INFLUENCE OF SOCIO-ECONOMIC FACTORS AND GENDER ON BUSINESS EDUCATION STUDENTS' SPECIALIZATION IN FEDERAL COLLEGES OF EDUCATION, NORTH - WEST GEO-POLITICAL ZONE, NIGERIA

BY

Hamza Mohammad TAMBUWAL

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

FEBRUARY, 2017

INFLUENCE OF SOCIO-ECONOMIC FACTORS AND GENDER ON BUSINESS EDUCATION STUDENTS' SPECIALIZATION IN FEDERAL COLLEGES OF EDUCATION, NORTH - WEST GEO-POLITICAL ZONE, NIGERIA

BY

Hamza Mohammad TAMBUWAL
(P15EDVE8016)

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

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

FEBRUARY, 2017

DECLARATION

I declare that this dissertation titled Influence of socioeconomic factors and gender on Business Education Students' specialization in Federal Colleges of Education, North-west geopolitical Zone, Nigeria has been carried out by me in the Department of Vocational and Technical Education. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Hamza Muhammad TAMBUWAL ---------- ----------
Signature Date

CERTIFICATION

This Dissertation titled INFLUENCE OF SOCIOECONOMIC FACTORS AND GENDER ON BUSINESS EDUCATION STUDENTS' SPECIALIZATION IN FEDERAL COLLEGES OF EDUCATION NORTH-WEST GEOPOLITICAL ZONE, NIGERIA by Hamza Muhammad TAMBUWAL meets the regulations governing the award of the degree of M. Ed (Business Education) Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Prof. A.A. Udoh Chairman, Supervisory Committee	Date
Dr. S.S. Amoor Member, Supervisory Committee	Date
Dr. E.E. Adamu Head of Department	Date
Prof K. Bala Dean, School of Postgraduate Studies	Date

DEDICATION

This Research work is dedicated to my late Father, Mallam Muhammad Ubandoma and my late Son Ilyasu Hamza Ubandoma.

ACKNOWLEDGEMENT

The researcher is grateful and indebted to his supervisors; Prof. A.A. Udoh. And Dr. S.S. Amoor, for their invaluable contributions of making this work reality. However, much gratitude is owed for their advice, encouragement and patience throughout the duration of this research work. The researcher also acknowledges the various contributions of the internal examiners Dr. T.J. Adeshina and Prof. J.N. Kwasau to this research work. The researcher also appreciates the contributions of all the Lecturers in the Department of Vocational and Technical Education Prof. E.E. Adamu (H.O.D), Dr. M.A. Abubakar (P.G. Coordinator), Dr. S. Ibrahim, Dr. A. Ibrahim, Dr. R.T. Umar, Prof. A.Z. Mohammed, Prof. P.E. Onuigbo, Prof. T.O. Ojo, Prof. E. Ike, Prof. S.L. Ajayi, Dr. F.M Ahuwan, Dr. I. Okeme and Dr. B.I. Okeh for their immense contributions during proposal and internal defense which brought the study to this magnitude.

The researcher acknowledges the contribution of the Management of Shehu Shagari College of Education, Sokoto, and researcher's H.O.D. Mal. Nasiru Bello for releasing him to go for this study, and also gratitude and appreciation go to A.B.U. Zaria, for admitting the researcher, when so many others struggled but could not get it. The researcher also acknowledges the contributions of Alh. Shehu Ubadoma, Alh Suleman Ubandoma researcher's wife Rashida Sarki Sa'ad, his children Yaseer Hamza Ubandama and Abdulmalik Hamza Ubandoma for their prayers and encouragement. Special thank goes to Alh. Sanusi Sulaiman (Kano) for his untiring financial and moral support. May Allah (SWA) reward him abundantly. Also to be acknowledged among the family members are: Alh. Sani Ubale, Alh Lamido, Alh. Lawal, Abu Karfe, and many of them too numerous to mention. Researcher's appreciation goes to his friends who include Abun Zaria, Alh Bashar

Madadawa, B.B. Bodinga, I.U. Muhammad (Imam), Mansur D.jeka, Shamsu, Mustapha, Abba, M. Ali, M. Abubakar, M. Salis, M. Pro, Kabiru Madawaki, Ahmad Musa Maluri, Auwal Kano, Fatima Badiru, Abdullahi Eze and Malama Falilat, for their wonderful support and encouragement.

Finally, the researcher is ultimately grateful to the Almighty Allah who has given him the grace to complete this work successfully.

ABSTRACT

The purpose of the study was to determine the influence of socio-economic factors and gender on business education students' specialization in Federal Colleges of Education in the North-West Geo-political Zone, Nigeria. The study has four specific objectives; four research questions were raised to guide the study and four null hypotheses were formulated and tested at 0.05 level of significance. The researcher adopted descriptive survey design. The population for the study was 646. The research questions were answered using weighted mean. The weighted mean of 2.5 and above was considered as bench mark for agree while the weighted mean of less than 2.5 was considered as bench mark for disagree. Results of the study showed among others that there was a significant parental influence on students' choice of options in business education. There was also a significant influence on career prospect and students' choice of options in business education. Based on the findings of the study the researcher concluded that socio-economic factors and gender influenced the choice of area of specialization of business education students in federal colleges of education in the north-west geo-political zone, Nigeria It was recommended among, other things, that parents are advised to allow their children to make choice of the area of specialization in business education in Federal Colleges of Education in the North-west zone, on their own without much interferences. Lecturers in the various departments of business education should properly guide the students on the career prospect so that they can make appropriate choice of area of specialization in business education in the Federal colleges of education North-west Geo-political zone, Nigeria.

TABLE OF CONTENTS

Title Page ii

DECLARATION iii

DECLARATION iii

CERTIFICATION iv

DEDICATION v

ACKNOWLEDGEMENT vi

ABSTRACT viii

TABLE OF CONTENTS ix

List of Appendices xii

Operational Definition of Terms xiv

CHAPTER ONE: INTRODUCTION 1

1.1 Background to the Study 1

1.2 Statement of the Problem 4

1.3 Objectives of the Study 5

1.4 Research Questions 5

1.5 Research Hypotheses 6

1.6 Significance of the Study 7

1.7 Basic Assumptions of the Study 8

1.8 Delimitations of the Study 8

CHAPTER TW0: REVIEW OF RELATED LITERATURE 9

2.1 Theoretical Framework 9

2.1.1 Johsn Holland's Vocational Personality 10

2.2 Conceptual Framework 14

2.2.1 Concept of Business Education 14

2.2.1 Concept of Parental Influence 19
2.2.2 Concept of Occupation 21
2.2.3 Concept of Financial Income 21
2.2.5 Concept of Gender 22
2.2.6 Concept of Career Choice 23
2.3 Historical Development of Business Education in Nigeria 24
2.4 Options available in business education at N.C.E level 27
2.4.1 Philosophy of business education 27
2.4.2 Objectives of Business Education 27
2.5 Factors Influencing Choice of Specialization in Business Education 28
2.6 Review of Empirical Studies 31
2.7 Summary of Reviewed Literature 39
CHAPTER THREE: RESEARCH METHODOLOGY 41
3.1 Research Design 41
3.2 Population for the Study 42
3.3 Sample Size and sampling procedure 42
3.4. Instrument for Data Collection 42
3.4.1 Validation of Instrument 43
3.4.2. Pilot Study 44
3.4.3 Reliability of the Instrument. 44
3.5 Procedure for Data Collection 44
3.6. Procedure for Data Analysis. 45
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA 47
4.1 Analysis of Demographic Data 46
4.2. Answering Research Questions 48

4.2.1 Research Question One 48
4.1.2 Research Question Two 50
4.1.3 Research Question Three 52
4.1.4 Research Question Four 54
4.3. Hypotheses Testing 56
4.3.1 Hypothesis One 56
4.3.2. Hypothesis Two..... 57
4.2.3. Hypothesis Three 57
4.2.4. Hypothesis Four 58
4.3 Summary of Major Findings..... 59
4.4. Discussion of Findings 60
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECCOMMENDATIONS 63
5.1. Summary 63
5.2 Contribution to Knowledge 64
5.3. Conclusions 65
5.4 Recommendations..... 65
5.5 Suggestions for further Studies 66
REFERENCES..... 67
Appendices..... 72

List of Appendices

1. Appendix One : Letter of Introduction
2. Appendix Two: Questionnaire
3. Appendix Three: Result of Pilot Study
4. Appendix Four: Table of Business Education Courses.

List of Tables

Table 3.1	Population for the Study … … … … … …	42
Table 4.1:	Distribution of Students Respondents by their Gender …	47
Table 4.2 .	Mean Response on the Parental Influence on Specialization	49
Table 4.3.	Mean Response on the Influence of Career Prospect on Students' Specialization … … … … … … …	51
Table 4.4	Mean Response on the Influence of Financial Income on Students' Specialization … … … … … … …	53
Table 4.5	Mean Response on the Influence of gender on Students' Specialization … … … … … … …	55
Table 4.6	Regression Analysis of Respondents' Opinions of Parental Influence on Business Education Students' Specialization in Federal Colleges of Education … … … …	56
Table 4.7	Regression Analysis of Respondents' Opinions on Influence of Career Prospect on Business Education Students' Specialization in Federal Colleges of Education … …	57
Table 4.8	Regression Analysis of Respondents' Opinions on Influence of financial Income on Business Education Students' Specialization in Federal Colleges of Education … …	58
Table 4.9	Regression Analysis of Respondents' Opinions on Influence of Gender on Business Education Students' Specialization in Federal Colleges of Education … … … …	58

Operational Definition of Terms

1. **Gender:** Gender means Male and Female
2. S**ocio-economic factors:** The socio-economic factors in this study comprise Parental Income, Career Prospect and Financial Income.
3. **Specialization:** Specialization refers to the choice of option in Business Education at NCE Level. The options are Accounting and Secretarial Education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Business education is an academic discipline that provides students with appropriate skills, abilities and competences both mental and physical, that equip the learner with knowledge and makes him effective in teaching, office and self-reliant. Njoku (2006) defines business education as a discipline that provides students with adequate skills, information and competences needed to function well in teaching and office occupation, and stressed that business education is a component of vocational education that prepares students for work in teaching and office procedures in an organization. It also provides them with operational skills of office equipment in the changing world of technology. According to Nwosu (2009) business education is a study that lay emphasis on learning by doing which eventually lead to the acquisition of practical skills and applied skills. Amoor (2009) asserts that business education is a vocational programme that is offered in colleges of education and universities to provide students with appropriate skills and knowledge to take up career in teaching, business and office occupation.

Business education is a specialized component of vocational and technical education. It is offered in the universities, polytechnics and colleges of education. Business education programmes offered in the universities and colleges of education, however, has education components that give the graduates the options to teach in secondary schools or seek employment in other organizations. Graduates, especially from the universities can also function as administrative officers in the public and private sectors of the economy. Business education offered in the universities comprises

accounting, marketing and office studies options while in colleges of education it has basically two options namely accounting and secretarial education (also known as office technology and management education).

The philosophy behind business education is to provide its graduates with appropriate knowledge, skills, abilities and competencies to become proficient educators and administrators who utilize both human and material resources for optimal productivity and also with the skills to be self-reliant; it promotes self-employment through the skill acquisition development and also it is a tool in the hand of governments to combat unemployment and reduce poverty in the society (Amoor, 2013). Business education is an area of instruction that has been in existence for several decades. It plays very significant role in the life of individual, national development and economic growth such as the provision of adequate skills to provide human resources for employment in all sectors of economy.

Generally, the choice of a career is influenced by parents, friends and counsellors. Variations however occur from one group of people to another. Before making career choices, students should be provided with a list of career options from which they are supposed to make choices. Most of the students lack adequate information regarding various careers; hence the choices that they make are embedded in their perception of the ideal job and the subjects they study in secondary schools. The only support students get within the school is from career masters or counsellors as they are mostly refereed to and the teachers who are expected to support students in their career choices

Gender influences behaviors and preferences across a variety of contexts. While there is some debate about the degree to which these differences are biologically versus socially influenced, several notable trends have emerged. Among them are gender differences in interdependence and connectedness. For example, Clancy and Dollinger (1993) found that when men and women were asked to select photos that described their lives, women selected more photos of others, while men selected more photos of themselves. This finding supports the notion that women have a tendency to define themselves based on social relationships and connectedness.

The role of gender in students‟ vocational choice cannot be underplayed. In most parts of the country, the cultural role expectations of men and women are known to be clearly defined. There are indications of relationship between gender and occupational aspirations, preference and choice. In the Nigerian 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 tend to become the dominant factors in their career choice. Business education develops knowledge, competencies and skills for effective and efficient economy and creation of jobs. It educates and trains individuals to become teachers and administrators, expands the working horizon of graduates beyond their job description and produces professionals that could be self-employed and also generate employment for others so as to combat unemployment, reduce hunger, poverty and security threats. As important as these options offered in colleges of education are to individual, society and governments, the researcher observes that majority of business education students prefer to specialize in accounting option.

In the labour market today, according to Amoor (2014) there are numerous employment opportunities for the graduates of secretarial education especially those who are knowledgeable and versatile in the use of modern office technology and information systems for employment in manufacturing companies, banking industries, educational sectors and research institutes in Nigeria. Also, in the present democratic dispensation, there is high demand for executive secretaries/assistants and personal assistants to work as influential and trusted aides to politicians. Despite the high demand for competent graduate secretaries in the world of work today both in teaching and office occupations, the majority of the candidates seeking admission into federal colleges of education prefer accounting option to secretarial education. This scenario prompted the researcher to look at the factors such as parental influence, career prospect, financial income and gender to determine the influence on students' specialization in these options.

1.2 Statement of the Problem

Business education programme offered in colleges of education in Nigeria comprise two options, that is, accounting and office technology and management (O. T. M.) only. The philosophy behind these options is to provide knowledge, competence and skills to business education graduates for the purpose of teaching, office occupations and to be self-reliant. However, the researcher observed that majority of business education students prefer to study accounting to office technology studies options in the North-West Geo-political zone, Nigeria, which has resulted into consistent inadequate number of students studying secretarial education in Colleges of Education in the North-West geo-political zone, Nigeria and this has a corresponding inadequate number of office technology studies teachers in secondary schools in Nigeria to teach core business

studies. The consistent decline in students' enrolment into this option has prompted the researcher to carry out this study so as to determine the influence of socio-economic factors and gender on business education students' specialization in Federal Colleges of Education in the North West Geo-political Zone, Nigeria.

1.3 Objectives of the Study

The major objective of this study is to determine the influence of socio-economic factors and gender on business education students' specialization in federal colleges of education in North-west Geo-political Zone of Nigeria. The specific objectives are to:

1. assess the influence of parental income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria;
2. establish the influence of career prospect on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria;
3. determine the influence of financial income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria;
4. ascertain the influence of gender on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria;

1.4 Research Questions

This study was carried out to provide answers to the following questions:

1. What is the influence parental income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria?
2. What is the influence of career prospect on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria?
3. What is the influence of financial income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria?
4. What is the influence of gender on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria?

1.5 Research Hypotheses

The following null hypotheses have been formulated to guide this study.

H_{01} There is no significant influence of parental income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-Political Zone of Nigeria.

H_{02} There is no significant influence of career prospect on business education student's choice of area of specialization in federal colleges of education in North-west Geo-Political Zone of Nigeria.

H_{03} There is no significant influence of financial income on business education student's choice of area of specialization in federal colleges of education in North-west Geo-Political Zone of Nigeria.

H_{04} There is significant influence of gender on business education student's choice of area of specialization in federal colleges of education in North West Geo-Political Zone of Nigeria.

1.6 Significance of the Study

The findings of this study are expected to be of great significance to the following sets of beneficiaries' parents, students, lecturers, management of colleges of education and the society.

Parents will benefit immensely from the study by making use of the findings to enlighten their children by giving them guide in choosing career rightly this enable them to be professional in the field of business education.

The result will serve as awareness programme on students who want to make choice of accounting or office technology options in business education to know where appropriately to choose, there by yielding positive results and consequently get the right skills and knowledge for their future endeavours.

Lecturers will also benefit from the study, because the result will show vividly where the students suppose to specialize there by easing their task as counsellors and lecturers. The result of the study would serve as a source of reference to lecturers who will engage in similar research. It will also spur other researchers to conduct similar or related researches in the area in order to consolidate the findings of this study.

It would also be of significance to the management of colleges of education in the North-west zone of Nigeria. The outcome of the study would help management to get prepared with enrolment challenges in the department of business education especially by providing adequate teaching and learning materials suitable for the number of students

enrolled in each of the options.

Society too will benefit from the study as all the graduates of either of the options will come back and work for the society there by bridging the gap of the manpower requirement of the society

1.7 Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. Parents influences Business Education students' specialization in federal colleges of education in North-west zone, Nigeria.
2. Career prospect influences Business Education students' specialization in federal colleges of education in North-west zone, Nigeria.
3. Financial income influences Business Education students' specialization in federal colleges of education in North-west zone, Nigeria.
4. Gender influences Business Education students' specialization in federal colleges of education in North-west zone, Nigeria.

1.8 Delimitations of the Study

This study was restricted to only five (5) federal colleges of education located in the North-west Geo-Political Zone of Nigeria. This choice was made because the federal colleges of education have same peculiarities and characteristics. The study was also restricted to NCE III students of 2015/2016 academic session in the federal colleges of education, North-west geo-political zone, Nigeria. These NCE III students were chosen because they were at the decision level or had already decided. The study was further delimited to socio-economic factors such as parental influence, career prospect, financial income and gender due to the fact that they are most popular socio-economic factors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related materials both published and unpublished on the influence of socio-economic factors and gender on specialization by business education students in colleges of education business education in North- west Geo-political Zone of Nigeria. The relevant information obtained for the purpose of this study are arranged and discussed under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework.

2.3 Historical Development of Business Education

2.4 Options Available in Business Education at NCE level

2.5 Factors Influencing choice of Specialization in Business Education

2.6 Review of Empirical Studies

2.7 Summary of Literature Reviewed

2.1 Theoretical Framework

The study adopted the theory of vocational choice, propounded by John Lewis Holland in (1949). The present study is about vocational choice that's, the choice between Accounting and Office technology and Management at NCE level. The researcher sees the theory appropriate for this study due to the fact that the study is based on vocational choice this enables him to relate the study to the theory for basing it properly, hence the researcher adopted the theory. John Holland (1919-2008), is a Professor Emeritus of sociology at John Hopkins University. He specializes in career counselling..

2.1.1 Johsn Holland's Vocational Personality

John Holland's theory (1949) shows that there is a match between an individual's career choice and his or her personality and numerous variables that form their background. According to this theorist, once individuals find a career that fits their personality, they are more likely to enjoy that particular career and to stay in the job for a longer period of time than individuals whose work do not suit their personality.

According to Holland, realistic personality types are practical, stable, self-controlled, independent and down to earth. They enjoy working with their hands, especially in projects which allow one to be physically active, they may be a doer. These individuals are physically strong and have very little social know-how. They are oriented towards practical careers such as labour, farmer, truck driver, mechanic, construction work, engineer or surveyor, landscape architect, aircraft mechanic, dental technician, electrician, athletic trainer, carpenter, licensed practical nurse, archaeologist, hairdresser, physical therapist, dressmaker, fire fighter, caterer, plumber, x-ray technician, etc.

According to him, the investigative personality types are conceptually and theoretically oriented. Investigators are observant and curious about things around them. Typically they are inquisitive and intellectually self-confident as well as quite logical. They delight in situations that call for creative or analytical approach. They are thinkers rather than doers. They enjoy working on their own. They are best suited for careers that offer clearly defined procedures, research and the chance to explore a wide range of ideas are the best choices for investigating people, e.g. practical nursing, medical lab assistant, pharmacist, ecologist, math teacher, medical technologist, research analyst, surgeon, dietician, physician, police detective, veterinarian, meteorologist, horticulturist, dentist,

computer analyst, science teacher, technical writer, science lab technician, computer system analyst, military analyst, college professor, lawyer, consumer researcher, astronomer, computer security specialist, horticulture, emergency medical technology, respiratory therapy, surgical technology, dental assistant, water and waste technology, computer languages, computer sciences, economics, biochemistry, geology.

According to Holland, artistic personality types are original, innovative, imaginative, and creative. They prefer situations that are relatively unstructured and interact with their world through artistic expression, avoiding conventional and interpersonal situations in many instances. They do well as painters, writers, or musicians, artist, English teacher, drama coach, music teacher, graphic designer, advertising manager, fashion illustrator, interior decorator, photographer, journalist, reporter, cosmetologist, librarian, museum curator, cartographer, dance instructor, entertainer, performer, architect, etc.

According to theorist, social personality types are understandable, friendly and people oriented. These individuals often have good verbal skills and interpersonal relations. They are helpers and enjoy jobs that let them interact with people. They are well equipped to enter professions such as teacher, social worker, counselor, youth services worker, recreation director, physical therapist, occupational therapist, extension agent, therapist, teacher, personnel director, funeral director, minister, chamber of commerce executive, athletic coach, claims adjuster, parole officer, attorney, sales representative, fitness instructor, cosmetologist, paramedic, mental health specialist, social worker, nurse, dietician, information clerk, child care worker, travel agent, airline

personnel, receptionist, waiter/waitress, office worker, home health aide, career counsellor, etc.

According to him, enterprising personality types are gregarious, dominant and adventurous. They are generally extroverted and will often initiate projects involving many people and are good at convincing people to do things their way. They have strong interpersonal skills and enjoy work that brings them into contact with people. They are best counselled to enter career such as real estate appraiser, florist, lawyer, TV/radio announcer, branch manager, lobbyist, insurance manager, personnel recruiter, office manager, travel agent, advertising agent, advertising executive, politician, business manager.

According to Holland, conventional personality type refers to those individuals who show a dislike for unstructured activities. They enjoy collecting and organizing information in effective and practical way. They are often like being part of large companies though not necessarily in leadership positions. They enjoy steady routines and following clearly defined procedures. They are best suited for jobs as subordinates, banker, file clerks, accountant, Business teacher, bookkeeper, actuary, librarian, proof reader, administrative assistant, credit manager, estimator, cad operator, reservations agent, bank manager, cartographer cost analyst, court reporter, medical secretary, auditor statistician, financial analyst, safety inspector, tax consultant, insurance underwriter, computer operator, medical lab technologist, cashier, hotel clerk, etc.

It has been employed as popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and Strong Interest Inventory. Dictionary of Holland occupational Code came as a result of Holland's work. John Holland created a

hexagonal model that shows the relationship between the personality types and environments.

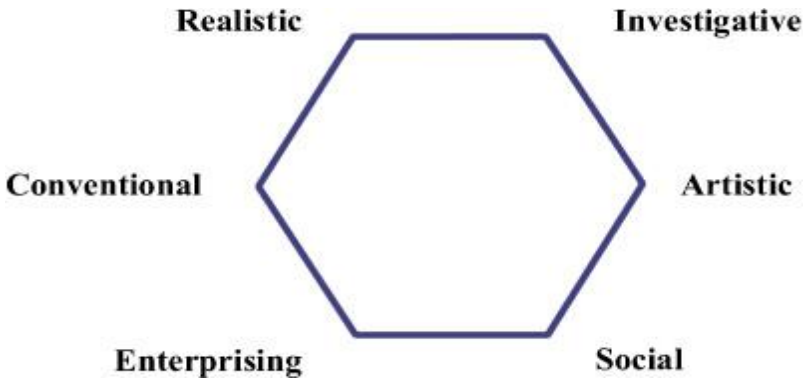


Figure 1: Holland Hexagonal Model

It could be noticed that the personality types close to each other are more alike than those farther away. We can see this most clearly when we compare the personalities opposite each other, on the hexagon. For example, read the description of the types for Realistic and Social. You will see that they are virtually the opposite of each other. On the other hand, Social and Artistic are not that far apart. Holland topology is based on the following key concepts:

Congruence: it refers to the degree of fit between an individual's personality orientations and actual or contemplated work environment. One is believed to be more satisfied with his career and can perform better if he is in a congruent work environment.

Consistency: it refers to the degree of relationship between types or the various classifications. Types that are adjacent on the hexagon have more in common than types that are opposite. For instance, the conventional type might be more realistic and enterprising than be artistic.

Differentiation: it is the establishment of differences or a difference among two or more things. It refers to the degree to which a person or his environment is clearly defined.

Vocational identity: extent to which a person has a clear self perception of his or her characteristics and goals, and to the degree of stability which an occupational environment provides.

Holland's theory is criticised as basically descriptive with focus on explanation of casual basis of time period in development of hierarchies of the personal model styles. He was concerned with factors that influence career choice rather than development process that leads to career choice (Zunker, 1990). This theory focus mainly on how a personality can be matched with a career rather than how other factors like environmental and/or interpersonal factors influence the individual's choice. It is therefore limited as far as the current research is concerned.

2.2 Conceptual Framework

2.2.1 Concept of Business Education

Business Education is a programme of study or instruction structured towards impacting on the trainee skills for gainful employment. It equips its recipients with the necessary knowledge; skills and attitude that will enable him succeed in whatever business endeavour he may engage in. Akume (2002) defined Business Education as a programme designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by the society. This definition implied that Business Education is Vocational Education. This is because Vocational Education is also seen as education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations trades or jobs.

Akume stated further that an NCE graduate of Business Education, apart from being a teacher at the Junior Secondary School (JSS) level could earn a living by being a

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

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

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

Business Education is seen as a tool for development. Abdullahi (2002) believed that our society is going through a difficult period and we are in a complex web of decaying infrastructure, social reforms and the adoption of more scientific and technological mode of living and solving life's problem. The interplay of Business

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

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

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

Aliyu (2007) explained that Business Education as the intellectual and vocational preparation for earning a living in a contemporary industrial and business environment. This implied that Business Education is education for acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the

economic system. Aluwong (2007) observed that Business Education is education for general knowledge of business practices. It could be deduced from this definition that Business Education is education about business and not for business if it is meant to give general knowledge of business practices.

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

According to Uwaifo and Uwaifo (2009), Business Education has been neglected for a long time, because of the low perception of those who should project it to maturity. This was seen in the general apathy shown by the people being caused by the age-old attitude towards the teaching profession in the society. Uwaifo and Uwaifo (2009) noted further that because of the low perception about the programme, even in the distribution of funds to schools, the Technical Colleges (where Business Education programme was

offered) were rated much less than secondary schools. Also in the University setting, in the allocation of funds, to faculties, and departments, Vocational (Business) and Technical Education were always treated least in this allocation even by those in the highest level of academic attainment.

Amoor (2009) noted that the society does not accord respect or recognition to the graduates of Vocational Business Education. Amoor went further to state that the society, which would have been on the neck of the government to finance the planning and implementation of Business Education programme in Nigerian universities, has a misconception that Vocational (Business) and Technical Education is an education that is meant for the dropout, unintelligent and under-achievers. This misconception has in no small measure frustrated the enrolment of candidates into the Business Education programme in tertiary institutions. Amoor noted further that most parents do not encourage or guide their wards to take a course in Vocational Business Education programme in tertiary institutions; this is because the society does not place any significant value or dignity on the programme. This also is not unconnected with the low perception of those (lecturers) who should project Business Education to maturity. Due to this low perception, many candidates aspiring to acquire tertiary education do not have interest in vocational Business Education programme.

However, Ohiwerei (2009), maintained that this erroneous impression has been corrected by the release of the (FGN, 2004) National Policy on Education. Amoor (2009) vocational Business Education in tertiary institutions, with a very firm and strong belief that skill formation enhances productivity and sustains competitiveness in the global economy. This is in agreement with Atchoarena (2004) who noted that in recent years,

the debate on the knowledge of the economy has drawn more attention of governments to Vocational (Business) and Technical Education. Holmes (2004) also noted that this has made the governments of South Africa and Philippines to reshape their vocational institutions in order to make them more efficient and effective. This was done by merging Technical and Vocational (Business) Education together as a means of rationalizing resources and concentrating management capacity with the intention of improving institutional efficiency and effectiveness. This was also done in the spirit of developing appropriate skills and competencies to combat youth unemployment, poverty and further contribute to social transformation.

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

2.2.2 Concept of Parental Income

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it.

Parental status is one of such variables. Rothestein (2004) has asserted as follows: "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes."

Azubuike (2011) agreed that parent socioeconomic status could make student develop a negative attitude towards the study of vocational/technical subjects. The author observed that those children that their parents are educated would not want to study vocational/technical subjects. Socioeconomic status has much influence on students value of education and vocational preferences. The students from high and middle socioeconomic status groups preferred to continue and aspire higher for yielding jobs than those of the low socioeconomic status who do not wish to continue their education due to ignorance and finance (Osa – Edoh and Alutu, 2011).

Udida, Ukwayi and Ogodo (2012) indicated that students/children academic performance is influenced by the socioeconomic background of their parents; as parents that earn high income can take absolute responsibilities of their children education compared to parents that earn meagre salaries. The financial and moral supports a child receives from parents affect his psychology, which is reflected in his performance in schools and career choice. Also, students whose parents have better jobs and higher levels of education attainment and who are exposed to more education and cultural resources at home tend to perform better than their counterparts without such opportunities.

2.2.3 Concept of Occupation

Occupation is the main undertaken by an individual to earn a living. Before you venture into any occupation you must undergo a certain training that will fetch you the required skills so as to fit well in that occupation. To be an accountant you must have the accounting skills and expertise for the smooth running of your work. Likewise, you cannot be a good secretary without the computer skills and office technology education so as to effectively manage your office.

2.2.4 Concept of Financial Income

Income is the consumption and savings opportunity by an entity within a specified time frame, which is generally expressed in monetary terms. Barr (2004). However, for households and individuals, Case and Fair (2007) sees it as 'The sum of all wages, profits, interest payments, rents and other forms of earnings received in a given period of time'. International Accounting Standards Board as cited by Staff (2012) Income is the increases in economic benefits during the accounting period in the form of inflows or enhancements of assets or decreases of liabilities that result in increases in equity, other than those relating contributions equity participants.

Income has a great influence on career choice as some people work for about 40 years, so your choice of career should be based on carefully considered factors. Income potential is the first thing that comes to most people's minds. Everyone would like to earn a lot of money. Your income will affect your life style, since it will determine the type of home, cars, clothing and leisure activities you can afford. But some people consider other things more important. For example, the average annual income of a surgeon is #3.000.000, but they also work long, irregular hours, have a little time for family and

leisure activities and deal with stress knowing that their skill may determine whether people live or die. Most artists do not earn much money but they get to spend their lives doing what they love to do.

2.2.5 Concept of Gender

Gender issues abound in all spheres of the society. The educational condition of girl – child vis – a – vis the boy – child constitute an important gender issue in Northern Nigeria. Gender could be referred as the sex of a student. Various studies (see James, 2012; Irene and Nuhu, 2012; Azubuike, 2011; Igbinedion, 2011; Behrend, Thompson, Meade, Gryason and Newtown, 2007) on the role of gender in vocation studies have shown that gender difference is a significant factor that influence career choice.

Gender influences behaviors and preferences across a variety of context. While there is some debate about the degree to which these differences are biological versus socially influenced, several notable trends have emerged. For instance, Irene and Nuhu (2012) established that gender is a very significant factor in the career choice of senior secondary school students in Ilorin Metropolis of Nigeria. To them, this implies that there is a tendency of sex – stereo – typing in the career choice of senior secondary school students. More so, the authors asserted that female students tend to go in for careers that are feminist in nature while their male counterparts also opt for career that are masculine in nature. This assertion was supported when Behrend, Thompson, Meade, Grayson and Newton (2012) demonstrated that women tend to place more importance on comprehensive patients care than do men, thereby supporting that women place more importance to their career decisions.

The findings of Azubuike (2011) and Igbinedion (2011) indicate that gender was one of the factors that influence the study of vocational/technical subjects. To them, even when a boy would want to study vocational subjects like Agriculture, Arts etc. he would still not want to study Home economics. James (2012) extended the study on gender and career choice, when he showed that females have a stronger commitment to school, get more satisfaction from school work, and are more likely to discuss their school work with their families.

2.2.6 Concept of Career Choice

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

Peale (1997) noted that career is an occupation or profession especially one requiring special training followed as one's life work. Peale further stated that making career choice requires getting in touch with ourselves and our surroundings. Tapping into

our intuition and really listening to our hearts will help us to better assess our life and create a vision of what we want to accomplish in the world. Mckay (2002) also added that before one can make a career choice one has to learn about himself, his values interests and skills in combination with certain personality traits will make some career especially suitable for one and some particularly in appropriate. One can use self assessment tools often called career tests to gather this information and subsequently, to generate a list of occupations that are deemed appropriate. Some people choose to have clear counsellors or other career development professionals administer these tests but may opt to use free career tests that are available to them. From the statement above it implies that one's interests, values and skills play significant role in career choice.

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

2.3 Historical Development of Business Education in Nigeria

The actual date when Business Education took off in Nigeria is not easily noticed. Generally, it is believed that government and missionary bodies contributed immensely to the evolution of Business Education in Nigeria. From among the clerical staff that was trained by the government and missions, emerged those who later learned business arithmetic and simple bookkeeping. St Andrew College Oyo, founded in 1896, was known to have taught among other things, simple accounting (Bookkeeping) to teacher

trainees some of whom later, on their own learned typewriting and shorthand during\ holidays.

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

The Business Teacher Education programme at degree level started in Nigeria in 1975-76 by the University of Nigeria Nsukka and Ahmadu Bello University, Zaria. Many other universities, particularly in the south-east geo-political zone now offer Business

Education programme. At the lower post-secondary level, a great number of colleges of Technology and Polytechnics are running Business Education programme. Most Federal and some state College of Education all over the country have business teacher education programme on their curriculum. At the secondary education level, as demand for Business Education was on the increase so also its supply increased. Aliyu (2001) maintained that all the previous prototypes grammar schools now offer basic Business Education courses.

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

subjects offered included English, Commerce, Bookkeeping, Business mathematics, Shorthand and Typewriting.

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

2.4 Options available in business education at N.C.E level

The National Commission for Colleges of Education (NCCE) is a body saddled with the responsibility of looking after the affairs colleges of education and NCE programs in Nigeria.

The National Commission for Colleges of Education, NCCE Minimum standards for Vocational and Technical Education (2012). spelt out clearly the options available in business education, as regards the specialization by students of business education.

2.4.1 Philosophy of business education

The philosophy of Nigeria certificate in education (NCE) business education is to make the business educators understand the concept and philosophy of the National policy an education as regards business education in National development.

2.4.2 Objectives of Business Education

i. To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.

ii. To produce NCE business teachers who will be able to inculcate the vocational aspects of business Education into the society.

iii. To produce NCE Business Teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.

iv. To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education.

v. To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Business Education Students runs the course together without making any choice until when they reach NCE III. The first semester of NCE III is teaching practice, after the Teaching .Practice, they will come back to school to make the choice among the options available i.e. accounting option and office technology and management option below are the courses offered in each of the options. **See Appendix iv**

2.5 Factors Influencing Choice of Specialization in Business Education

This section discusses those factors influencing business education students' specialization in federal colleges of education in North West Geo – political Zone of Nigeria. The major factors influencing occupational and vocational choice include psychological, Sociological, economic, situational, political and religious. Making a good choice of career is a major concern of students, parents and governments since the aim of education is to help the individual develop occupational and vocational competence.

The factors to be discussed include parental influence, career prospect, financial income, and gender as follows: Many factors affect the process of teaching and learning in schools as well as performance of the teacher, learner and the school. Mommoh-Olle

(2008) identified four factors that contributed to students' academic and career choice achievement among which include:

(a) Student factors (attitudes, individual differences, physical health and readiness and expectation.

(b) Teacher/Instructional/Curriculum factors (teacher attitude to students, types of classroom control, curriculum content, teacher adequacy in professional qualification and preparation, instructional contents and presentation, use of relevant teaching aids.

(c) Home, cultural and parental factors in which the motivational factors of the home background has been found to influence the learner's academic achievement more importantly than the fixed material and economic conditions of the home.

(d) Institutional factors (type of school, population, control, discipline, personnel interactions, admission and examination or evaluation policies.

Harb and El-Shaarawi, (2006) conducted a study on the effects of previous GPA, class attendance, and financial status on students' performance found that previous GPA and motivation affect positively the current GPA of students. Similarly, Asikhia (2010) also identified four factors as causes of students' poor academic performance which are:

(a) Causation resident in the child such as basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in school programme.

(b) Causation resident in a family such as cognitive stimulation/basic nutrition during the first two years, type of discipline at home, lack of role model and finance.

(c) Causation resident in the school such as school location and physical building, interpersonal relationship among the school personnel.

(d) Causation resident in the society such as instability of educational policy; under-funding of educational sector, leadership, job losses.

This suggests that students' academic performance and achievement in schools depends on the learner him/herself, the teacher, the family, school, government policy and social disposition of the society.

The NCE Business Education programme requires the following as minimum entry requirements for admission of students into the NCE Business which are hoped if acquired by a student could enable him to cope with training demands of the programme:

(i) SSSC, WAEC, GCE O level or NECO, NABTEB and other related qualifications with passes in five (5) subjects including English language, three of which must be commercial subjects at credit level at the same sitting or four credits at two sittings. Two of the credits must be at credit level at the same sitting or four credits at two sittings. Two of the credits passes must be relevant to the course the candidate wishes to offer. Credit in English language and/or Mathematics may be required.

(ii) A grade II Teachers Certificate (TC II) with credit or merit in the subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English language and/or Mathematics may be required.

To be eligible for admission candidate must have three business subjects in which credits must be obtained:

(a)

(1) Economics

(2) Principles of Accounting/Bookkeeping

(3) Business Methods, Introduction to Business, Management/Office Practice Secretarial Duties.

(4) Shorthand

(5) Typewriting

(6) Commerce

(b) A 'credit' in English or Mathematics (NCCE, 2008).

Successful candidate in the Pre-NCE final examinations who also take and succeed in a selection examination organize by an accredited body may be qualified for admission. These minimum requirements are aim at meeting the academic standards and training rigors required for succeeding in the NCE Business Education programme.

2.6 Review of Empirical Studies

In the course of this study, some related work done by other researchers that are related to this work in one way or the other but are different from the present study were reviewed.

In a study conducted by Samsinar, Siti and Tan (2003) on "An Exploratory Study of Factors Influencing the College Choice Decision of Undergraduate Students in Malyasia" The study sought to explore the criteria with which students select their tertiary institutions. The study had three objectives. A total of two hundred and ten (210) respondents from the Klang Valley were surveyed in this study. The sample comprised first year undergraduate students from four (4) public universities and four (4) private establishments. The data collected from the survey was analyzed using SPSS programme. A series of analyses, including descriptive and factor analyses were conducted on the data. The results validated three of the four hypotheses of the research. It confirms that student selection of colleges actually depends on several criteria, including academic quality, facilities, campus surroundings, and personal characteristics. It also validated the

contention that income affects the choice of students along the public – private education divide. The present study found the work relevant in the area of the instrument used and empirical literature reviewed. The instrument used help to sharpen the questionnaire designed for this study. However, the present study differs from the previous study due their objective, method of analysis and study area.

Igbinedion (2011) conducted a study on "Perception of Factors that Influence Students' Vocational Choice of Secretarial Studies in Tertiary Institutions in Edo State of Nigeria". The main objective of the study was to examine the perceived factors that influence students' vocational choice of secretarial studies in tertiary institutions in Edo stat of Nigeria. The study has four specific objectives. The design of the study was descriptive with a stratified sample of one hundred and ninety one (191) students randomly selected from a population of four hundred and forty seven (447) students enrolled in secretarial studies programmes in public institutions in Edo state during the 2006/2007 academic session. Questionnaire was the instrument used to gather data from the field for analysis. The study analysis was carried out using descriptive statistics and t-test. The study results showed that there were variations in the perceived factors that influence students' vocational choice of secretarial studies between male and female students; and also students from the universities and college of education differed significantly with regard to some of the factors that influence their choice. The study therefore recommended that both male and female candidates should be encouraged to enroll into secretarial studies programmes through the activities of their professional bodies and beneficiaries of the programmes. The previous study is relevant to this present study in the areas of number of objectives, instrumentation, and empirical literature

reviewed. The previous study is however different with the present study statistical tool for analysis, the population and location as the former was carried out in Edo State and the present in Northwest zone Nigeria.

Azubuike (2011) conducted a study on "Influential Factors Affecting the Attitude of Students towards Vocational/Technical Subjects in Secondary Schools in Southeastern Nigeria". The main objective of the study was to determine the influential factors that affect the attitude of the students towards the study of vocational/technical subjects (Home economics) in secondary schools in Abia state, Nigeria. The study has five specific objectives. The study used descriptive survey research design. The design was suitable for the study since the data were collected through questionnaire from SSIII students. The study was carried out in Abia state of Nigeria, comprising five (5) educational zones (Umuahia, Ohafia, Uqunabo, Aba North and Aba South). The population of the study comprised all the SSIII students in all the government own senior secondary schools in Aba state offering vocational/technical education subjects. The study adopted simple random sampling technique through the application of the table of random numbers. A sample of one hundred (100) students was randomly selected from five (5) secondary schools chosen from the educational zone. The instrument used for data collection was a structured questionnaire. The instrument used a four – point Likert type scale. Data analysis was done using descriptive statistics in the form of mean and Grand mean. The findings indicated that the factors influencing the students' attitude such as interest, gender and socio – economic status, the qualification of teachers and instructor and guidance counselors motivated influences students' students' career choice in South Eastern Nigeria. This study is found to be relevant to the present study in the

area of instrument design and contribution to literature reviewed. Though, this present study is different from this previous one since there is difference in the coverage area and objectives.

Edwards and Quinter (2011) conducted a study on "Factors Influencing Students Career Choices among Secondary School Students in Kisumu Municipality, Kenya". The purpose of the study was to examine factors influencing career choice among form four secondary school students in Kisumu municipality, Kenya. The study has two specific objectives. The total population was two thousand, four hundred and sixty four (2,464) form four secondary school students preparing for final examination. The study used stratified random sampling technique to select a sample size of three hundred and thirty two (332) form four students. The data was collected using both structured and open ended questionnaire and interview schedules. In order to remove ambiguity and biasness, and make instruments reliable, a pilot study was conducted in three schools that did not form part of the study sample. Quantitative data was analyzed using One Way ANOVA at 0.05 level of significance and descriptive statistics such as graphs, charts, frequency counts and percentage. The findings of the study indicated that availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for factors influencing career choice by gender. The study recommended that career counselors should provide students with experiences that they can be able to explore wide range of career information on all the available careers

so they can be able to explore widely before making their choices. The study further recommends that, after initial career decisions have been made, career counselors can continue to encourage successful career development by identifying sources of psychosocial support available to students. Persons that offer career advice to students should ensure that they are well informed so as to provide accurate information that will lead students to correct career choice. This study found the previous study relevant in the area of literature reviewed, methodology and instrument design. This study is however different from the present study based on the objectives and study area.

Femi and Adewale (2012) conducted a study on "The Effects of Parental Socio – Economic Status on Academic Performance of Students in Selected Schools in Edu Local Government Area of Kwara State". The main objective was to examine the influence of parental socio- economic status on academic performance of secondary school students of Edu LGA of Kwara state. The study has four (4) objectives. The population of the students under the study was made up of both males and females in three senior secondary schools. Sixty students were randomly selected from each of the schools, thus one hundred and eight (180) students came under the study. Random sampling was used for convenience in the selection of schools and respondents using table of random number. In the selected schools, three consecutive ends of term examination results were obtained for twenty students from each of senior classes, I, II and III. Questionnaire to elicit relevant information about the demographic data of the students (age, gender), parental socio – economic status, parental educational background and qualification as well as the health statuses of the respondents was used.

The data collected were analyzed using frequency count, percentage for variables

such as age and sex. The hypotheses generated from the beginning were tested using t – test, analysis of variance (ANOVA) and pair – wise turkey test comparison at 5% level of significance. This study finding revealed that males were 81 (45%), while ninety – nine (99) were female (55%). The age range the respondents were divided into three group for convenience. Those respondents that fall within the age range of 11 – 14 years were thirty – two (32) which represent 17.8%, while 108 of the respondents fall within the age range of 15 – 18, giving 60%. Others fall in the age range of 19 and above which were 40 and 22%. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified tom have statistical significant effect o the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student' home environment and played notable role in the academic achievement of the respondents. The study recommended that government should intervene to raise level of academic achievement among students in rural area. The study is of great relevancy to this present study in the area of questionnaire design, structure of the study, method of data analysis and contribution to literature reviewed. However, the previous study is different from this present study based on the fact that their area coverage, objectives and method of analysis are not the same.

Irene and Nuhu (2012) conducted a study on "Gender as a Factor in the Career Choice Readiness of Senior Secondary School Students in Ilorin Metropolis of Kwara State, Nigeria" The main purpose of the study was to investigate how the factor of gender influences career choice readiness of senior secondary school students in Ilorine, Kwara

state. A twenty (20) item questionnaire was administered to the respondents as the source of data. The study sample size used was one hundred and sixty seven (167), that is, about 8.8% of the total population. The main findings revealed that male and female secondary school students differ greatly in their career choice readiness. Other findings indicated that majority of the respondents have not reached the degree of readiness which permits commitment to a particular vocation or career. Based on the findings, the study suggest that counsellors and school authorities should continue to encourage students to go n for the options which they so wish and are capable of excelling in. Also suggest that gender is significant factor in the career choice of senior secondary school students and recommend for series of programmes that will encourage both gender to go in for career of their choice.

Olamide and Olawaiye (2013) conducted a study on "The Factors Determining the Choice of Career among Secondary School Students". The main objective of the study was to examine the factors determining choice of career among secondary school students in Ilisan local government area of Ogun state. The study has three (3) specific objectives. The population of the study comprised all the students in secondary schools of Ilisan local government area of Ogun state. The sample for the study was obtained by stratified random sampling. Five (5) secondary schools were sampled out of the twenty (20) schools in the local government. One hundred (100) students were randomly sampled in each school regardless of the class, age, sex and socio-economic status, making a total of five hundred (500) sampled students. Questionnaire was used as the instrument for data collection. Data analysis was done using mean, standard deviation and t–test. The study findings revealed that there were significant difference in

environmental factors, personality and opportunity of the students in determining career choice. In conclusion, all the factors affect the students in determining their career. The present study found the previous study relevant in the area of instrument design, and contribution to literature reviewed. These studies are however different with regards to their objectives and study area, as the previous was carried out in Ogun State and the present in Northwest zone of Nigeria.

A study conducted by Fatoki (2014) on "The Determinants of Career Choice of International Students in South Africa". Primary objective of the study was to determine the factors that influence the career choice of international students in South Africa. The study has two objectives. The study used the quantitative research approach with a descriptive research design. Data for the research was gathered through the use of self – administered questionnaire in a survey. The questionnaire was divided into two parts: biographical and career choice. It contained sixteen – item questions based on five – point Likert scale ranging from "1" to "5". The study used a sample of 75 returned questionnaires out of a total of 126 questionnaires distributed. The response rate was 59.5%. The results indicated that there are multiple influences on the career choice of international students pursuing business courses, such as the interest in the course, the prestige of the course, the prospect of well – paying jobs, bright future prospects, and the influence of job opportunities, the influence of parents and the subjects passed at Matric or equivalent level. The present study found the research work relevant in the area of literature and instrument used. The literature serves as a basis for this study, while the instrument assists in the questionnaire design for this study. This study is however different from the previous study based on the number of objectives, study area, sample

size, method of analysis and target institutions.

Olaosebikan and Olusakin (2014) conducted a study on "Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria". The purpose of this study was to investigate the effects of parental influence on adolescents' career choice on Secondary schools student in Badagry Local Government Area of Lagos state. The study sample consisted of three hundred (300) students selected from ten (10) purposely secondary schools (3 model colleges, 4 Non-model colleges, and 3 private colleges). The instrument used was a questionnaire which was administered to the respondents. Five null hypotheses were formulated and tested. Chi – square, using analysis of contingency table was used to test the hypotheses at 5% significance level. The findings of the study showed that 48.36% of the respondents agreed to parents influencing their career choice. On the average, 21.5% of the respondents agreed that their parents' line of business influenced their career choice, while 78.5% disagreed. On the whole, 30% of the respondents agreed that they chose the family careers because they need to sustain the family business. The results of this study seem to indicate that adolescents in secondary schools in Badagry Local Government Area of Lagos State have some form of independence in making career choice. The study recommended that professional school counsellors should provide collaborative support and training to parents on career guidance. This is because their education, skills, and position within the school community, are in a unique position to assess the needs of adolescents, and the skills and stressors of their parents.

2.7 Summary of Reviewed Literature

The literature review presented in this chapter highlighted a number of issues

relating to factors influencing career choice. The conceptual framework examined the basic concept of career choice and the factors influencing students' career choice. It also focused on the concept of business and factors influencing career choice, this review shows how parental income, career prospects, financial income and gender influence business education students' specialization. Related empirical studies were reviewed. Procedures for data collection and data analysis including also their findings were presented to show the relationship between them and the present study.

From this review, it becomes clear that there are various factors that come to play in students' career choice decision. The adequate professional guidance on career choice will definitely exert profound influence on students' academic attainment and achievement for oneself and the country at large. The authors` the researcher reviewed did not highlight on parental income, career prospect, financial income and gender in federal colleges of education in north-west zone; hence this study filled the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the procedures adopted in order to collect data and relevant information required for this study. These procedures are grouped under 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 Instrument

3.4.2 Pilot Study

3.4.3 Reliability of Instrument

3.5. Procedure for Data Collection

3.6. Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used for this study. Tafida (2008) stated that descriptive survey enables the researcher to describe event, situation or phenomenon as they are at the time of the study. Koul (2011) stated that the purpose of descriptive survey research design is to find out or study a group of people or items by collecting and analyzing data from the target population, if the population is not too large. Besides, the study will use questionnaire in collecting data from the respondents. This is in line with the view of Olayiwola (2007) who held that survey design allows the use of questionnaire and /or interviews for collecting data from a

target population, if the population is not too large.

3.2 Population for the Study

The population for this study is made up of 646 students in business education departments of the five (5) Federal Colleges of Education in the North-West Geo-political Zone of Nigeria. This population comprises of all the NCE III students of business education department in these five (5) federal colleges of education in North West, Geo political zone of Nigeria. Table 3.1 shows the summary of the population for this study.

Table 3.1 Population for the Study

No	College	Accounting Option		Office Tech & Mgt		Total
		Male	Female	Male	Female	
1	FCE, Kano	92	36	4	6	136
2	FCE Bichi	102	38	18	12	170
3	FCE, Katsina	39	25	15	21	100
4	FCE Gusau	00	40	00	38	78
5	FCE, Zaria	97	35	16	14	162
						646

***Source: Departmental Records (2016*)**

3.3 Sample Size and sampling procedure

The sampling frame which is the total population was 646. This was made up of final year NCE III Students for 2015/2016 academic session. Therefore, according to Alamu and Olukosi (2008), in research, the major concern is the population parameter. Since the total population was not large, all the members of the population were used for the study. Therefore, there was no need for sampling technique.

3.4. Instrument for Data Collection

The instrument used for data collection was the self structured questionnaire. The questionnaire was distributed to 646 NCE III students in the five Federal Colleges of Education in the North-West Geo-political Zone, Nigeria. The questionnaire was

structured to require the business education students to respond on various items of the research questions. The questionnaire was divided into two sections, A & B. Section A contained personal data of the respondents for example, gender. Section B contained information about the respondents' opinions on the influence of socio-economic factors and gender on business education students' specialization in federal colleges of education in the North-west geo-political zone, Nigeria. The research question one has items 1-8, research question two has items 9-16, research question three has items 17-24, and research question four has items25-32. To enable the respondents to easily indicate their opinions and also facilitate statistical analysis, a 4 points-scale rating instrument was used for the study.

Rating Scale	**Rating Point**
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

3.4.1 Validation of Instrument

The content validity of questionnaire items was established by comparing questionnaire items with the research questions. Also, the researcher's supervisors and other experts in the Measurement and Evaluation, Faculty of Education, Ahmadu Bello University, Zaria at the rank of Associate Professor and Senior Lecturer vetted all the questions contained in the questionnaire to ensure that the instruments were relevant to the research topic and the area of study under investigation.

3.4.2. Pilot Study

To ensure that the measuring instrument is devoid of ambiguities, a pilot study was carried out on twenty (20) Business education students of Federal College of Education (Technical) Potiskum, Yobe state. This study considers the choice of this college appropriate because of proximity to the researcher and outside the Geo – political zone of the study. The use of twenty (20) students from this school assisted in knowing how difficult or easy the questions contained in the questionnaire would be for respondents before being administered.

3.4.3 Reliability of the Instrument.

In order to establish the internal consistency and stability of the measuring instrument, a test re-test method was used. The mean scores of the pilot study were used to calculate the reliability co-efficient to confirm the reliability of the instrument using Pearson Product Moment Correlation Coefficient (PPMCC). The choice of this statistical tool was informed by its appropriateness for the study at hand. James (1997) asserted that PPMCC is used for instrument which does not have Yes/No items. The analysis of PPMCC for the instrument gave 0.944 for the first test and 0.944 for the second test respectively. This is in line with Nworgu (1991) who stated that any reliability co-efficient between 0.6 - 0.9 is positive and shows internal stability of the measuring instrument, and therefore the instrument is reliable.

3.5 Procedure for Data Collection

With the help of a letter of introduction form the Head, Department of Vocational and Technical Education, as in **Appendix 1**, the researcher administered the questionnaire to all business education students in all the five (5) federal colleges of

education, with the help of some research assistant. A total of 646 copies of the questionnaire were administered to business education students of the five (5) federal colleges of education within a period of three (3) weeks, and only 323 copies of the questionnaire were retrieved for the statistical analysis.

3.6. Procedure for Data Analysis.

The personal data of the respondents were analyzed using frequencies and percentages. The four research questions were answered by analyzing data using weighted mean score. In the course of answering research questions, "strongly agree' and "agree" were classified as "agree". Similarly, "strongly disagree" and "disagree" were classified as "disagree". A mean score of 2.5 and above was considered as an index for agree, while the weighted mean score of less than 2.5 was considered as disagree. Koul, (2011) agrees that weighted mean score can be used to analyze data generated from 4 points rating scale. The opinions of students generated were coded, entered into the computer and analyzed. The Microsoft Excel Statistical Package was employed to run Logistic regression (LR) to test all the null hypotheses 1 – 4. This is in line with Koul (2011) who asserted that logistic regression is one of the most sensitive tools for measuring the influence of independent variables on dependent variables that are categorical

Decision Rule

In the analysis, if calculated value is greater than table value, the null hypothesis would be rejected and on the other hand if the calculated value of any of the hypothesis is

less than the table value, the null hypothesis would be accepted. All the null hypotheses were tested at 0.05 or 5% level of significance

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the data based on field work. The analysis was done under the following headings:-

4.1 Analysis of Demographic Data

4.2 Answering the Research Questions

4.3 Hypotheses Testing

4.4 Summary of Major Findings

4.5 Discussion of Findings

4.1 Analysis of Demographic Dada

Table 4.1.1: Distribution of Students Respondents by their Gender

Gender	Frequency	Percent
Male	204	63.1
Female	119	36.9
Total	323	100.0

(Source: Result from Field work 2016).

The students' respondents were analyzed by their gender. The result shows that 63.1.% of them were males while 36.9% were females. This indicates the males are the majority of the students specifically in accounting option in federal colleges of education in the north-west geo-political zone, Nigeria.

4.2. **Answering Research Questions**

This section of the chapter presents analyses of data used for answering the four research questions raised in chapter one of the study. In answering the research questions, the data collected were categorized into agree and disagree for easy analysis of item, sound judgment and conclusion. All the computations were based on the 4-Point Rating Scale. Weighted mean of 2.5 and above was set as a benchmark for agree while weighted mean of less than 2.5 was set as a benchmark for disagree. The weighted mean of 2.5 was obtained by adding all the 4-points rating scale 4,3,2,1 = 10 and divide by four).

Tables 4.1 to 4.4 present the result of the data used to answer research questions one to four.

4.2.1 Research Question One

What is the influence of parental income on business education students' choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria?

The answer to this question is presented in table 4.1.with eight questionnaire items indicating responses from the students of business education

Table 4.2 . Mean Response on the Influence Parental Income on Specialization

S/No	Influence parental Income	SA	A	D	SD	TA	TD	Mean Score	Decision
1.	I choose accounting option because my father was an accountant and he was well to do.	440	270	104	48	670	152	3.3	Agree
2.	I choose secretarial option irrespective of my parents financial status	480	300	120	20	780	140	3.4	Agree
3	The poor financial status of my mother who is secretary discourages me from choosing secretarial option.	520	330	100	10	850	110	3.5	Agree
4.	I am actually influenced by my parental economic status to specialize in accounting option.	560	300	100	10	860	110	3.5	Agree
5	My Parental economic status does not influence my specialization in business education	100	168	400	19	268	419	1.5	Disagree
6.	The allowances my father attracts as an accountant encouraged me to opt for accounting education	408	360	140	08	768	148	3.4	Agree
7.	The take-home pay of my mother as an accountant encouraged me to opt for accounting	294	400	174	15	694	189	3.1	Agree
8.	The good financial position of my parents encouraged me to study secretarial studies	400	450	70	15	850	85	3.6	Agree
	Total					**5740**	**1353**	**3.2**	

(Source: Result from field work 2016).

Key SA = strongly agree
A = Agree
D = disagree
SD =strongly disagree
TA = total agree while
TD = total disagree.

As it is indicated in table 4.1 the questionnaire items deal with the parental income on business education students' choice area of specialization in federal colleges of education in North West geo-political zone, Nigeria. The overall cumulative total agrees stood at 5740 while total disagree stood at 1353 with the overall cumulative mean score of 3.2. This implies that parental income has significant influence on business education student's choice of area of specialization in business in federal colleges of education in the north-west geopolitical zone, Nigeria.

4.1.2 Research Question Two

What is the influence of career prospect on business education students' choice of area of specialization in federal colleges of education of North-west Geo-political Zone of Nigeria?

The answer to this question is presented in table 4.2 with eight questionnaire items indicating responses from the students of business education

Table 4.3. Mean Response on the Influence of Career Prospect on Students' Specialization

S/No	Influence of Career Prospects	SA	A	D	SD	TA	TD	Means Score	Decision
9	The secretarial vocation attracts me to choose secretarial option	380	405	100	10	785	110	3.5	Agree
10.	My early exposure in accounting and its prospect in the world of work develop my interest in accounting option	340	270	100	22	610	122	3.3	Agree
11	Career prospects in secretarial education attract me to choose secretarial option.	404	390	120	09	794	129	2.8	Agree
12	Inadequate career prospect in secretarial profession discourages me from choosing secretarial option	200	210	320	20	410	340	2.1	Disagree
13	Adequate job opportunities for secretarial graduates influence my choice for the option.	400	276	200	08	676	208	3.0	Agree
14	I choose accounting option because it has more career prospect than secretarial option.	224	375	200	19	559	219	2.8	Agree
15	I choose accounting option because of the its professional body – ICAN	200	450	100	50	650	150	3.3	Agree
16	I choose accounting option because it is more lucrative than secretarial option	280	390	140	30	670	170	3.1	Agree
	Total					**5154**	**1448**	3.1	

(Source: Result from field work 2016).

Key SA = strongly agree
A = Agree
D = disagree
SD =strongly disagree
TA = total agree while
TD = total disagree.

Table 4.3 The questionnaire items deal with the influence of career prospect on students' choice of area of specialization in business education in colleges of education in North West geo-political zone, Nigeria. The overall cumulative total agrees stood at 5154 while total disagree stood at 1448 with the overall cumulative mean score of 3.1.

This signifies that career prospect has significant influence on students' specialization in business education programme in colleges of education.

4.1.3 Research Question Three

What is the influence of financial income on business education students' choice of area of specialization in federal colleges of education of North-west Geo-political Zone of Nigeria?

The answer to this question is presented in table 4.3 with eight questionnaire items indicating responses from the students of business education.

Table 4.4 Mean Response on the Influence of Financial Income on Students' Specialization

S/No	Influence of financial Income	SA	A	D	SD	TA	TD	Mean Score	Decision
17	I choose accounting option because accountants in office occupation are highly paid	440	423	76	22	863	98	3.5	Agree
18.	I did not choose secretarial option because secretaries pay-packet is not encouraging	100	132	400	21	232	421	1.4	Disagree
19	I choose secretarial option because secretaries have more allowances in the world of work than accountants	200	207	32	21	407	341	2.2	Disagree
20	I choose accounting option because accountants earn extra pay outside their salaries	444	303	60	50	747	110	3.4	Agree
21	I am encouraged to choose accounting option because the allowances of accountants on the job are higher	200	225	250	07	425	257	2.5	Agree
22	Accounting attracts a lot of consultancies, and this encourages me to opt for accounting option	800	183	64	07	983	71	3.7	Agree
23	There is high gratification in secretarial profession than in accounting profession. This encourages me to opt for accounting.	128	183	400	07	311	407	1.7	Disagree
24	Generally, income influences my choice of option in business education programme.	216	336	200	34	552	234	2.8	Agree
	Total					**4519**	**1939**	2.9	Agree

(Source: Result from field work 2016).

Key SA = strongly agree
A = Agree
D = disagree
SD =strongly disagree
TA = total agree while
TD = total disagree.

Table 4.4 The questionnaire items deal with the influence of financial income on business education student's choice of area of specialization in federal colleges of education in North West geo-political zone, Nigeria. The overall cumulative total agrees stood at 4519 while total disagree stood at 1939 with the overall cumulative mean score of 2.9. This implies that financial income influences business education student's choice of area of specialization in federal colleges of education in the north-west geopolitical zone, Nigeria.

4.1.4 Research Question Four

What is the influence of Gender on business education student's choice of area of specialization in business education in federal colleges of education of North-west Geo-political Zone of Nigeria?

The answer to this question is presented in table 4.5.

Table 4.5 Mean Response on the Influence of gender on Students' Specialization

S/No	Influence of Gender	SA	A	D	SD	TA	TD	Mean Score	Decision
25	I did not choose secretarial option because it is feminine	204	336	200	37	540	237	2.8	Agree
26.	There are more female students in office option than accounting. This discouraged me to opt for secretarial	288	321	208	69	609	277	2.7	Agree
27	Gender does not actually influence my choice of option in business education	208	204	200	80	412	280	2.3	Disagree
28	Gender really influence my choice of option in business education programme	460	216	116	55	676	171	3.1	Agree
29	I choose accounting option because I admire female accountants	160	195	200	95	355	295	2.2	Disagree
30	I choose secretarial option because admire female secretaries	100	189	314	55	289	369	1.8	Disagree
31	I opted for secretarial education because female secretaries are pleasantly dressed	392	228	166	43	620	209	2.9	Agree
32	I do not want to be called a secretary because I am not a woman	376	333	180	05	709	185	3.1	Agree
	Total					**4210**	**2023**	2.7	Agree

Source: Result from field work 2016).

Key SA = strongly agree
A = Agree
D = disagree
SD =strongly disagree
TA = total agree while
TD = total disagree.

Table 4.5 Contains eight questionnaire items that deal with the influence of gender on business education student's choice of area of specialization in federal colleges of education in North West geo-political zone, Nigeria. The overall cumulative total agrees stood at 4210 while total disagree stood at 2023 with the overall cumulative mean score of 2.7. This indicates that gender influences student's choice of area of specialization in federal colleges of education in the north-west geopolitical zone, Nigeria.

4.3. Hypotheses Testing

In line with the research questions, four null hypotheses were formulated. In testing the null hypotheses, the opinions of the respondents were grouped together for easy interpretation of the findings. Logistic regression was used to test null hypotheses 1-4.

Therefore, in the analysis, if r-cal is greater than r-critical, the null hypothesis is rejected. On the other hand, if the r-cal value of any of the hypothesis is less than the r-crit., the null hypothesis is accepted. All the null hypotheses were tested at 0.05% level of significance.

4.3.1 Hypothesis One

There is no significant influence of parental income on business education students' specialization in federal colleges of education in North-west Geo-political Zone of Nigeria

Logistic Regression was used to test this hypothesis and the result is shown in Table 4.6

Table 4.6 Regression Analysis of Respondents' Opinions of Parental income Influence on Business Education Student's choice of area of Specialization in Federal Colleges of Education

Model	B	Std. Error	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Specialization	1.221	.253	0.088	.617	.63	.384	.000
Parental Income	1.311	.065					

(*Source: Result from field work 2016)*

The result of the data used to determine the influence of parental income on business education student's choice of area of specialization shows the Constant Beta value of

1.221 against the co-efficient value of 1.331 for parental influence. The calculate R value was .617 found to be greater than table value of 0.088. Hence the null hypothesis is therefore rejected.

4.3.2. Hypothesis Two

There is no significant influence of career prospect on business education student's choice of area of specialization federal colleges of education in North-West Geo-political zone

The result of test is shown in Table 4.7

Table 4.7 Regression Analysis of Respondents' Opinions on Influence of Career Prospect on Business Education Student's choice of area of Specialization in Federal Colleges of Education

Model	B	Std. Error		R-crit	R-cal	R^2	Adjusted R^2	Sig.
Specialization	1.221	.253		0.088	.622	.467	.453	.000
Career prospect	1.117	.065						

(*Source: Result from field work 2016)*

Analysis of data used to test null hypothesis two shows the Constant Beta value of 1.221 against .1.117 for career prospect. The R-calculated value was greater than the R-critical value (.622>0.088). In view of this, the null hypothesis is therefore rejected.

4.2.3. Hypothesis Three

There is no significant influence of financial income on business education student's choice of area of specialization in federal colleges of education in the North-West Geo-political Zone, Nigeria

The result of the analysis is shown in table 4.8

Table 4.8 Regression Analysis of Respondents' Opinions on Influence of financial Income on Business Education Student's choice of area of Specialization in Federal Colleges of Education

Model	B	Std. Error	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Specialization	1.221	.253	0.088	0.561	0.007	0.004	.058
Financial Income	0.246	.299					

(*Source: Result from field work 2016)*

Logistic Regression statistical method was used to test null hypothesis three. The result of the test revealed that Constant Beta had a value of 1.221 as against 0.246 for financial income. The R-cal. value of 0.561 was found to be greater than the R-crit value of 0.088. Based on this result, the null hypothesis was therefore rejected.

4.2.4. Hypothesis Four

There is no significant influence of gender on business education student's choice of area of specialization in federal colleges of education in North-west Geo-political Zone of Nigeria.

Logistic Regression was used in testing this hypothesis and the result is shown in Table4.9

Table 4.9 Regression Analysis of Respondents' Opinions on Influence of Gender on Business Education Student's choice of area of Specialization in Federal Colleges of Education

Model	B	Std. Error	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Specialization	1.221	.253	0.088	0.627	0.008	0.007	.066
Gender	0.345	.294					

(*Source: Result from field work 2016)*

Table 4.9 Tested null hypothesis four which revealed the Constant Beta value of 1.221 against .345 for gender. The R- Cal value of 0.627 was found to be greater than the R-crit. value of 0.088. Therefore, the null hypothesis was rejected.

3.4 Summary of Major Findings

Based on the data analyzed, the following findings are presented as follow:

1. Parental income has significant influence on business education students' choice of area of specialization in Federal Colleges of Education in North-West Geo-political Zone. This is because hypothesis one reveals that r-cal value of .617 > r-crit value of .088. This is also evident in the probability value of P>000, (see Table 4.1). In view of this, the null hypothesis was rejected.
2. Career prospect has significant influence on business education students' specialization in Federal Colleges of Education in North West Geo-political Zone. This is because the result of hypothesis two reveals that r-cal value of .622 > r-crit value of 0.088, (as it is shown in Table 4.3), hence the null hypothesis was rejected.
3. Financial income had significant influence on business education students' specialization in Federal Colleges of Education in North West geo-political Zone. The result of the hypothesis three shows that r-cal value of 0.561> r-crit value of 0.088. Therefore the null hypothesis was rejected.
4. Gender has significant influence on business education students' specialization in business education in Federal Colleges of Education in North-West Geo-political Zone. This is because r-cal value of 0.627 > r-crit of 0.088 (see table 4.9). The null hypothesis was rejected.

4.4. Discussion of Findings

The study in tables 4.2 and 4.6 reveal that parental influence has significance on business education students' choice of area of specialization. This is because hypothesis one reveals that r-cal value of .617 > r-crit value of .088. This is also evident in the probability value of P>000, (see Table 4.2). In view of this, the null hypothesis was rejected. The study discovered that the good financial status of parents who are accountants by profession influence their wards to opt for accounting option in federal colleges of education. The finding of this study is in line with the findings studies of Femi and Adewale (2012) conducted a study on "The Effects of Parental Socio – Economic Status on Academic Performance of Students in Selected Schools in Education Local Government Area of Kwara State". This study is not directly linked with the current study but in the recommendation of Femi and Adewale, (2012) it was stated that parental income has a direct bearing on the students' choice of specialization in academic programmes in tertiary institutions. However, Amoor (2014) observes that parental income has no significant influence on the students' specialization in business education programme in Nigerian universities.

The result in tables 4.3 and 4.7 showed that career prospect has significant influence on business education students' specialization in Federal Colleges of Education in the North West Geo-political Zone, Nigeria. This is because the result of hypothesis two reveals that r-cal value of .622 > r-crit value of 0.088, (as it is shown in Table 4.3), hence the null hypothesis was rejected. The finding of this study agrees with the result obtained from Edwards and Quinter (2011) , Shumba and Naong (2012) who conducted a study on "Factors Influencing Students' Career Choice ". The authors observe that

careers that are prosperous attract interest of the students more than professions that seem to have no clear prospects.

Furthermore, the research work in tables 4.4 and 4.8 show that financial income influences students' specialization in business education in federal colleges of education in the North-West Geo-political zone. Financial income had significant influence on business education students' specialization in Federal Colleges of Education in North West geo-political Zone. The result of the hypothesis three shows that r-cal value of 0.561> r-crit value of 0.088. Therefore the null hypothesis was rejected. This finding was contrary to Azubuike (2011) whose research findings in Irene and Nuhu (2012) revealed that financial income does not have significant influence on career choice but rather candidates make their choice of specialization based on the skills and ability in them, However, Sabir, Ahmad, Ashraf and Ahmad (2013) study agreed with the finding of the current study that financial income has significant influence of choice of specialization in tertiary institutions of learning.

Tables 4.5 and 4.9 revealed that gender has significant influence on students' specialization in business education in federal colleges of education in the North-West Geo-political Zone. Gender has significant influence on business education students' specialization in business education in Federal Colleges of Education in North-West Geo-political Zone. This is because r-cal value of 0.627 > r-crit of 0.088 (see table 4.9). The null hypothesis was rejected The study conducted by Igbinedion (2011) disagrees with this finding. However, the study conducted by Nuhu (2012) posited that gender has

significant influence on students' choice of academic programme because students differ greatly in their career choice readiness tertiary institutions of learning

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMMENDATIONS

This chapter is presented under 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 purpose of the study was to determine the influence of socio-economic factor and gender on business education students' specialization in Federal Colleges of Education in the North-West Geo-political Zone, Nigeria. The study had four specific objectives, four research questions and four formulated null hypotheses. The researcher adopted descriptive survey design. The population for the study was 646. Thus, the total respondents for this study were 323. The research questions were answered using weighted mean. The weighted mean of 2.5 and above was considered as bench mark for agree while the weighted mean of less than 2.5 was considered as bench mark for disagree. The four null hypotheses formulated in the study were tested using logistic regression at 0.05 level of significance. The result of the study is summarized as follows:

1. Parental income has significant influence on students' specialization in business education in Federal Colleges of Education in North-West Geo-political Zone. This is because hypothesis one reveals that r-cal value of .617 > r-crit value of .088. This is also evident in the probability value of P>000, (see Table 4.1). In view of this, the null hypothesis was rejected.

2. Career prospect has significant influence on business education students' specialization in Federal Colleges of Education in North West Geo-political Zone. This is because the result of hypothesis two reveals that r-cal value of .622 > r-crit value of 0.088, (as it is shown in Table 4.2), hence the null hypothesis was rejected.
3. Financial Income has significant influence on business education students' specialization in Federal Colleges of Education in North West geo-political Zone. The result of the hypothesis three shows that r-cal value of 0.561> r-critical value of 0.088. Therefore the null hypothesis was rejected.
4. Gender has significant influence on business education students' specialization in Federal Colleges of Education in North-West Geo-political Zone. This is because r-cal value of 0.627 > r-crit of 0.088 (see table 4.8). The null hypothesis was rejected.

5.2 Contribution to Knowledge

Based on the study the followings serve as contribution to knowledge:

1. Parental income has significant influence on students' speciation in business education in federal colleges of education in north-west zone Nigeria. (P> .000)
2. Career prospect has significant influence on business education students' specialization in Federal Colleges of Education in North West Geo-political Zone (P> .000).
3. Financial Income has significant influence on business education students' specialization in Federal Colleges of Education in North West geo-political Zone (P> .058).
4. Gender has significant influence on business education students' specialization in Federal Colleges of Education in North-West Geo-political Zone (P>.056).

5.3. Conclusions

Based on the findings of the study the researcher concluded that socio-economic factors (Parental influence, Career Prospect and Financial income) and gender influenced the choice of area of specialization of business education students in Federal Colleges of Education in the North-west Geo-Political Zone, Nigeria.

5.4 Recommendations

In view of the research results and the conclusions drawn, the following recommendations were made as follows:

1. Parents are advised to allow their children to make choice of the area of specialization in business education in Federal Colleges of Education in the North-west zone, on their own without much interference.
2. Lecturers in the departments of business education should properly guide the students on the career prospect so that they can make appropriate choice of area of specialization in business education in the Federal colleges of education North-west Geo-political zone, Nigeria.
3. Business Education students are advised not to base their choice of area of specialization in business education because of the financial income but on the area of Job satisfaction.
4. Lectures in the Departments of Business Education should sensitize and give adequate information to the students not to base their choice of area of specialization in business education on gender, but on their interest and job satisfaction.

5.5 Suggestions for further Studies

A replica of this study should be conducted in the state colleges of education in the north-west geo-political zone, Nigeria to serve as a basis for comparison of the findings of the study

REFERENCES

Abdullahi, A. (2002). Business Education, Technology and Development. Lead paper. *Book of Readings in Business Education, 1(2):1-5.*

Adetoro, S.A. (1986). *Research technique for project proposals, Thesis and Dissertations.* Gaskiya Corporation Ltd, Zaria.

Afolabi M., (1998*) Introduction to Research Methods for Writing Proposals, Projects and Thesis.* A.B.U. Printing press Zaria, Nigeria.

Akume, B.C. (2002). Business Education and the Industry: Competencies required of NCE Business Education Graduates for Effective Performance in the Work Place. *Business Education Journal, 3(5): 120-128.*

Aliyu, M.M. (2001*). Business Education in Nigeria (Trends and Issues).* ABU Press

Aliyu, M.M. (2002). Business Education and its Relevance in the Twenty-First Century. *Business Education Journal, 3(5): 209-214*

Aliyu, M.M. (2006). Business Education in Nigeria (Trends and Issues). Goshen Print Media limited, Ilorin, Kwara State, Nigeria.

Aliyu, M.M. (2007). Perception of Business Educators on Business Education Programme in Meeting Objectives of Needs. *Business Education Journal. 4(1): 34-42.*

Aluwong, S.W. (2007). Business Education as a Tool for Achieving the Millennium Development Goals in Nigeria. A paper presented at the *National Conference of Business Students Association* held at Ahmadu Bello University, Zaria.

Amoor, S.S. (2009). The Challenges of Vocational and Technical Education Programme in Nigerian Universities Retrieved January 15, 2015 from *http:/www.google.com.ng/search?9*.

Atchoarena, D. (2004). International Institute for Educational Planning. *Newsletter. 22(3): 1.*

Azubuike, O. (2011). Influential Factors Affecting Attitude of Students Towards Vocational/Technical Subjects in Secondary Schools in South Eastern Nigeria. *Journal of Education and Social Research, 2*(11): 8-15

Barr. N. (2004). Problems and Definition of Measurement in Economics of the Welfare State, New York: Oxford University Press pp. 121-124.

Behrend, T. S., Thompson, L. F., Meade, A. W., Grayson, M. S. & Newton, D. A. (2007). Gender difference in career choice influences. Paper presented at the 22nd Annual Meeting of the Society for Industrial and Organizational Psychology, New York.

Case, K. & Fair, R. (2007). Principles of Economics Upper Saddle River, NT Pearson Education p. 54.Cheston Agency Ltd. Enugu.

Clancy, S. M., & Dollinger, S .J. (1993). Photographic depictions of the self: Gender and age differences in social connectedness. Sex Roles, 29, 477-495.

Edward, K. & Quinter, M. (2011).Factors Influencing Students Career Choices among Secondary School Students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Education Research and Policy Studies, 2*(2).

Ekpenyong, L.E. (2002). Business Teacher Education in Nigeria: Projecting a New Direction. *Business Education Journal 3(5): 154-165.*

Ekpenyong, L.E. (2008). *Foundations of Technical and Vocational Education: Evolution and Practice for Nigerian Students in TVE and Adult Education, Policy Makers and Practitioners.* AMBIK Press Limited: Benin City, Nigeria.

Ewumi, A.M. (2014). Gender and socio-economic studies correlates of student's academic achievement in senior secondary schools. *European scientific Journal, 5*(4).

Farooq, M.S, Chaudrly, A.H, Shafiq M. & Bahamu, G. (2011). Factors affecting Students quality academic performance: A case secondary school level. *Journal of quantity and technology management, 2*(22).

Fatoki, O. (2014). The Determinants of the Career Choice of International Students in South Africa. *Mediterranean Journal of Social Sciences, 5*(23).

Federal Government of Nigeria, (1981). *National Policy on Education* NERD Press: Lagos.

Federal Government of Nigeria, (2004). *National Policy on Education*. NERD Press: Lagos

Femi, O. & Adewale, A. M. (2012).The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu LGA of Kwara State, Nigeria. *International Journal of Academic Research in Business and Social Sciences, 2*(7)

Harb an Elshaarawi, (2006). Efforts of Previous GPA, class Attendance and Financial Status on Students Performance.

Holmes, K. (2004). International Institute for Educational Planning. *Newsletter,* 22(3):3.

Ibrahim, S. (2008). Business Education and Nigeria's National Development in the 21st Century. *Journal of Educational Research and Development, 3*(1), 299-305.

Igbinedion, V. I. (2011). Perception of Factors that Influence Students' Vocational Choice of Secretarial Studies in Tertiary Institutions in Edo State of Nigeria.

Ihimekpen, F.A. (2002). Business Education and its Relevance in the 21st Century for Technology and National Development. *Business Education Journal. 3(5):166- 170.*

Irene, D. and Nuhu, M.A. (2012). Gender as factor in a career choice readiness of senior secondary schools in Ilorin metropolis in Kwara State Nigeria. *International Journal of Humanities and Social Science*. 2(14) 109-113

James, W. (1997). Improving School-Community Relations in the Periphery. London: Garland Press..

Koul, L. (2011). Methodology of Educational Research. Fourth edition. Delhi: Vikas Publishing House PVT LTD.

Mustapha A. (2012).Lecture Notes on Educational Research (EDU 703), Dept of Guidance and Counseling, ABU Zaria.

National Commission for Colleges of Education (2008). Minimum standards for Nigeria Certificate in Education 4th (Edition).Federal Government Press Lagos.

National Commission for Colleges of Education (2012). Minimum standards for Nigeria Certificate in Education 2012 (Edition) Plot 829 Cadastral Zone A01 Garki, Abuja.

Njoku, C.U. (2006). Business Education and Value Orientation for National Economic Empowerment and Development. Paper Presented at Owo 2006 Annual Conference of Association Business Educators of Nigeria.

Nworgu, B.G. (1991). Educational research basic issue and methodology, Wisdom. Publishers Ltd Owerri pp 25 - 30.

Ohiwerei, F.O. and Nwuso, B.O. (2009). Vocational Choices among Secondary School Students; Issues and Strategies in Nigeria. *Asian Journal of Business Management* 1(1): 1-5

Ohiwerei, F.O., (2009). Job Prospect for Business Educators University Graduates in Nigeria. *Current Research Journal of Social Sciences,* 1(3): 70-73.

Okoro, F.N. and Ihimekpen, F.A. (2003). A Survey of Tertiary Business Education in Edo, Delta and River States of Nigeria. *Business Education Journal.* 4(1): 89-95.

Okoye, J.N. (2002). Reducing Poverty through Sustainable Business Education. *Book of Readings in Business Education.* 1(2): 151-154.

Olamide, S. O. & Olawaiye, S. O. (2013).The Factor Determining the Choice of Career among Secondary School Students. *The International Journal of Engineering and Sciences, 2*(6).

Olaosebikan, O. I. & Olusakin, A. M. (2014).Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria.*IOSR Journal of Research and Method in Education (IOSR – JRME), 4*(4).

Olayiwola, A. O. (2007). Procedures in Educational Research. HANIJAM Publications, Kaduna, Nigeria.

Oluwafemi, O.I. (2002). Reducing Poverty through Sustainable Business Education. *Book of Readings in Business Education.* 1(2):12-14.

Osuala, E.C. (2004). Principles and Mathods of Business Education and Computer Education.

Popoola, B.K. (2005). National Policies and Business Education. A Seminar Presentation at Federal College of Education, Kano. Retrieved March 15, 2012 from http://penerbit.upsi.edu.my/website_ejurnal/bahan/International%20Business%20 Educational%20Journal/5.%20The%20Study%20of%20Student.pdf.

Samsinar, M.D., Siti, R. H. & Tan H. (2003).An Exploratory Study of Factors Influencing the College Choice Decision of Undergraduate Students in Malaysia. *Asia Pacific Management Review, 8*(3).

Shumba, A. & Naong, M. (2012).Factors Influencing Students' Career Choice and Aspirations in South Africa. *Journal of Social Sciences, 33*(2).

Sikorski, R. & Peters, R. (2008). *Medicine.* Microsoft ® students 2009 (DVD) Redmond, WA: Microsoft Corporation.

Staff (2012). "Factor Income" Business Dictionary.com web finance incorporation. Retrieved 20 June 2012.

Tafida, A. D. (2008). Research Design. In Moti U. G. (Ed) Research Methodology in the social and management sciences. Joyce Publishers, Kaduna, Nigeria.

Taylor, J., Harris, M. & Taylor, S. (2004). Parents have their say about their college aged children's career decisions. *National Association of Colleges Employers Journal, 64* (3).

Towe, P.E. (2000). An In-depth Review and Assessment of the present State and Focus of Technical and Vocational Education in Nigeria: Vision and Action. *Business Education Journal.* 3(3): 15-26.

Udoh, A.A. (2010). Business Education as a Tool for Economic Empowerment and Investment Opportunities. *Journal of Business Educational Research and Development pp. 23-27.* Association of Business Educators of Nigeria, Kaduna State Chapter.

Usioboh, S.A. (2007): The Education Reform Agenda – Challenges and Prospects for Tertiary Education in Nigeria: *Journal of National Association of Professional Secretarial Staff of Nigeria.* 12(5): 54.

Uwaifo V.O. and Uwaifo, I.U. (2009). Training Technology and Vocational Education Teachers for the 9-3-4 Education System in Nigeria: Its Problems and Prospects. *International NGO Journal.*1(3): 70-73.

Walsh, W. B. (1990). A Summary and integration of careers counselling approaches. In Walsh, W. B. & Osipow, S. H. (Eds.).*Career counselling: Contemporary topics in vocational psychology.* Hillsdale, New Jersey: Erlbaum. Retrieved, August 26, 2009 from: http://www.careersteer.org.

William son, E. G. (1949).Counselling Adolescents. In Zunker, V.G. (1990). *Career counselling: Applied Concepts of Life Planning*. California: Brooks/Cole Publishing Company.

Williamson, E. G. (1939). How to counsel students: A manual of techniques for clinical counsellors. In Zunker, V.G.(1990). *Career counselling: Applied concepts of life planning*. California: Brooks/Cole Publishing Company.

Zimbardo, P. G. & Weber, A. L. (1994).*Psychology*. New York: Harper Collins College Publishers.

Zunker, V. G. (1990). *Career Counselling: Applied Concepts of Life Planning*. California: Brooks/Cole Publishing Company.

Appendix I

Letter of Introduction

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.])

4th August, 2015

*Your Ref:*_____ *Date:*_____

Our Ref: M.Ed/Educ/4546/2011-2012

Letter of Introduction

HAMZA MOHAMMAD TAMBUWAL – M.ED/EDUC/4546/2011-2012

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 Socio-Economic Factors and Gender on Specialization by Business Education Students in Colleges of Education, North west Geo-Political Zone, Ni9geria***

Please, kindly give him every assistance he may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II

QUESTIONNAIRE

Influence of Socio - Economic factors and gender on business education students specialization in federal colleges of education in North West, Nigeria.

INSTRUCTIONS: Please complete or tick the following questions based on the scale below where appropriate. **Note:** SA = strongly agree, A = Agree, D = Disagree SD = strongly disagree

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Name of school ……..
2. Business education option: Secretarial [ ] Accounting[ ]
3. Gender: Male [ ] Female [ ]

SECTION B: CAREER CHOICE FACTORS

NS	QUESTIONS	SA	A	D	SD
A	**Influence of Parental income on Business Education Students' specialization**				
S/No	**Influence of parental Income**				
1.	I choose accounting option because my father was an accountant and he was well to do.				
2.	I choose secretarial option irrespective of my parents financial status				
3	The poor financial status of my mother who is secretary discourages me from choosing secretarial option.				
4.	I am actually influenced by my parental economic status to specialize in accounting option.				
5	My Parental economic status does not influence my specialization in business education				
6.	The allowances my father attracts as an accountant encouraged me to opt for accounting education				

7.	The take-home pay of my mother as an accountant encouraged me to opt for accounting				
8.	The good financial position of my parents encouraged me to study secretarial studies				
B	**Influence of Career Prospects on Business Education Student's specialization.**				
9	The secretarial vocation attracts me to choose secretarial option				
10.	My early exposure in accounting and its prospect in the world of work develop my interest in accounting option				
11	Career prospects in secretarial education attract me to choose secretarial option.				
12	Inadequate career prospect in secretarial profession discourages me from choosing secretarial option				
13	Adequate job opportunities for secretarial graduates influencemy choice for the option.				
14	I choose accounting option because it has more career prospect than secretarial option.				
15	I choose accounting option because of the its professional body – ICAN				
16	I choose accounting option because it is more lucrative than secretarial option				
C	**Influence of Financial Income on business education students' specialization.**				
17	I choose accounting option because accountants in office occupation are highly paid				
18.	I did not choose secretarial option because secretaries pay-packet is not encouraging				
19	I choose secretarial option because secretaries have more allowances in the world of work than accountants				

20	I choose accounting option because accountants earn extra pay outside their salaries				
21	I am encouraged to choose accounting option because the allowances of accountants on the job are higher				
22	Accounting attracts a lot of consultancies, and this encourages me to opt for accounting option				
23	There is high gratification in secretarial profession than in accounting profession. This encourages me to opt for accounting.				
24	Generally, income influences my choice of option in business education programme.				
D	**Influence of Gender on business education students' specialization.**				
25	I did not choose secretarial option because it is feminine				
26.	There are more female students in office option than accounting. This discouraged me to opt for secretarial				
27	Gender does not actually influence my choice of option in business education				
28	Gender really influence my choice of option in business education programme				
29	I choose accounting option because I admire female accountants				
30	I choose secretarial option because admire female secretaries				
31	I opted for secretarial education because female secretaries are pleasantly dressed				
32	I do not want to be called a secretary because I am not a woman				

APPENDIX III

Result of Pilot Study

Influence of Socio - economic factors and gender on business education students specialization federal colleges of education in North West, Nigeria

RESULT OF PILOT STUDY

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

PPMCC Test	Part 1	Value	0.944
		N of Items	20[a]
	Part 2	Value	0.944
		N of Items	20[b]
	Average	Value	.811
		N of Items	21[c]
	Total N of Items		21
Correlation Between Forms			.684
Pearson Product Moment Correlation Coefficient	Equal Length		. 944
	Unequal Length		. 944

Internal Consistency of Pearson Product Moment Correlation Coefficient (PPMCC) for Socio - Economic factors and gender on specialization by business education students in colleges of education in North West, Nigeria

Internal Consistency Reliability Test	Internal Consistency Reliability Retest	Summary of PPMCC Reliability
. 944	. 944	. 944

APPENDIX IV

A TABLE SHOWING THE BREAKDOWN OF COURSES OFFERED IN BOTH ACCOUNTING AND SECRETARIAL EDUCATION AT NCE III LEVEL

2.4.3 Year Three – Second Semester
2.4.3.1 Accounting Option

Course Code	Course Titles
BEA 320	Entrepreneurship in Business Education II
BEA 321	Cost and Management Accounting
BEA 322	Public Sector Economics
BEA 323	Principles of Management
BEA 324	Advanced Financial Accounting
BEA 325	Intro to International economics
BEA 326	Auditing
BEA 327	Business communication
BEA 328	Taxation
BEA 329	Business Statistics

Source: NCCE(2012).

2.4.4 Year Three Second Semester
2.4.4.1 Office Technology and management option

Course Code	Course Title
BES320	Entrepreneurship in Bus. Edu II
BES 321	Shorthand VI
BES 322	Word Processing IV
BES 323	Principles of Management
BES 324	Office Management
BES 325	Introduction to International Economics
BES 326	Business Communication
BES 327	Office Technology and Management Education
BES 328	Information Technology/Computer Application

Source: NCCE 2012