible for the fact that children at one stage or the other regard their membership of peer group as very important. Given that adolescents spend twice as much time with peers as with parents or other adults, it is important to study the influence or pressures that peer placed on each other during the secondary school, therefore it is relevant to this study which intend to look at the influence of peer group on students choice of Business subjects.

2.3 Contribution of Parental and Teachers toward Students Choice of Business Subjects in Secondary Schools

Education is a very vital source of enlightenment so it should be held in high esteem thus salvaged from collapsing at all the level of primary, secondary and tertiary. One of the means to salvage this according to Adebowale (2012) is through parental and teachers counseling, because is an inseparable and integral part of education which help to uphold and improve the standard of education to sustain it development through the right choice of subject combination due to the right counseling information.

Information is very essential in this era. An individual that is not informed will be deformed. The heartbeat of counseling is information. Parent and teachers helps to update the individual's knowledge for adequate improvement through correct choice of subject combination in school. According to Akinboye (2003) creativity, innovation and success work together to help man achieve his dreams. An individual can have a good dream(s) but when the dreams and vision are not strengthened by good and adequate information, the dream would die abruptly. Parent and teachers will not only give the information but guide the steps to make the dream actualized through rightful selection of subject combination in schools.

Normally, students in school are allow to choose what he or she like and what one consider to be useful to him or her Oriahi, Uhumuabi and Aguals (2010) stipulated that people do not value the same things. This is borne out of the fact that one's value determines one's behaviour which may affect the behaviour or attachment to school subjects.

Most of the time, the students have career problem whereby they don't even know the career to choose: in the choice of subjects combination, they tend to follow crowd. Some

of them are negatively influenced by their parents' career. At times parents even force them to do the course they are neither interested in nor have the ability to cope with. Eyong, David,and Umoh (2014) advised that parent should inculcate self confidence in their children by affirming them whenever they do the right thing and correct in love whenever they do wrong. Teachers and counseling psychologists should help them have a positive self esteem through affirmation. The presence of counseling will remove all these problems and positively order the steps of the students to the right choice of subject combination without being forced.

It is very vital for students to be guided and managed especially when they are in their senior secondary school classes and are to make choice of subject combination. Parent and teachers will manage all these problems so that the students can function effectively. Ndegwa (2013) stated that the essence of incorporating counseling into school system was to eliminate overwhelming ignorance of many young people on their choice of subject combination and career prospects and personality maladjustment amongst school students.

2.4 Influence of Peer Group on Students' Choice of Subject Combination

Nowadays, peer influence on behaviour has gradually becomes more dominant. Peer groups have an even stronger influence than that of parents, they learn from peers how to cooperate and socialize according to group norms and group-sanctioned modes of behaviour. The peer group can influence what the student values, knows, wears, eats, and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of students and the nature of the group (Tope, 2012).

Vegador and Nerhyba (2004) stated that peer group influence, especially during adolescence and early adulthood is a powerful force for both pro-social and anti-social

development. As children grow and move to adulthood, they are involve with peer and their influence of peer identification increase as modeling value of the family decreases.

Peer influence on academic performance and choice of school subject combination depend on adolescent self-identity, self esteem and self-reliance. Making choices from array of alternatives is an integral part of life. At various stage of life, individuals have to make some important decisions. Some of such decisions tend to have everlasting impacts on the individual one of such delicate and life implicating decision is the choice of subject combination at the senior secondary school level. It is one decision that tends to determine students' future educational and career progress. Some researchers have tried to identify a considerable number of factors influence subjects selection by students in secondary school. Some literature reviewed identified many factors that are likely to influence students subject selection including school policy, peer influence (Owoyele and Toyobo, 2008) academic ability, intelligence, age, sex, ignorance and accidental choice (Cooley and Comber, 2003). The contribution of each of these factors is still obscure and studies on the most likely positive determinant of school subject selection in terms of predicting students' success in future educational and career endeavours are still inconclusive.

In many occasions students fantastically visualize what they intend to become through subject selection while they playing among their colleagues, eventually, they end up pursuing their intentions through peer influence or pressure. Their analysis addresses the reciprocal nature of peer interaction and interpretation of estimates based upon models using past achievement as the measure of peer group activity (Tella et al, 2007). The results indicated that peer influence has a positive effect on students' subject combination selection

and achievement growth. It has also been reported that adolescents enjoy peer support on choice of school subjects and vocational aspiration (Ablard, 1997).

2.5. Influence of Gender on Students' Choice of Business Subjects

The task of making a correct choice of subjects in secondary school is a very critical issue since this generally has a bearing on one's life career. The major choice determines where students take most of their subjects within senior secondary; and sometime this depends on their gender differences and performance in various disciplines. According to Muzangwa, Chifamba and Magudu (2013) the area on gender differences and performance in various disciplines has been trodden much before and contrasting findings have been reported. Some recent studies had reported girls doing better than boys in certain areas of science subjects while others researchers have reported a dominance of girls by boys in most mathematical tasks.

Thus, the Sphere Project (2004) argue that women and men, girls and boys, have the same entitlement to humanitarian assistance; to respect for their human dignity; to acknowledgement of their equal human capacities, including the capacity of choices; to the same opportunities to act on those choices; and to the same level of power to shape the outcome of their actions. Humanitarian responses are more effective when they are based on an understanding of the different needs, vulnerabilities, interests, capacities and coping strategies of men and women and the differing impacts of disaster upon them. The understanding of these differences as well as of inequalities in women`s and men`s roles and workloads, access to and control of resources, decision-making, power and opportunities for skills development, is achieved through gender analysis. Gender cuts across all the other cross-cutting issues. Humanitarian aims of proportionality and impartiality mean that

attention must be paid to achieving fairness between women and men and ensuring equality of outcome.

Igbinedion (2011) stated that the role of gender in students' vocational choice cannot be underplayed. In most parts of the country, the cultural roles expectations of men and women are known to be clearly defined. Some studies have shown significant relationship between gender and occupational aspirations, preference and choice. In the Nigeria society, boys and girls often undergo different socialization experiences and they tend to learn different gender roles and behaviour patterns and hence develop different interests. These roles and interests later become the dominant factors in career choice. Gesinde's (1976) study also showed that gender plays an important role in determining the career preferences of students. Other research findings which support gender differences in career preferences and choices include the works of Yuh (1980) who in her study of some correlates of vocational orientations of some Nigerian secondary students discovered that significantly, more male students preferred realistic, investigative and enterprising careers than females.

Gender Stereotyping permeates the school system manifesting in both direct and subtle ways. For instance, there are masculine subjects such as science, Technology and Mathematics. There are also feminine subjects such as Home Economics, Secretarial studies, and Literature. The language and illustration used in textbooks also betray a gender bias. Boys are generally portrayed as brave, intelligent, decisive and adventurous, they returned to the home, expecting a well cooked meal and loving care from mother while girls on the other hand, are shown as shy and timid, they both look after siblings, do domestic chores and assist their mothers in getting the meals ready. Classroom interaction also favors

boys because in mixed schools the undoubted class monitors and school captains appointed by teachers are boys (Fatokun & Idagboyi, 2010)

Ogunshola – Bamidele (2004) carried out a study with the main objectives of finding out the strategies for supporting girls learning in schools. She discovered that school learning environment tends to favor males more than females and that gender bias is associated with the content of various disciplines (subjects offered in schools). Hence, she opined that an effective teacher should as often as possible provide special compensatory learning activities especially in science and mathematics- related courses. Okeke (2004) also observed that socialization tends to make male aggressive, assertive and domineering while females socialization process tends to make them to be submissive, dependent and passive

2.6 Student Personal Interest

The importance of interest in whatever a person does cannot be underestimated when it comes to making choices, interest is a two dimensional construct which involves identification and absorption. Dewey's conceptualization is very important in educational enterprise as the relationship between identification, absorption and self-initiated activity offers a straightforward way to analyze school activities. Schiefelle (1991) defined interest from the point of specification of content domain. In particular, Schiefel proposed the following.

1. Interest is a content-specific concept. It is always related to specific topics, tasks or activities
2. When understood as content-specific, interest fits well into the modern cognitive theories of knowledge acquisition in that are information is always acquired in a particular domain.
3. Subject-matter specific interest is probably more amenable to instructional influence than are general motives.

Making a distinction about the structure of interest, Hiddi and Anderson (1992) identified two forms of interest, namely, personal and situational interest. Personal interest is defined as an interest people bring into a situation. For instance, a student can approach a learning situation with or without interest. Situational interest, on the other hand, refers to an interest that people acquired by participating in an environment or context. For the purpose of this study, interest is directly tied to the child in relation to school. Both aspects of interest (personal and social) are of key importance.

The construct of self-efficacy emerged as a central and popular issue in psychology following Bandura's (1977) seminal publication of 'self-efficacy theory: towards a unifying theory of behavioural change'. The theory was situated within the context of social cognitive theory of human behaviour that was slightly diverted from the existing cognitivism of the day. The theory also encompasses cognitive development within a socio-cultural network of influences. As a further step to solidify the theoretical base of self-efficacy theory, Bandura (1997) situated self-efficacy within a theory of a personal and collective agency that operates in concert with other socio-cognitive factor. In the academic realm, self-efficacy belief has received increasing attention in such areas as academic motivation and self-regulation (Pintrich & Schunk, 1995). Other areas of education where self-efficacy has been found relevant include attributes, foal-setting, modeling testing, domain specific anxiety, reward contingencies, strategy training, and other self beliefs and expectancy constructs.

As define by Bandura (1997) self-efficacy is concerned with people's judgment of their capability to organize and execute a designated type of performance. In 1997, Bandura proposed a definition not too different from his earlier conceptualization. In this instance, he defined self-efficacy as the belief in one's capability to organize and executes courses of

action required to profuced given attainment. Academically, self-efficacy refers to one's perceived capability to perform given academic tasks at the desired level (Schunk,).

Empirical studies have demonstrated interwoven relationship[s between self-efficacy and learning outcomes. In a series of studies done by Pajares and Kransler (1995), it was established that the direct effect of self-efficacy as strong as the effect of general mental ability and that there was interplay between mathematic self-efficacy and mathematical problem-solving of middle school students.

Further relevance of academic self-efficacy was demonstrated by Adeyemo (2001) when he found that students' curricular option was influenced by self-efficacy. Again Pintrich and DeGroot (1997) concluded from their study that academic self-efficacy correlated with semester and final year grades in class seatwork, homework, examinations and quizzes, essays and reports. Thus, self-efficacy played a facilitative role in the process of cognitive engagement.

2.7 Influence of Guidance and Counseling Service in Secondary Schools

The importance of guidance and counseling services in schools include bringing to the students an increased understanding of the educational vocational and social information needed to make choice. According to ELiamani, Richard and Peter (2014) Guidance and Counseling programmes are very important tool in human development especially during adolescent tool in human development especially during adolescent stage in school. Oye (2012) Opined that guidance and counseling in schools is to improve academic achievement, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. Adebowale (2012) stated that the importance of guidance and counseling is to help an individual identify and know special aptitudes and

abilities to make realistic choice of subject combination to proffer careers. For example in the third National Development Plant (1975) it was said that absent of career counseling in our educational training system in the past must be held responsible for the frustration observed among many of the nations young men and women.

Adeyemi (2004) asserted that guidance and counseling is crucial to education, then it is expected that guidance and counseling activities in each segment of our educational system should contribute to the achievement of our overall educational goals. The principles of education should therefore form the cornerstone on which the principles of guidance and counseling should rest. When these principles are effectively articulated and observed by all those concerned in the school system, they should help to enhance efficient and promote national development. The federal government of Nigeria has adopted education as the instrument per excellence for attaining national development. According to Okon (1984) stated that the following may be considered as the basic principles of guidance and counseilling in our school system.

i. Guidance and Counseling activities should therefore be based on the need and total development of every school child. It is the duty of all school personnel to identify student's needs so that programmed and activities can be designed to meet such needs
ii. Guidance and Counseling is for everyone in the school. The service is not only for those with special educational handicaps but it is also meant for all "normal" developing children
iii. Guidance and Counseling is a sequential, continuous and development process which starts from the first day at school. This means that guidance and counseling runs from the nursery school through the primary, secondary to the tertiary institutions. It is not

a once-and-for-all event but a process, which is an integral part of the total educational programme throughout the school life of an individual.

iv. There is a close relationship between counseling activities and the instructional process, each contributing to the other. Counseling can help to make the instructional activities to be more relevant and meaningful to the needs of students while the instructional activities can help to give necessary information and direction to a student in planning his/her life goals.

v. All guidance activities must emphasize the will for each student to learn more about him/herself in an accurate and systematic manner. Through the use of well-planned instructional strategies and appraisal techniques can become more knowledgeable about themselves and about the world around them. Without such knowledge an individual cannot exercise intelligently the rights to free choice in educational, vocational and personal-social fields.

2.8 Career Counseling

Career counseling is very fundamental to students' successful and meaningful living. Every student desire to be identified with a good profession, but this could only be achieved through effective counseling on the choices of career to maximize their potential. Career, though crucial to mankind, occupies almost all entire human life. This is due to the fact that career contribute enormously to all human activities, building individuals high self esteem, satisfaction and adjusting to healthy life. It equally assists students to discover their innate potentials and acquire the needed knowledge for building lifelong profession. The word career refers to the activities and position involved in vocation, occupation, and jobs as well as to related activities associated with an individual's life time of work (Zunker, 2002). Career, according to Okobiah and Okorodudu (2004), refers to a variety of work and non-work situations which usually span through the entire life of an individual. According to them, career is generally related to a pattern of decision, transaction and adjustments which affects one's role in work, education, family, community development and leisure. The National Career Development Association NCDA (2003) stated that "career is the totality of work – paid and unpaid – one does in his/her lifetime". Thus, career embraces a sequence of positions, jobs or occupations which an individual holds during his/her life time.

Career counseling is a field of counseling which gives relevant information regarding different careers. It is a process of helping and enabling people in their career development. Career counseling helps the students to select their careers according to their choices and interests. Career counseling is now being increasingly stressed as an integral part of education. According to Francis (2010), career counseling involves three steps, which are: self analysis, occupational analysis, and true reasoning or counseling to relate personal and

occupational information. In view of this; adequate utilization of career counseling is required in public secondary schools in Nigeria if the nation's goals are to be attained. According to Oye *al et*, the term counseling includes work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving. Furthermore, counseling task also involve giving the client an opportunity to explore, discover and clarify ways of living more satisfying and resourcefully as cited in (Macleod, 2003).

Akinboye (1987) observed that a good number of adolescent and youths in many Nigerian secondary schools have incongruent patterns between their aspirations and subject combination for the school certificate examination. The implication is that most Nigerian youths today engage in occupations not on the basis of reasonable choice but on the basis of fate. Case of maladaptive behaviors like violation of school rule and regulation, bullying, truancy, drug abuse, alcohol addition, sexual abuse, rape is on the increase among our school adolescents. Ofordile (2002) noted that managing and modifying adolescent maladaptive behavior is still a big challenge facing teachers, student caregivers and the society at large. Students have variety of interest and abilities. This makes it difficult for them to choose a career. In vocational counseling, students should be provided with detailed up –to - date useful information about different careers. The information should be centered on careful planning for a career, getting and retaining the career and adjusting effectively to it. The reason for all these is to let the students consider the various areas in harmony with their potentials and consequently choose the best career (Arua, 2006).

2.9. Review of Related Empirical studies

The following empirical studies related to this research work were reviewed as follow:

Owoyele and Toyobo (2008) the study investigated parental will, peer pressure and academic achievement as correlate of subjects' selection by students in senior secondary schools in Ogun state. The aim was to determine the predictive potency of these factors (parental will, peer pressure and academic ability) on student's choice of subjects with a view to providing appropriate counselling for students. A sample of 1000 students was randomly drawn to participate in the study. The school Subject Factor Questionnaire (SSFQ) developed and validated by the researchers was used for data collection. The instrument had internal consistency of 0.88 on Cronbach alpha and yielded 0.83 co efficient of reliability from 2 administrations with 2 weeks interval. Two research questions were answered using regression analysis. Findings revealed the combined significant predictive potency of parental will, peer pressure and academic ability on student's choice of school subjects. Further analysis revealed that peer pressure was the most potent predictor, followed by parental will, while academic ability was the least predictor of student's choice of school subjects. Adequate academic and career guidance and counseling services were recommended to guide students in choosing school subjects at the secondary school level.

The study is related to the current study, the researcher used the study to develop questionnaire and build literature however, the sample is inadequate for generalization.

Udoukpong, Emah and Umoren (2012) investigated student attitudes, parental influence and career aspirations in academic achievement in entrepreneurial curriculum. The purpose of this research was to explore the difference in junior secondary students'

academic performance in Entrepreneurial Curriculum of Business Subjects based on their attitudes to the subject, parental influence, and career aspirations. A sample of 290 urban and rural Junior Secondary Three (9th grade) students in secondary schools in Akwa Ibom State of Nigeria was surveyed. Students' academic performance in Business subjects differed significantly on the basis of attitudes and parental influence. The variable of career aspirations made no significant difference in the students' academic achievement in Business Subjects i. Implications for school and teachers' consideration of students' characteristics in Business Subjects i curriculum are plan in such a way that can attract students interest to choice it as best studies for future career.

Inuwa and Yusof (2012) this paper discusses the challenges Nigerian teachers are facing in public Secondary Schools [Government Owned schools] and its effects on the present rising students dropouts. Secondary school in Nigeria is an educational stage to be attended by students after primary school and before tertiary institutions. This is a period for youth direction on subject specialization, leading to issues of professionalization base on subject compartmentalization and choice of higher institution. The significance attached to this requires productive school climate with efficient resources for teaching and learning. Nigeria public secondary schools climate are facing the challenges of inadequate professional capability, poor school preparatory ground and absence of facilities to cater for students. In terms of curriculum contents there is a total mismatch between stated policy on education and the provision of teaching facilities and structural preparation. These over stretched public secondary school problems which cannot be managed by authority and be accepted by education clients had led to frequent absenteeism, poor performance and constant student's dropout. This easily predicts the future of unproductive youths and these

classes of citizens will be unskilled and unproductive. Thus, teachers are strongly finding it difficult to meet up to the expectations of teaching profession, because the school climate is not conducive for both teaching [teacher] and learning [student].

The study review the challenges which Nigerian teachers are facing in public Secondary Schools (Government Owned schools) and its effects on the present rising students dropouts. This can be related to this work because the researcher intent to find out why students cannot make the right choice that can afford them to write successfully and pass their exam.

Adeleke, Binuomote, and Adeyinka (2013) carried out a research work to establish academic performance determinism of senior secondary school leavers in Financial Accounting in both National Examination Council (NECO) and West Africa Examination Council (WAEC), and illustrate its linkage to career interest choice determinants and career interest choice among senior secondary school leavers in Oyo State. The study reviewed the focal literature focusing on the effects of the determinants of students' academic career interest choice and performance in the subject and built an analytical model of determinants of students' academic performance with a mind of gaining useful insight into the weight these determinants have on students' choice of subjects (career interest choice) and its (career interest choice) consequence on the students' academic performance.. From the findings of this study, the determinants of career interest choice investigated have significant effects on career interest choice but not all the determinants have positive significant effects on academic performance of senior secondary school leavers in Financial Accounting in terminal public examinations. School (private or public) could not impact on the students'

academic performance rightly. Based on the findings of this study, measures that can be taken by school owners are discussed and appropriate recommendations were made.

This study considered the above work relevant due to much experience on wrong choice of subject combination at the final SSS examination which is the determinants of career interest choice

Rilwani, Akahomen & Gbakeji (2014) conducted research on teachers attributes in secondary school and students' attrition in Esan West Local Government Area, Edo State, Nigeria. Data on the details of secondary schools in the study area were obtained from relevant government agencies, while data on teachers attributes were elicited with the aid of a structured questionnaire. Analysis of the data obtained revealed that students generally have appreciable interest in subject selection. However, the acute shortage and low quality of teachers which translate into poor teaching of the subject is therefore a factor in its attrition among students. Inadequate teaching materials, facilities and aids as well as the wide scope of the syllabus were also identified as factors of attrition in the subject. A downward review of the scope of the syllabus together with enlightenment campaign and proper counseling of the students on the relevance of subject selection in various career choices and indeed overall national development are advocated.

The literature reviewed from this research work is much relevant to this study because teacher attribute can influence students' choice of subject combination.

Eyong, David,and Umoh (2014) investigated the influence of personality traits on academy achievements of secondary school students in Cross River State. Two research questions and hypotheses were tested at .05 levels of significance to guide the conduct of the study. The research design used was casual-comparative or ex-post facto. The population of

the study consisted of 13, 838 SSI students in all 239 public secondary schools throughout Cross Rivers State. A total of 7 LGAs were randomly drawn out of 23. Then 20 schools were randomly selected, from which a sample of 8530 SSI students was finally drawn. The instrument adapted for the study was the 44-item standardized questionnaire known as the big five personality model by Robert McCrae and Paul Costa (1999). This was validated by expert in the field of measurement and evaluation; the reliability was established using the test re-test method and the reliability coefficient was calculated using Pearson moment correlation coefficient (r) and the reliability indices obtained were, 0.68, and 0.62 respectively for conscientiousness and agreeableness. The data collected were analyzed using the mean (x) and standard deviation (SD) to answer the research question. The independent sample t-test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait.

A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits. Based on the findings, the following recommendations were made. Parents and teacher should encourage their children/ wards or students to set clear goals, and ensure that they are disciplined and careful to consistently achieve them. Incentives should be arranged to accompany success to encourage continuous positive performance. This will serve as positive reinforcement. Teacher should endeavor to be close to their students through interaction outside the classroom. Government too can encourage more sponsorship programs to encourage the indigent but conscientious students further their education. Also Neurotic tendencies such as anger, depression, anxiety, and a low self-esteem should be

discouraged in students at all levels both at home and in the school. Parent should inculcate self confidence in their children by affirming them whenever they do the right thing and correct in love whenever they do wrong. Teachers and counseling psychologists should help them have a positive self-esteem through affirmation. This is why counseling units must be encouraged in all school where this is not the case, especially in the rural areas.

The study of personality traits on academy achievements of secondary school students in this research work has relationship to this study, both the teacher, parent and peer group position on students interest do influence freedom of the ability to make the right choice of subject combination

Hashim and Embong (2015) sought to investigate the level of influence between parents and peers of Malaysian school students in selecting their career choice as accountants. The study used a mixed approach of both qualitative and quantitative approaches. The sample comprised of 309 secondary school students studying accounting principle or commerce subject as respondents to this research. The findings revealed that parents, mothers, in particular are more influential in career choice of the secondary school students compared to their peers. The study discovered that parents' educations have no influence over their children's choice of career. The findings from his study will help teachers and educators have a greater sensitivity to, and a better understanding of the impacts parents and peers' influence have on school students' career choice, as accountant is a worthy profession for them to venture into.

Adamu and Abdul (2015) conducted a study on effect of Parental perceptions on Interest, Attitude and choice of Vocational and Technical Subjects among Secondary Schools Students in Nigeria. The study had Eight objectives were raised and eight null

hypotheses were tested at 0.05 level. Survey design was used in the study. A total of 240 secondary school students were selected through stratified and random sampling procedures. Four rating scale questionnaire titled Parental Perception and Choice of Vocational Subjects (PPCVS) was employed to collect relevant data. The questionnaire was validated by lecturers in the rank of Readers and Professors in faculty of education in Ahmadu Bello University, Zaria. The test retest reliability coefficient yielded the reliability indices of 0.79. The instruments were administered to all the 240 students and 222 copies of questionnaire were properly filled and subjected to statistical analyses using chi-square, t-test and analysis of variance (ANOVA). The result revealed among others that parental perception affects the choice of vocational subjects among secondary school students in Nigeria. On the basis of the findings, it was suggested among others that parents should not force their children into taking up those subjects (career) that they do not possess the required capacities, talents, interests, and/or aptitudes for.

The current research is related to this work because both studies are carried out on parents and peer group as predictors of student's choice of school subjects. The previous research indicated that from the analysis it revealed that peer pressure was the most potent predictor, followed by parental will, while academic ability was the least predictor of student's choice of school subjects. However none of the researchers covers the contributing influence of parents, teachers and peer groups together which the current study covered.

2.10. Summary of Reviewed Literature

Secondary school period is one of the most sensitive and crucial stage of a child's life in every educational pursuit. It is a stage of being careful in the selection of subjects that would lead to career choice in the future. This chapter reviewed literatures related to the

study. The review highlighted parental, teachers and peer group pressure on how students tend to choose their subject combination for future career choices. It further highlights the importance of teacher attribute on influence students choice of subject combination, as well as the effects of the determinants of students' academic career interest, choice and performance in subject which will bring about the achievement of the stated objective, the literature review include: concept of parent, teachers, and peer group influence. Again the chapter discussed in detailed the contribution of parents and teachers towards students' choice of subject combination in schools. However, the researcher observed that, none of the previous researcher talked on whether the students were actually influenced by their parents, teachers, peer group or guidance and counseling in the selection of their Business subject.

In addition to the literature reviewed the previous researchers did not assess the interactive influence of the three variables (parents, teachers and peer groups) on the choice of business subjects among students which the present study covered.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the area of the study and procedures employed in carrying out the study, therefore, the chapter focused on the following sub-headings.

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Data Collection Procedure

3.6 Procedure for Data Analysis

3.1 Research Design

The research design adopted for this study was survey research design. Survey research is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practice, beliefs, attitudes and ongoing process. Survey involves a detail and critical examination of effects of parental, teacher and peer-group influence on students' choice of Business subjects with a view of finding out what is and how it is. In this case the survey research is appropriate as it allows collection of data from subset of the population for intensive study and analysis through the use of questionnaire and interview to find out the effects of parental, teacher and peer-group influence students' choice of Business subjects. According to Usaula (2005) survey research

design is very useful in answering research question, adding that it is very important to gather information from a target population numbering some hundreds or thousands.

3.2 Population of the Study

The population of this study was 28,524 SS I students which consists of 18421 male students and 10103 female in public Secondary Schools in the twelve educational zones of Kaduna state, the researcher regrouped it into three educational zones, which are northern zone, central and south zone as shown in Table 3.1

Table 3.1: Population of the Study

S/no	**Educational zones**	Number of schools	SSI Students		Total
			Male	Female	
1.	Northern	80	6867	3765	10,633
2.	Central	68	7836	4298	12,134
3.	Southern	101	3718	2039	5,757
	Total	249	18421	10103	28,524

Source: Kaduna State Ministry of Education 2015

3.3 Sample Size and Sampling Procedure

A sample size of 25 senior secondary schools were randomly selected and used for the study. Krejice and Morgan's (1970) recommended the sample size of 379 for population of 30,000 as seen in Appendix I, however In order to enable the researcher get reasonable representation for the study, the sample size was increased to 600 made up of 385 males and 215 females. This decision was based on suggestion of Douglass (2006), who opined that sample size has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables. Similar, Bude (2007) maintained that the estimate of relationship is less likely to be bias if participants are high enough. Proportional sampling technique was used to select the 25 schools and number of students that represented the zones. The breakdown of the sample is as presented in Table 3.2.

Table 3.2: Sample for the Study

S/no	**Educational zones**	Number of schools	SS I Students		Total
			Male	Female	
1.	Northern	8	144	80	224
2.	Central	7	165	90	256
3.	Southern	10	78	41	120
	Total	25	387	211	600

The researcher used simple random technique of YES or NO to select the respondents. In this regard, those who picked YES constituted the sample of the study. For the purpose of this study simple random sampling using 'Hat' drawn method was adopted in the selection of the sample size.

3.4 Instruments for Data Collection

The instrument used to collect information from the respondents was self- structured questionnaire, titled Students Choice of Business Subjects (SCCS). The instrument has sections A and B. Section A elicits bio-data information of respondents. Section B contains 27 items used to elicit data used to answer research questions and test of hypotheses from the respondents which was used to answer the research questions and test of the null hypotheses raised in chapter one. The questionnaire was constructed in a four (4) rating scale of Strongly Agree 4 points, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point. Distribution of the instrument based on the objectives is as seen in Appendix II.

3.4.1 Validation of the Instrument

To ensure that the instrument meets the expected standard of validity, consultations were made with Business education in Ahmadu Bello University, Zaria. The experts examined the test items for its appropriateness, clarity of statement whether or not the test items were well

structured, suggestions and criticisms made to improve the test quality of test items were incorporated into the final copy of the questionnaire.

After vetting the instrument, their corrections and suggestions were incorporated in the final copy. According to Uzosike (2008), face validity of a survey instrument of this nature was considered adequate. The instrument was therefore considered suitable for the study.

3.4.2 Pilot Study

A pilot study of the instrument was conducted in government secondary school Tudun- Wada Jos Plateau State, which is not the study area. The pilot study was carried in different study area. The choice of the area for the pilot study was based on the similarity of the characteristics with the study area. In line with this, a total number of thirty-two (32) respondents were randomly selected and used for the pilot study. The respondents were given the questionnaire to complete. The pilot study was conducted to obtain the reliability of the instrument.

3.4.3 Reliability of the Instrument

In order to determine the internal consistency of the instrument for data collection, the reliability of responses to the items of the instruments were analyzed using the Cronbach Coefficient Alpha formula for reliability. Split-half method was used in the analysis. The analysis gave 0.77 reliability coefficient. According to Olayiwole (2010) a reliability estimate of 0.60 and above is considered high and therefore the instrument was considered reliable for the study,

3.5 Procedure for Data Collection

The researcher obtained a letter of introduction from Head of Vocational and Technical Education. The letter was used to introduce the researcher during data collection. Letter of introduction was presented to the school authority during the exercise. Data were collected by the researcher with the aid of three (3) research assistants covering each of the zones in the state. Before the administration of the questionnaire, interaction was held with the respondents used to create rapport.

Face to face delivery method was employed in data distribution and collection. The researcher gave the respondents enough time (one hour) to complete the instrument and then collected back. This procedure helps to ensure high return. The exercise lasted for one month.

3.6 Procedure for Data Analysis

The data collected through questionnaire from the respondents through the research assistants was analyzed. The section A of the questionnaire was analyzed using descriptive statistic of frequency and percentage. Other responses was based on four (4) point rating scale, a mid-point mean of 2.5 was used as positive response criterion mean and accepted as positive response because the average of individual mean score was 2.5 i.e. {(4 +3+2+1 ÷4) = 2.5}. Thus any mean score range from 2.5 and above was regarded as positive and accepted. While any score below 2.5 was for disagree. Simple regression was employed in testing null hypotheses one, two and three while multiple regression was used in testing null hypothesis four. All hypotheses were tested at 0.05 level of significance. In the test of hypothesis, when the calculated value was found to be greater than the critical value such null hypothesis was rejected otherwise it was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter contained the data collected for analysis and discussion. The analysis is presented. A total number of six hundred copies of questionnaires were distributed and 507 (85%) copies were properly filled and used for the study. The chapter was presented under the following headings:

4.1 Analysis of Demographic data

4.2 Answering the Research Questions

4.3 Testing the Null Hypotheses

4.4 Summary of the Major Findings

4.4 Discussions of the Major Findings

4.1 Demographic Data of the Respondents

Analysis of the bio-data of the respondents is as presented in Table 4.1

Table 4.1 Distribution of Respondents by their Gender

Group	Frequency	Percent
Male	302	60
Female	205	40
Total	**507**	**100**

Source: Field Study 2015

The gender analysis of the respondents revealed that 302 of them were male representing 60% while female were 205 representing 40% of the respondents. By implication, male were more in number.

4.2 Answers to the Research Questions

The result of data used to answer the five research questions is as presented in Table 4.2 to 4.5

4.2.1. Answers to Research Question One

What is the influence of parents on students' choices of Business subjects in Government Secondary School in Kaduna state, Nigeria?

Result of data used to answer research question one is presented in Table 4.2

Table 4.2: Descriptive statistics on parental influence on choice of Business subjects among secondary school students (PICSS)

Total score	Total Agree	Total Disagree	Mean agree	Std. Dev.	Remark	Decision
5937	3753	2184	3.2	0.79	3.2 > 2.5	PICSS

Source: Fieldwork 2015

A descriptive statistics used to answer research question one revealed that total score 5937 with 3753 (3.2) for respondents who opined that parents have influence on choice of Business subjects among secondary school students in Kaduna state. Those that disagree with the statement scored 2184 (0.8). From the table, the calculated mean score was greater than the benchmark for agree (3.2>2.5), hence it was concluded that parents have influence on choice of Business subjects among secondary school students.

4.2.2. Answer to Research Question Two

W*hat is the influence the teachers have on students' choice of* Business *subjects in government secondary schools in Kaduna state, Nigeria?*

Descriptive statistics of data used to answer research question two

Table 4.3: Descriptive statistics on Teachers influence on choice of Business subjects among secondary school students (TICSS)

Total score	Total Agree	Disagree	Mean agree	Std. Dev.	Remark	Decision
5956	3995	1961	3.4	0.84	3.4 > 2.5	PICSS

Source: Fieldwork 2015

Result of data presented in Table 4.3 revealed the total score of 5956. Respondents who agreed that teachers have influence on students' choice of Business subjects in government secondary schools in Kaduna state scored 3995 representing weighted mean score of 3.4. Those that had contrary opinion had 1961 (0.6). From the analysis the calculated mean score of 3.4 was greater than the index score of 2.5 for agree, hence it was concluded that students are influenced on choice of Business subjects by their teachers.

4.2.3. Answer to Research Question Three

What is the influence of peer groups on students' choice of Business *subjects in secondary schools in Kaduna state, Nigeria?*

Table 4. 4: Descriptive statistics on peer group influence on choice of Business subjects among secondary school students (PISCS)

Analysis of data used to answer the research question is as presented in Table 4.4

Total score	Total Agree	Disagree	Mean agree	Std. Dev.	Remark	Decision
6399	4515	1884	3.5	0.88	3.5= 2.5	PICSS

Source: Fieldwork 2015

Analysis of data used to answer research question three revealed the total score of 6399. Respondents who opined that peer groups have influence on their choice of Business subjects scored 4515 against 1884 for those that had contrary views representing weighted mean score of 3.5 and 0.5 respectively. Based on the outcome of the analysis, the calculated

value was equal to the benchmark for agree, hence it was concluded that PICSS among secondary school students in Kaduna state

4.2.4. Answer to Research Question Four

What is the interactive influence of parents, teachers and peer group on students' choice of Business *subjects in secondary schools in Kaduna state, Nigeria?*

Table 4.5: Descriptive statistics on interactive influence on parents, influence and peer groups on choice of Business subjects among secondary school students (PISCS)

Result of data used to answer research question four

Model	Total score	Cumulative score	Total		X	Std. Dev.	Remark	Decision
			Agree	Disagree				
Parents	5937							
Teachers	5956	18292	12263	6029	3.4	0.84	3.4 > 2.5	PTPGICSS
Peer Group	6399							

Source: Fieldwork 2015

The interactive influence of parents, teachers and peer group (PTP) on students' choice of Business subjects revealed cumulative score of 18292. Those who maintain that PTP have influence on choice of Business subjects among students scored 12,263 against 6029 for those that disagree with weighted mean score of 3.4 and 0.6 respectively. From the result, the calculated mean score for the interaction was greater than the index score for agree (3.4>2.5), hence it was concluded that the PTP have interactive influence on choice of Business subjects among secondary school students in Kaduna state.

4.3. Test of Hypotheses

4.3.1. Testing of Hypothesis One

There is no significant influence of parents on students' choice of Business subjects in secondary school Kaduna State.

Test of null hypothesis one is as presented in Table 4.6

Table 4.6: Regression Analysis on test of parental influence on students' choice of Business subjects in secondary school Kaduna State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	r-crit.	R-cal	R^2	Adj. R^2
		B	Std. Error	Beta						
1	(Constant)	11.230	1.024		10.969	.000				
	PARENTS	.104	.024	.220	4.406	.000	.088	.220[a]	.048	.046

Source: Fieldwork 2015

The regression analysis used to determine null hypothesis one revealed the r value of .220 with R^2 value of .048 and adjusted R^2 of .046 at $\alpha = 0.05$. The result indicates parents have 4.8% influence on students' choice of Business subjects in Kaduna state. The observed influence (r=0.048) was significant with P<0.05, therefore it was concluded that parents have significant influence on choice of Business subjects among students of Government Secondary Schools in Kaduna state. Thus, the null hypothesis was not retain

4.3.2. Testing of Hypothesis Two

"There is no significant influence of teachers on students' choice of Business subjects in secondary school Kaduna State".

Regression analysis on test of null hypothesis two is presented in Table 4.7

Table 4.7: Regression Analysis on test of teachers influence on students' choice of Business subjects in secondary school Kaduna State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	r-crit	R	R^2	Adj.R^2
	B	Std. Error	Beta						
(Constant)	13.943	.887		15.712	.000				
TEACHERS	.074	.023	.164	3.256	.001	.088	.164	.027	.024

Source: Fieldwork 2015

The regression analysis on test of null hypothesis two the r value of .164 with r^2 value of .027 and adjusted r^2 of.24 at $\alpha = 0.05$. The crit. value is .088 at 0.05 levels of significance. The analysis shows that teachers have .027 influence on choice of Business

subjects among secondary school students in Kaduna state. The observed influence of .027 (2.7%) was significant with P<0.05, therefore it was concluded that teachers have significant influence on choice of Business subjects among students of Government Secondary Schools in Kaduna state. Thus, the null hypothesis was not retain

4.3.3. Testing of Hypothesis Three

"There is no significant influence of peer group on students' choice of Business subjects in secondary school Kaduna State"

Analysis of data used to determine null hypothesis three is presented in Table 4.8

Table 4.8: Regression Analysis on test of peer group influence on students' choice of Business subjects in secondary school Kaduna State

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	r-crit	R	R^2	R^2Adjusted
		B	Std. Error	Beta						
1	(Constant)	33.116	1.713		19.334	.000				
	PEER.GROUP	.253	.100	.129	2.538	.012	.088	.129	.017	.014

Source: Fieldwork 2015

The data in Table 4.8 used to test null hypothesis three revealed that the R value of .129 with R^2 value of .017. The Adjusted R Square was .014 with P<0.05. The analysis shows that peer group had .017 influence on choice of Business subjects among secondary school students in Kaduna State. The variability influence of 1.7% was significant, hence it was concluded that peer group have significant influence on students' choice of Business subjects in Government Secondary School in Kaduna state. The null hypothesis was therefore not retained.

4.3.4. Testing of Hypothesis four:

"There is no significant influence of parents, teachers and peer group on students' choice of Business subjects in secondary school Kaduna State"

Regression analysis on test of null hypothesis four is as presented in Table 4.9

Table 4.9: Multiple Regression analysis on test of parents, teachers and peer group influence on students' choice of Business subjects in secondary school Kaduna State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	r-crit	R	R^2	Adj. R^2
	B	Std. Error	Beta						
PARENTS	10.714	3.570		3.001	.003				
TEACHERS	.829	.055	.629	1.999	.000	.088	.613	.376	.373
PEER.GROUP	.085	.045	.080	1.912	.000				

Source: Fieldwork 2015

Result of multiple regression used to test null hypothesis four revealed that the R value of .613 with R^2 of .376. The adjusted R^2 was .373 while the P was less than 0.05.The result shows that interactive influence of parents, teachers and peer group have .376 variability on students' choice of Business subjects. The interactive influence of 38% was found to be significant, hence it was concluded that parents, teachers and peer group have influence on choice of Business subjects among students in Government Secondary Schools in Kaduna state. Based on this, the null hypothesis was not retained.

4.4 Summary of the Major Findings

From the result of the study, the following findings were made:-

1. Parents had influence on the choice of Business subjects among their children in secondary school Kaduna State.
2. Teachers played significant influence on the choice of Business subjects among secondary schools students in Kaduna State.
3. Peer group interaction had significant influence on choice of Business subjects among secondary school Kaduna State.

4. Interactive influence of parents, teachers and peer group played significant roles on choice of Business subjects among secondary schools students in Kaduna State.

4.5. Discussion of the Major Findings

The result of test of null hypothesis one shows that teachers have influence on choice of Business subjects among secondary school students in Kaduna. The finding is similar with that of Ferry (2006) who identified schooling as one of the cultural and socioeconomic factors affecting the choice of a career. Muriakii (2006) asserts that; the greatest challenge in students' career choices in many schools is lack of exposure for teacher students. Students make ignorant career decisions based on how far the teachers guide them out of the career information supplied from institutions of higher learning. In essence, therefore students owe it to themselves to find out what career opportunities exist and those that are compatible to their talents, interests and academic ability. According to Adeyemi (2009) Students look up to their teachers to provide role models and so might want to choose the subjects being taught by the teachers. The study of Ming-Shang S. Ta-Chun C. Chin- Chang W. and Chin-Wen L. (2016) reported that career decision-making of secondary school students is affecting by teacher expectation.

The study revealed that parents have significant influence on their children choice of Business subjects in Government Secondary Schools in Kaduna state. This finding affirmed the finding of Okeke (2000) who reported that parents had a significant effect on students' choice of career and subjects. Parents' characteristics played a vital role in students' choice of technical subjects. Similar, Mabunda (2002) reported that parents had a crucial task of preparing the child for education. In their task of socializing the child's parents had a greater

influence on the child's development and future life choices. Related study by Olatunji (2003) shows that there is positive relationship between the educational aspiration of the students and the social status of the family. The advice and encouragement given by parents irrespective of the social status of the family has a significant influence on raising educational aspiration. It is advised therefore, that schools should recognize and understand the family as a teaching institution.

In the same lane, Taylor et al (2004) postulated that, parental support and encouragement are critical factors, influencing career choice. Roe (2004) carried out a study on factors that influence a person choice of career and came up with a theory which was based on the notion of individual's personality development and the desire to satisfy one's needs. According to him, a person parental orientation and his social milieu exert greater influence in the development of basic attitudes, interest and capacities, which will be given expression in the general pattern of adult life in his personal relations, in his emotional reactions and his vocational choice. According to Bojuwoye and Mbanjwa (2006) many complex variables impact on career choices these include parental and family influences, interpersonal relationships, cultural beliefs, values, employment markets and the political atmosphere. Mohd, Salleh and Mustapha (2010) opined that that family members can provide information and guidance, directly or indirectly to influence a young person's choice of career. Family members' career choices influence students' career decision and form a strong belief in what kinds of career are the best for the students. Ozioma (2011) observed that the level of interest in students and the position of the parent in the society sometimes influenced student's interest in the study of vocational subjects. Ozioma added that students whose parents were educated did not want to study vocational or technical subjects. The

study observed that the family into which a child was born exerted a profound influence on the child's career. Recent study by Ming-Shang S. Ta-Chun C. Chin- Chang W. and Chin-Wen L. (2016) further affirmed that factors affecting career decision-making of secondary school students include parental educational expectation and parents' educational attitude.

The finding of null hypothesis two shows that peer groups have significant influence on career choice of students. This agreed with the findings of Hoxby (2000), Jones and Larke (2001) and Robertson & Symons (2003) who reported peer groups have influence on career choice of youths in schools. Similarly, Adnett & Turnbull (2003) observed that student's choice of subject may be influenced by the aspirations of their peer group or through the expectations that schools had for that peer group. School managers believed that certain subjects were more appropriate for the type of pupils that attended their school. The study of Taylor et al (2004) also revealed that peers can influence choice of a profession because of the information shared.

In related study by Brembeck (2006) shows that student level of educational aspiration was positively related to peer-group membership. According to him peer group membership with a student with high career expectation influenced them to be inspired for certain careers. Also, Uwaifo (2008) found that peer group influence on choice of career is another factor that exerts a lot of influence on the students' choice of any given course of study. In classroom, the student peer group presents some of the most salient meaning reward; they exert strong influence on one another value and attitude about school developing aspiration and school behaviour. Raby & Walford (2011) also found out that students did not relate the world of school with future prospects. They saw the school as irrelevant to future jobs. Similar, Jones (2012) reported that peer group influence was an

important factor in influencing students' career choice. According to Hewitt (2010) external factors include political and economic factors, previous work experience and influence of idols in one's life as well as the peers. Of recent, Ming-Shang, Ta-Chun, Chin-Chang, and Chin-Wen (2016) pointed out that peer influence decision making of career choice in secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains the following sub-headings

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusion

5.4 Recommendations

5.5 Suggestions for further study

5.1 Summary

The research work assessed the Influence of parents, teachers and peer group on students' choice of Business subjects in Government Secondary Schools, Kaduna State, Nigeria. The study had four specific objectives, four research questions and four null hypotheses. The researcher adopted descriptive survey design. The population of the study was 28,524 SS I students in 249 Public Secondary School in Kaduna state in 2014/2015 academic session. Six hundred students were used as sample for study. Four rating scale structured question was used for data collection. Data collected were analysis using descriptive statistics for bio-data and answering research questions using index mean score of at least 2.5 as a benchmark for agree. In the test of null hypotheses, simple regression was employed in testing null hypotheses one, two and three while multiple regression was used to determine null hypothesis four. All the null hypotheses were tested at 0.05 levels of significance. The study revealed that:-

1. parents have significant influence on students' choice of Business subjects in secondary school Kaduna State.

2. teachers have significant roles choice of Business subjects among subjects in secondary school Kaduna State.
3. peer group have influence on students' choice of Business subjects in secondary school Kaduna State.
4. parents, teachers and peer group have significant influence on choice of Business subjects in secondary school Kaduna State.

5.2. Contribution to Knowledge

From the analysis of data collected, the study revealed that:-

1. lack of information on career opportunities in business subjects induces parents, teachers and peer groups to discourage the choice of the subjects among secondary school students in Kaduna state.
2. students are easily influenced as a result of inadequate orientation of the importance of business subjects on the career opportunities of students.
3. The study has specific contribution in the sense that, it expose the stakeholders in education sectors that parents, teachers and peer groups influence students' career choice in Kaduna State will little or no consideration of students' personal interest this can lead to poor academic performance and wrong future career choice.

5.3. Conclusion

From the research findings, it was established that parents, teachers and peer groups are significant factors that influence the choice of business subjects among secondary school students in Kaduna state. Based on this, it was concluded that at short run lesser number of students would be offering Business subjects in senior secondary schools level.

Consequentially it would increase in the rate of dropouts and poor performance among secondary school students because students' talents, skills, interest and potentials are not put into consideration before the decision on the choice of subjects at secondary schools

Finally, at long run the rate of students that would offer Business related programmes in tertiary institutions would drop as most of students will not be offering Business subjects at secondary schools.

5.4. Recommendations

Based on the outcome of the study, the following recommendations were made.

1. The principals and career masters in schools should invite parents to create awareness to them on career day. This will enable parents to appreciate the importance of Business subjects and stop discouraging their children from offering subjects in secondary schools.
2. The conuselling units in ministry of Education should organize orientation programme that will provide information on the wide variety of careers which are open to students who offer Business subjects. Through this, the perception of students would widen as well as lessen the negative influence of peer groups of career decision
3. To encourage students on choice of Business subjects, schools should strengthen the guidance and counselling services to encourage career exploration and informed decisions by students. Proper guidance and counseling service would help restrain teachers' influence that might discourage students from choice of Business subjects in secondary schools.

4. Teachers and career masters in schools need to be well equipped to facilitate change of attitude towards their students‘ career aspiration and choices so as to guide them appropriately in make informed career choice.

5. Teachers should be given training in guidance and counselling seminars and lectures so as to enable them guide the students in their occupational choices. Also, teacher conditions of service should be improved upon to enhance their knowledge dissemination.

5.5. Suggestions for further study

1. Influence of Teachers, Parents and Peer Group on Secondary School Students Choice of Business Education in Unified Tertiary Matriculation Examination in Nigeria.

2. Influence of Students’ Perception, Personality Trait and Parental Socio-Economic Status on Secondary School Students Choice of BUSINESS Subjects in Kaduna State

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APPENDICES

APPENDIX I: TABLE FOR DETERMINING THE SAMPLE SIZE

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: INTRODUCTION LETTER

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

FACULTY OF EDUCATION

VICE CHANCELLOR: Prof. Ibrahim Garba (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.) Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: Professor A. A. Udoh (B.Ed. (Hons) Nsukka; M. Ed. & Ph.D. Bus Edu. (A.B.U.))

Your Ref: _____ Date: 15th January, 2015

Our Ref: M.Ed/Educ/1877/2010-2011

Letter of Introduction

LILIAN MARCUS – M.ED/EDUC/1877/2010-2011/2011-2012

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: ***Influence of parents, Teachers and Peer Groups on Students' Choice of Business Subject in Government Secondary Schools Kaduna State,.***

Please, kindly give her every assistance she may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

Students' choice

School in Kaduna State

APPENDIX III: LETTER TO RESPONDENTS

Dept. of Vocational and Technical Education,
Faculty of Education,
Ahmadu Bello University, Zaria

Dear Respondent,

Questionnaire

I am a post-graduate student of the above institution; I am currently undertaking a research on a topic "Influence of Parents, Teachers and Peer Group on Choice of Business Subjects among Secondary Schools Students in Kaduna State, Nigeria".

I would be grateful if you can kindly provide answers to the questions contain in the attached questionnaire. Your response will be highly appreciated, treated confidentially and use only for academic purpose.

Thank you for your cooperation

Yours faithfully,

Lilian B. Marcus

APPENDIX IV: QUESTIONNAIRE

Instruction
Please tick as appropriate and fill where it is necessary.

SECTION A: **Demographic Information**

1. Gender
   a) Male [ ]
   b) Female [ ]

SECTION B
Student Choice of Business Subjects

S/N	Student Choice of Business Subjects	SA	A	D	SD
1.	Business subjects are my area of interest				
2.	I like business subjects because it orient me toward becoming Business man				
3.	Choice of Business subjects aid students to be an entrepreneur				
4.	Business subjects in secondary school develop student knowledge on marketing				
5.	Early choice of Business subjects in secondary school prepare student for future career				

SECTION C

Tick in the box provided to indicate your opinion on the listed items.

Options are: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Teachers Influence on Student Choice of Business Subjects

SS/N	**Teachers Influence**	**SA**	**A**	**D**	**SD**
1.	Teachers counseling plays a major part in your choice of subject combination				
2.	Teacher forced students to choice of subject combination				
3.	Teachers suggest the subject you will choose				
4.	Teacher inability to impact the right knowledge career course mislead students to wrong choice of subject combination				
5.	Teachers personal quality influenced students' choice of subject combination				
6	Our teacher is instrumental on my choice of subjects combination				
7	Our teachers prefer intelligent students to offer science rather than business subjects				
8	I intended offering business subjects but our teachers discourage me				

SECTION D

Parental Influence on Students' Choice of Business Subjects

S/N	ITEM	SA	A	D	SD
1.	Parental counseling influenced your choice of Business subject				
2.	Parent wanting their children to inherit their Business influences the choice of Business subject				
3.	Parents socio-economic status influences the choice of subject combination				
4.	Parents career influenced students' choice of Business subject				
5	Parental home upbringing of a child influences the choice of Business subject				
6	My parents encourage me to offer science instead of business subjects				
7	The profession of my father has influence on my choice of business subjects				

SECTION E

Peer Group Influence on Students Choice of Business Subjects

S/N	ITEM	SA	A	D	SD
1.	Friends interaction influences students' choice of Business subject				
2.	Imitations of friends influences the choice of Business subject				
3.	Peer group aspiration to model the society influences their choice of Business subjects.				
4.	Gender difference among peer group influences their choice of Business subjects				
5	Peer group socio-economic factor influence students' choice of Business subject				
6	The choice of my subject combination is attributed to my friends				
7	Peer groups are not influential decision making regarding choice of business subjects in our school				

APPENDIX V: DETAILS OF THE RESULT

QI	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA	Decision	Std.div
1.	109	119	131	148	436	357	262	148	1203	793	410	2.6	Agree	0.66
2.	88	149	201	69	352	447	402	69	1270	799	471	2.5	Agree	0.63
3.	120	101	133	153	480	303	266	153	1202	783	419	2.6	Agree	0.65
4.	99	99	108	201	396	297	216	201	1110	693	417	2.5	Agree	0.62
5.	100	95	154	159	400	285	308	159	1152	685	467	2.5	Agree	0.59
Total	**516**	**563**	**727**	**730**	**2064**	**1689**	**1454**	**730**	**5937**	**3753**	**2184**	**3.2**	**Agree**	**0.79**

QI	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA	Decision	Std.div
6	109	111	101	178	436	333	202	178	1149	769	380	2.7	Agree	0.67
7	141	98	150	119	564	294	300	119	1277	858	419	2.7	Agree	0.67
8	111	110	123	163	444	330	246	163	1183	774	409	2.6	Agree	0.65
9	107	102	101	198	428	306	202	198	1134	734	400	2.6	Agree	0.65
10	95	160	100	153	380	480	200	153	1213	860	353	2.8	Agree	0.71
Total	**563**	**581**	**575**	**811**	**2252**	**1743**	**1150**	**811**	**5956**	**3995**	**1961**	**3.4**	**Agree**	**0.84**

QI	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA	Decision	Std.div
11	158	95	117	137	632	285	234	137	1288	917	371	2.8	Agree	0.71
12	121	118	144	125	484	354	288	125	1251	838	413	2.7	Agree	0.67
13	109	112	120	166	436	336	240	166	1178	772	406	2.6	Agree	0.67
14	178	122	120	98	712	366	240	98	1416	1078	338	3.1	Agree	0.76
15	145	110	103	150	580	330	206	150	1266	910	356	2.9	Agree	0.72
Total	**711**	**557**	**604**	**676**	**2844**	**1671**	**1208**	**676**	**6399**	**4515**	**1884**	**3.5**	**Agree**	**0.88**

Interaction	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA	Decision	Std.div
Parents	516	563	727	730	2064	1689	1454	730	5937	3753	2184	2.5	Agree	0.63
Teachers	563	581	575	811	2252	1743	1150	811	5956	3995	1961	2.7	Agree	0.67
Peer group	711	557	604	676	2844	1671	1208	676	6399	4515	1884	2.8	Agree	0.71
Total	1790	1701	1906	2217	7160	5103	3812	2217	18292	12263	6029	3.4	Agree	0.84