DETERMINANTS OF COLLEGES OF EDUCATION BUSINESS EDUCATION STUDENTS' CHOICE OF OFFICE TECHNOLOGY AND MANAGEMENT OPTION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTRGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT FOR THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN BUSINESS EDUCATION.

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APRIL, 2014

DECLARATION

I hereby declare that this Dissertation titled: DETERMINANTS OF COLLEGES OF EDUCATION BUSINESS EDUCATION STUDENTS' CHOICE OF OFFICE TECHNOLOGY AND MANGEMENT OPTION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA, has been written by me and it is a record of my own research work under the supervision of Professor M.M. Aliyu, Professor A.A. Udoh and Dr. P.E. Onuigbo. This research work has not been presented in any previous application for higher degree. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was presented previously for another degree in any university.

Sev Sebastian AMOOR

_____ _____

Signature Date

CERTIFICATION

This Dissertation titled: "DETERMINANTS OF COLLEGES OF EDUCATION BUSINESS EDUCATION STUDENTS' CHOICE OF OFFICE TECHNOLOGY AND MANAGEMENT OPTION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA" by Sev Sebastian AMOOR meets the regulations governing the award of the degree of Ph.D Business Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to God the Father, Son and Holy Spirit, the helper of my destiny.

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ABSTRACT

The study was conducted to establish the determinants of business education students' choice of Office Technology and Management (OTM) in business education in colleges of education in the North-Western States, Nigeria. The study was necessitated by the continuous decline of business education students' choice of Office Technology and Management in Colleges of Education in the North western States, Nigeria, which has resulted into escalating shortage of Office Technology and Management teachers in secondary schools to teach shorthand, typewriting and office procedures and corresponding shortage of Office Technology and Management educators to lecture in tertiary institutions in Nigeria. Survey research design was adopted for the study. The study has six research questions to guide the study and six null hypotheses to be tested at 0.05 level of significance. The entire seven hundred and sixty-six (766) NCE III (accounting and Office Technology and Management) students and lecturers from all the colleges of education in the North-Western States, Nigeria offering business education programme were used for the study. Fifty seven percent (57%) copies of questionnaire which were properly completed were retrieved and subjected to statistical analyses. Weighted Mean was used to answer the research questions. Weighted mean of 2.5 and above was used as benchmark for agree while weighted mean of less than 2.5 represented disagree category. Logistic Regression was used to test all the null hypotheses at 0.05 level of significance. The study revealed among others that prestige has significant influence on business education students' choice of Office Technology and Management in colleges of education in the North Western States, Nigeria. Based on this finding, the researcher concluded that if the nomenclature of the practitioners of office technology and management in the world of work remains as secretaries, there will be continuous decline of business education

students' enrolment into the option and this will consequently result to continuous inadequacy in the number of trained office technology and management teachers or lecturers in institutions of learning and office occupation in the future. In view of this conclusion, it was recommended that the nomenclature of the office technology and management practitioners in the world of work should be "Administrative Assistants" or "Office Managers" instead of secretaries.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Choice of academic programme in tertiary institutions is a complex decision-making necessity for students since it determines the kind of vocation that they intend to pursue in life. This decision-making act does not only affect students but also parents and government since the aim of education is to help the students develop occupational and vocational competencies that would enable them to make appropriate career choices. The choice of course of study in schools and colleges, and the subsequent path to follow is always a difficult challenge which faces prospective undergraduates. Students across the nations are usually faced with the task of academic and career decision taking.

Often, choosing the right subject combination which could lead to the right profession can make the difference between enjoying and detesting a future career. On the other hand, dedicating one-self to academic and career choices that are not acceptable to the individual could lead to frustration. The researcher has observed that the point of choice is undoubtedly the most critical stage in one's career life; this is because making a wrong choice can mar one's happiness in life as this could result to vocational maladjustment. In addition, making a wrong academic and career choice may spell doom not only for the students but also the entire society.

Therefore, for appropriate and effective academic decision to be made by the students, for example in colleges of education, polytechnics and universities, several determinants that could enable the students to take or not to take a

decision to choose a particular course of study. These determinants include parental influence, peer-group, skills, abilities, students' perception, societal perception, environmental conditions, social and economic forces, learning experience and habits. For instance, in colleges of education in Nigeria, the departments of business education offer accounting and office technology and management where the students are always faced with the task of making choice between the two options.

Business education as an integral part of vocational and technical education, is an education for skills acquisition. The National Policy on Education (2004) defines business education as that aspect of education which leads to the acquisition of practical skills as well as basic scientific knowledge. Ibrahim (2008) asserts that business education encompasses knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal resources and participate in the economic system. In other words, business education provides its students with theoretical knowledge, practical skills, creative abilities and competencies to function effectively as teachers, office workers, self-employment or self-reliant.

Business education has developed so rapidly to fit into advance office technology and information systems. In support of this statement, Ekpenyong (2011) posits that vocational and technical education which business education is part of, has witnessed a tremendous development in the world in general and Nigeria in particular over the years. The importance of business education cannot be over-emphasized. Business education programme provides its students with knowledge, skills and competence in accounting, marketing and office technology and management. It prepares students for employment in

miscellaneous office occupations apart from teaching profession. The skills students acquire in business education can make them to become originators in commerce and to become successful owners and managers of small and medium owned business enterprises.

The national education planners recognize vocational and technical education which business education is an integral part, and expressed its importance in the National Policy on Education (2004) as an education that provides manpower in applied sciences, technology and commerce, particularly at sub-professional levels; it provides the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development and to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.

Since the beginning of the new millennium, a fresh awareness of the critical role vocational education plays in national development and economic growth has dawned among the policy makers in many African countries and within the international donor community. Vocational and Technical Education has emerged as one of the most effective human resources development strategies that international communities have embraced in order to train and modernize their skillful workforce for rapid national development and economic growth. Worldwide, governments are now doubling their efforts in promoting vocational and technical education in primary and post primary institutions with the aim to minimize unemployment and alleviate poverty; enhances and sustains productivity in the global economy.

Office management and technology is one of the components of vocational and technical education that is offered in the department of business education in colleges of education in Nigeria. The philosophy behind secretarial option of business education is to provide its graduates with appropriate theoretical knowledge, practical skills, abilities and competencies to become proficient secretarial educators and administrators who utilize both human and material resources for optimal productivity and also with the skills to be self-reliant (Aliyu, 2006 and Usman, 2008). Secretarial education promotes self-employment through the skill acquisition development. It is a tool in the hand of governments to combat unemployment and reduces poverty in the society.

In the labour market today, the researcher observes that 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. Furthermore, in the present democratic dispensation, there is also 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, both in teaching and office occupation, the researcher observed that the majority of business education students in colleges of education in the North-Western States, Nigeria prefer to study accounting option to secretarial.

The researcher's interactions with business educators at conferences, seminars and workshops in Nigeria reveal that majority of business education students do not choose secretarial option because of gender influence, parental

influence, family background, environmental influence, personal aptitudes, education attainment. In view of these, recommendations had been made by several business educators on how to proffer solution to this challenge, yet the problem has persisted. It was based on this that the current study was conducted to assess other determinants of business education students' choice of secretarial option in colleges of education in the North-Western States, Nigeria such as prestige, vocational interest, students-students interactions, teachers' influence, societal attitudes towards secretarial profession and shorthand/word processing skills.

1.2. Statement of the Problem

Business education programme offered in colleges of education in Nigeria comprise of two options, viz: accounting and office technology and management only. The researcher observed that majority of business education students prefer to study accounting option to office technology and management in Colleges of Education in the North-Western States, Nigeria. In addition, statistics available from the Heads of Departments of Business Education in four colleges of education in North-Western States, Nigeria have shown that for the *past five years*, there have been consistent decline in the enrolment of business education students into office technology and management of business education programme in colleges of education in North-Western States, Nigeria and this has resulted into:

(i) inadequate number of students studying office technology and management in Colleges of Education in the North-Western States, Nigeria;

(ii) inadequate number of students studying office technology and management in Nigerian Universities that offer Business Education programme;

(iii) the escalating shortage of teachers in secondary schools to teach shorthand, typewriting and office procedures;

(iv) inadequate number of office technology and management to lecturers in tertiary institutions;

(v) inadequate proficient office technology and management administrators in office occupation and even business centres.

The consistent decline in students' enrolment into this option had made the researcher to wonder what the factors responsible for this anomaly were. Several researchers such as Lucas (2002), Tony (2009) and Buchana (2010) postulate that choosing an academic programme of study by the students in tertiary institutions of learning largely depends on several determining factors such as attitudes ,reasoning ability and environment. Bandura, Barbaranelli, Caprara, and Pastorelli, (2001) confirmed that each student undertaking the decision-making process is influenced by many factors, including the context in which he/she lives, their personal aptitudes, and educational attainment. Igbinedion (2011) identified parental factor and gender as the determinants of students' vocational choice of secretarial studies. However, the findings of these researchers did not improve the enrolment of business education students into office technology and management. It was based on these facts that the current study looked at other determinants such as prestige, vocational interest, students-students interactions, teachers influence and societal attitudes that may likely influence business education students' choice of office technology and management in Colleges of Education in the North-Western States, Nigeria.

Objectives of the Study

The general objective of the study was to assess the determinants which influence business education students' choice of office technology and

management in colleges of education in the North-Western States in Nigeria. In line with the general objective, the specific objectives of the study were to:

1. determine the influence of prestige on business education students' choice of office technology and management in Colleges of Education in the North-Western States in Nigeria.
2. assess the influence of vocational interest on business education students' choice of office technology and management in Colleges of Education in the North Western States in Nigeria.
3. assess the influence of students – students interactions on business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria.
4. determine the extent to which teachers can influence business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria.
5. determine the influence of societal attitudes on business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria.

1.3. Research Questions

In line with the specific objectives of the study, the following research questions were raised:

1. What is the influence of prestige on business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria?

2. What is the influence of vocational interest on business education students' choice of office technology and management in Colleges of Education in the North-Western States in Nigeria?
3. What is the influence of students – students' interaction on business education students' choice of office technology and management in Colleges of Education in the North-Western States, Nigeria?
4. What is the influence of teachers on business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria?
5. What is the influence of societal attitudes on business education students' choice of office technology and management in colleges of education in the North-Western States in Nigeria?

1.4. Research Hypotheses

In line with specific objectives and research questions as postulated in the study, the following six null hypotheses were formulated:

1. Prestige has no significant influence on business education students' choice of office technology and management in colleges of education in the North-Western States, Nigeria.
2. Vocational Interest has no significant influence on business education students' choice of office technology and management in colleges of education in the North-Western States, Nigeria.
3. Students-students interaction has no significant influence on business education students' choice of office technology and management in Colleges of Education in the North-Western States, Nigeria.

4. Teachers have no significant influence on business education students' choice of office technology and management in colleges of education in the North-Western States, Nigeria.
5. Societal attitudes have no significant influence on business education students' choice of office technology and management in colleges of education in the North-Western States, Nigeria.

Significance of the Study

The findings of the study will raise the society's awareness on the importance and benefits of office technology and management option in business education offered in colleges of education in the North-Western States in Nigeria. As the society understands and appreciates secretarial education, many parents may be convinced to counsel their wards to choose office technology and management option in colleges of education in the North-Western States in Nigeria. The students of business education programme in colleges of education in the North-Western States in Nigeria will also benefit from the findings of this study as the results of the study will enlighten them on the career prospects and lucrativeness of secretarial profession in the world of work and this would stimulate their interest to study secretarial education option in Colleges of Education in Nigeria.

The findings of the study will subsequently boost the entry demands of the colleges of education and universities in Nigeria to have adequate number of students for office technology and management education and training. The result of the study would assist the curriculum designers of vocational education to review the curriculum of secretarial education to integrate advanced office management, technology and information systems so as to stimulate the interest

of the candidates' choice of secretarial option. The re-structuring of the curriculum will revitalize and modernize secretarial education in Colleges of Education and Universities.

Subsequently, the findings of the study would make the governments (Local, State and Federal) to appreciate secretarial education as instrument to combat unemployment and alleviate poverty in the society. Furthermore, since the programme is vocationally based, many candidates would opt for it and after graduation, they would be able to gain employment easily in both government and private organizations or be self-employed.

Finally, the findings of the study shall be made known to the society (public), Colleges of Education in the North-Western States in Nigeria, Curriculum Designers and Governments through paper presentation at conferences, seminars, and articles in Nigerian Dailies and journal publications.

1.5. Basic Assumptions of the Study

The following assumptions were basically made that:

(a) Business education students have free hands in making their choices of option without any influence.

(b) prestige has influence in the choice of option by business education students

(c) Parents have influence on business education students' choice of secretarial option in Colleges of Education in North-Western States, Nigeria.

1.6. Delimitation of the Study

The study covered all the Federal and State Colleges of Education that offer business education programme in the North-Western States in Nigeria as at 2013 academic session. The reason for the choice of these Colleges of Education was aimed at ensuring similar environmental conditions and ensuring a level playing ground for the respondents. The respondents in these Colleges of Education were delimited to Business education lecturers, NCE III Accounting and Secretarial education students respectively. The choice of business education lecturers was that these lecturers were involved in the teaching of business education programme and were in a better position to provide factual data that validated the findings of the study.

Similarly, the choice of NCE III Accounting and office technology and management students was purely on the researcher's assumption that at this level, the students must have made up their choices in the area of specialization either in accounting education or office technology and management options which are the two major areas of choice by the students. Thus they would be capable of providing factual data that validated the findings of the study. The study was further delimited to the following variables: prestige, vocational-interest, students – students' interaction, teachers' influence and societal attitude. The restriction was based on the assumption of the researcher that these variables have significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents literatures reviewed under the following sub-headings:

2.1. Theoretical Frame Work

2.2. Determinants of students' academic Choices

2.3. Concept of Business Education

2.4. Relevance of office technology and management in National Economic Growth

2.5 Review of Related Empirical Studies

2.6 Summary of the Reviewed Literature

2.1. Theoretical Framework

The modern world is based on the simple rule that human beings work in order to earn a living. That of course, leads to the age-old question of "what do you want to be when you graduate from the tertiary institution" or rather "what do you want to be when you grow up?" There can be as many answers to that as there are people but the question of why an individual chooses one course of study over another in tertiary institution has interested researchers throughout the past century. Holland, Ginzberg and Donald Supper (1971) propounded the theories of trait-factor and development. The theories provided a highly rational explanation of the relationship between personality traits and career development. Ginzberg (1971) emphasizes the matching of individuals abilities to a particular jobs, his theory model centre on how individual with given characteristics are likely to react in work environments that are congruent with their characteristics.

Holland (1971) ‘s major viewpoint is that a person choice of a career is an expression of his personality and that interest inventories are expression of personality and their preferred work environments. Holland (1971) stresses further that people search for environment that will allow them to exercise their skills and abilities, express their attitudes and values and to take on agreeable problems and avoid that fond to be agreeable. Babdura (1993) posits that three motivational factors play a highly influential role in educational pursuit and may regulate whether a person will initiate and maintain certain educational and career behaviour. These include education, occupation, psychology, sociology, economic, politics and religion.

However, this study is based on the Social Learning Theory of Academic Decision-Making Process and Career Choice propounded by Mitchell and Krumboltz (1990). This is because it is more relevant to this study than others. The theorists opine that academic decision-making process and career choice are hinged entirely on many factors. The theory viewed factors as an effective tool for academic and career decision-making processes. Bowen (1996) asserts that the success or failure of academic decision-making processes is basically judged on the basis of some variables. Mitchell and Krumboltz (1990) identified the following variables such as environmental conditions, social and economic forces, skills, interest, abilities, learning experience and habits that motivate educational decision-making process, while Bowen (1996) expanded the variables (factors) under the same theory to include prestige or personality trait, peer advice teachers influence, societal perception and skills.

This theory was supported by Reeve (1996) and Ainley, (2004) who maintained that there are individual characteristics or dispositions that students

bring to their learning, such as their skills, interest, reputation (prestige) and the desire to acquire a particular knowledge and competence. The theory emphasizes that one's own motive, in other words, self-value or prestige is another factor that is helpful in making an academic and career choice. This theory also received the support of scholars in Nigeria such as Modi (2008), Barry (2009) and Igbinedion (2011) who all opined that intrinsic and extrinsic determinants play significant role in the students' choice of academic and career. The scholars emphasize that students search for courses that will allow them to exercise their skills and abilities, express their attitudes and values and to take on agreeable problems and avoid that which is found to be disagreeable.

In this theory, students' academic choice is centred on factors such as skills, abilities attitudes, reputation, interest and peer advice. Brown (2010) who was in support of the theory propounded by Mitchell and Krumboltz (1990) stressed the relevance of factors in students' academic and career choice. The scholar stated that a person's behaviour is determined by an interaction between his personality and the characteristics of his environment. The Scholar explained further that there are three factors that are believed to influence or regulate an individual choice of educational programme and career. These include self-efficacy, outcome expectations and personal goal.

The researcher explained that self-efficacy refers to students' beliefs in their own abilities to perform specific actions, which can serve to motivate them to achieve goals such as pursuing an educational programme and career in a certain areas; the outcome expectations are personal beliefs about the probable consequences or outcomes for performing specific actions. These outcome expectations are divided into work environment, interest, recognition by the

society and self-satisfaction, while personal goals organize and guide behavior including the determination to engage in a particular activity or to affect a particular outcome. Together, the three factors play a highly influential role in educational pursuit and may regulate whether a person will initiate and maintain certain educational and career behavior.

Olotu (2010) in support of Mitchell and Krumboltz (1990)'s theory commented that variables have an overwhelming role in the choice of career and academic pursuit. Olotu emphasized the matching of individuals' abilities and prestige to choose a particular course of study which is congruent with their characteristics. The author's major viewpoint with regard to motivation was that a person's choice of academic and vocation is an expression of his personality and that interest inventories are expression of personality and their preferred work environments.

In summary, the theory of Mitchell and Krumboltz (1990)'s on "Social Learning Theory of Academic Decision-Making Process and Career Choice" was based on factors such as skills, prestige, peer advice, societal perception, interest, environmental conditions, social and economic forces, skills, learning experience and habits. In view of this, the present study was predicated on the "Social Learning Theory of Academic Decision-Making Process and Career Choice", propounded by Mitchell and Krumboltz (1990).

2.2. Determinants of students' academic choices

Determinants are referred to as factors or variables that help individuals or students in academic decision-making processes. Many factors determine whether the students are motivated or not motivated to choose or not to choose an academic programme in tertiary institutions of learning. It is pertinent to note

that no single theoretical interpretation of motivation explains all aspects of students' motivation or lack of motivation. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn some courses than others. Furthermore, each theoretical interpretation can serve as the basis for the students' determinants to choose academic programme in tertiary institutions of leaning.

According to Bowen (1984) whose theoretical framework was used for this study identified the following determinants that influence students' choice of academic and occupational career such as prestige, interest, peer advice (students –students interaction), teachers' influence societal attitudes and subject combinations Skills as briefly explained in subsequent paragraphs using 2.2.1 – 2.2.6.

2.2.1. Prestige:

This is an overall opinion of an individual about himself, how he/she honestly feels about his/her abilities, reputation and limitations. It could be said to be a disposition that a person has which represents his judgments of his own worthiness. It is an experience of being competent to cope with the basic challenges of life and being worthy of happiness. Gross (2006) regards prestige as an enduring personality characteristic and that it answers questions such as "How do I feel about who I am?" "How do I feel about the course I want to study in the University?" " Could I derive satisfaction and regard or respect from the course I intend to study?" " How do people value me if I study this course?" Gross (2006) said that the following factors can influence choice. These include individual own thoughts and perceptions, how other people react to you and role and status in the society.

Branden (2007) agreed with the statement by Gross (2006) that prestige is the sum of self-confidence, a feeling of self-respect and exists as a consequence of the implicit judgment that every person has ability to face life's challenges, understand and solve problems, and being given respect. Prestige has also been treated as an important outcome due to its close relation with psychological well-being. Prestige is an important factor that influences academic decision for students. It is defined according to Michael (2008) as the collection or impressions in the appearance of an individual and the impressions believed to have been made on others, good or bad. These impressions form the cognition or the understanding in dealing with persons and things. What makes up the cognitive personality may never be fully known.

Michael (2008) posited that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent academic and career plans. Michael stressed that what the students would like to be, and what they are like, are determining factors in their academic and career. The factors to be considered under prestige or personality trait of the students include mental and special abilities. Michael (2008) considered factors of mental abilities to be 'verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory. Michael matched academic and careers with abilities in backing up his reasoning and decision-making.

The researcher however, urged students to become familiar with their personality in order to guide their academic and career choice. Memory personality trait is so useful in secretarial vocational education. This is because shorthand writing in secretarial education has to do much with the ability to memorize. Harris and Jones (2009) said academic and career choice includes

evaluation of personality through self-assessment, and communication with others, which is another trait that heavily depends on personality. Anderson, (2009) affirmed that prestige or self-value significantly contributes to academic decision-making processes.

A study conducted by Kroll (2009) revealed that the attitudes people hold about themselves matter much in academic and career choice. Kroll explains further that attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Igbinedion (2011) also contributed that vocational satisfaction, stability and achievement depends upon the congruence between one' personality and the environment. The observations of these scholars suggest that academic choice depend largely on the personality or reputation of the individual student.

2.2.2. Interest in the vocation

Vocational interest has been identified by many researchers as one of the motivational factors responsible for educational and career choice. Owie (2003) advances the position that the most important reason why a student chooses a particular course and career is that the student must have intrinsic vocational interest in the field. While this may be highly influenced by prior academic achievement, it is however, expected that intrinsic vocational interest remains a primary factor if the individual is going to be effective, satisfied and excels in the course and career. In the event where the intrinsic vocational interest is lacking, no amount of motivation increases the student's professional effectiveness.

Dediomko (2005) pointed out that vocational interest of students clearly influences their academic and career choices. In support of this observation, Ademola (2006); Osaka and Gati 2007; Skorikiv 2007 and Brown and Rector (2008) shared the same opinion with Dediomko (2005) that vocational interest plays very significant role in academic and career choice of the students. David (2008) contributed that Students' personal interest for a vocation also influences their choice of educational career.

In the study conducted by Edwards and Quinter (2011), vocational interest of students was considered as one of the paramount factors responsible for academic and career choice. In the study, students were asked to state the extent their personal interest influences their career choice. The result reveals that 28% strongly agreed that interest influence their choices of career while 8.7% disagreed with the statement.

Hidi and Renninger (2006) asserted that interest triggers students' attention, goals and depth of learning. Hidi and renninger (2006) explained that interest is divided into two: (a) Personal or Individual interests – more long-lasting aspects of the person. The student seeks out new information and has a more positive attitudes toward choosing a particular course of study; (b) situational interests – more short-lived aspects of the activity, text, or materials that catch and keep a students' attention for a particular course of study. Interests increase when students feel competent, so even if students are not initially interested in a subject or activity, they may develop interests as they experience success. (Stipek, 2002).

2.2.3. Students-students interaction

This could as well be referred to as "peer advice" or "peer group influence". This implies that some students can influence others to choose or not to choose a particular course of study in tertiary institutions of learning. Hence it has been identified as one of the motivational factors for educational and career choice by many authors. Hinchilife (2000) observed that students who are friends have the instinct to influence one another with regard to making an academic choice in tertiary institutions of learning. Hans (2000) uncovered in his longitudinal study on academic career choices making among adolescents, that they look onto their parents as well as their peers in equal measure but separated which group they would talk to by the nature of the issue.

Hans (2000) stressed that for issues such as what clothes to wear, what social events to attend and who to date; the peers were the dominant advisors. However, when the adolescent required information on courses to study in tertiary institutions, they mostly depend on their peers' advice. Durojaiye (2001) also found that 76.5% of the students he studied in his research agreed that their classmates (students-students interaction) influenced their decisions to choose a particular course of study so as to be like them while 23.5% said that they were not influenced by their classmates to choose their course of study. This finding clearly indicates that peer group influences or students-students interaction influences students' choice of educational and of course career and this may be applicable to students' choice of secretarial education in Federal Colleges of Education in Nigeria.

Gieger (2002) posited that students-students interaction, teachers influence and ability of the students contribute significantly to students

academic choice in tertiary institutions of learning. Similarly, Osa-Edoh and Alutu (2011) asserted that peer advice (students-students interaction) greatly contributes to the academicals and occupational preference of secondary school students. Most students persuade others to study courses that are against their wishes and abilities. This might be due to the fact that they (the students) want their classmates to follow them to do same course and live the life they themselves would have loved to live.

Nwachukwu (2003) asserted that peer-advice and parents plays significant role on the students' academic and career choice. This study shows that a significant number of students said that their classmates explicitly expressed opinion about their academic and occupational choice. About 46.9% of his sample got academic and occupational information from their friends and parents. Thus, if the father is a doctor and the mother a pharmacist, the child's level of occupational preference is likely to be influenced by the parental pressure, as both parents are likely to motivate their children to becoming an engineer, a doctor, lawyer, architect, pharmacist, accountant or any other prestigious career. The parents will generally not accept it if their child chooses a non-prestigious career such as mason, unskilled labour or clerical job. Similarly, if the friend is a doctor, his friend (classmates) would be influenced by the peer group pressure to become a medical doctor.

2.2.4. Teachers' influence

The teacher is the central point of learning in a classroom situation. This is because he decides whether the subject will be of interest to the students or not. A student may like a particular subject very well but because of the poor teaching method of the teacher such a student may lose interest

for such a subject or course,(Ohiwerei, and Nwosu, 2009). Ohiwerei and Nwosu explained that a student may like chemistry but the man who stands in front of him is a little eccentric. He tends to trial off the subject matter, which the students are meant to be learning and just go off on a tangent. This makes it hard to keep up with him because he really does not what is relevant to the class and what is not.

In addition, a teacher may be a soft talker so one has to strain his or her ear to hear him. This may be difficult during the first couple of weeks, but once the students discover that if they talk in his class it become difficult to hear him, they will stop talking in his class, lack of adequate teaching methods by the teacher may lead to failure and subsequently lead the students to choice another course which may not suit his ability. Students are be more motivated to work hard if the teacher makes them to see the value or have interest of what they are learning to their overall course of study.

Consequently, according to Ademola (2007) it is important for teacher to explain to students how the course will help prepare them for subsequent courses This gives students a better appreciation of the combined value or interest of the courses they take and lets them see how each contributes to their overall education. It is also helpful to point out when students are learning skills that will help them later in the same course—especially when the material is difficult and potentially frustrating for example, a teacher might help encourage students who are struggling with a concept, and therefore, make them to see the value of the material within a broader academic framework . This can help students sustain motivation and persist through challenges and setbacks to choose a course of his ability and interest.

Since subject studies have direct influence or bearing on ones future academic vocation, teachers are to assist the students in guarding the students to choose the right subject for future vocation. This is because students who are left unguarded are prone to choose subjects which are not directly related to their future career. Besides teaching, teachers are mentors to their students and can as well influence their academic choice. Mentoring means individuals with advanced experience and knowledge who are committed to providing support to and increasing the career advancement of junior organizational members, (Kram, 2001).

Furthermore, mentors serve as a key source for ensuring the continuation of knowledge within organizations and for grooming junior employees (Kram& Hall, 2004). Mentoring relationships continue to be recognized as an important aspect of academic choice and career development for both mentors (Dreher& Ash, 2006). In view of this, teachers who are good mentors can influence academic choice of their students.

Chance (2010) asserted that teacher dynamics and interactions with their students have long been assumed to play a significant role on their students' academic and career choices. Keller and Whiston (2010) commented that several empirical studies have been conducted with revelations that teacher-students interaction plays a part in students' academic choice and career for 50 years ago. Kinnier, Brigman and Noble (2010) observed that in the university, many professors who have close relationship with the students in the cause of supervising their projects, thesis or dissertations encourage them to study a particular course.

2.2.5. Societal Attitudes

Societal factors, such as value, attitudes, and practices play significant role in choosing educational programme in tertiary institutions. Students tend to choose courses that the society places high values upon. These courses may include medical education, law education, engineering education, architectural education. McCrindle, (2001) shares the same view with the current researcher that vocational and technical education subjects were generally seen by the society, students, Career Advisers and Principals as less intellectually demanding and less emotionally stressful in that the subjects were more likely taken for enjoyment and as a break from a more rigorous academic load than for any other reason by the majority of enrolled students. The contributions of the researcher is significant though the researcher did not advance reasons why the society places low value on other courses liked secretarial studies.

Additionally, many students were uncertain whether vocational and technical education subjects counted towards the university entry score and tended to steer away from them because of this. Stokes, Wierenga, and Wyn, (2003) contributed that generally, students, parents and Career Advisers shared the perception that vocational and technical education was for the non-academically oriented student. Therefore, those enrolling in these subjects were sometimes referred to as “drop kicks,” “drop outs” and “bludgers by the society. Esene and Ohiwerei (2005) shared the same view that the public perception of the secretarial education, which forms part of vocational education, is education for the dropouts.

In support of this statement, Afeti (2006), asserted that the impression created by the governments that the primary aim of vocational education then was to keep dropouts from secondary schools off the streets instead of projecting this type of vocational training as an effective strategy to train skilled workers for employment, self-reliance and for poverty alleviation in the society. This misconception by the society, it is observed, has contributed immensely to making this arm of vocational education unpopular in the Nigerian tertiary institution in particular and the society in general

Obioma and Kate (2009) said that secretarial profession, despite the general improvement in the qualifications possessed by the modern secretaries as a result of modern facilities and technologies is still erroneously regarded by the uninformed society as the profession for the academic misfits and persons from the lower rung of the society. The graduates are not accorded the same recognition and treatment as their counterparts from other professions which may likely be responsible for students' choice of secretarial vocational education in tertiary institutions. Brown (2010) stated that professions that are highly respected in the society influences the career choice of the students.

In the early 1980s, Secretarial education however, has suffered the misconception in the society that it was strictly required and meant for the dropouts, unintelligent and under-achievers. Worse of all, Obiunu and Ebunu (2010) contribute that individual may choose a career because of the perception of the society. Some individuals choose careers based on the value the society places on the course of study. For example, the society places values on courses such as law education, accountancy education, engineering

education, medical education. This societal values influence students' career choice. Brown, however, could not advance reasons why secretarial education is not respected like other professions.

In Nigeria, according to Issa and Nwalo (2010), many youths go into unsuitable careers due to the prestige the society attach to certain jobs. Consequently, many of youths are unsuited for their careers as they usually find themselves in jobs where they could not satisfy their value needs and when this occurs, the youths constitute nuisance to themselves and their employers. They are usually unable to contribute meaningfully to the society and ultimately become liability to the nation. The contributions so far made by the scholars in connection with societal perception of secretarial profession, particularly in Nigeria, may likely influence students' choice of secretarial education in Federal Colleges of Education in Nigeria.

2.2.6. Office Skills (Shorthand /word processing)

The origin of shorthand could be traced back to 1837 when Sir Isaac Pitman invented the shorthand outlines in Great Britain, (Obioma and Kate, 2009). As a secretarial course, it was introduced alongside with typewriting in the Nigerian Educational system during the 19th century. The Introduction of shorthand and typewriting was borne out of the need for secretaries to work effectively while in office occupation. During that period, Obioma and Uche, (2009) observe that these courses were taught with dedication and students had special aptitude for them and therefore studied them with interest. These days' shorthand and typewriting that involve manipulation, construction and demonstration are losing their values in the hierarchy of

other business course like economics, accounting, and marketing students no longer speak favorably about them.

Shorthand and word processing are the two business education courses offered in secondary school and tertiary institutions in Nigeria. They are being referred to as the "twin art" They form the core course of the secretarial vocational education. Oxford Mini reference dictionary (1995) explains shorthand as a symbolic method of writing rapidly with quick made symbols. Merriam-Webster's Collegiate Dictionary (2004) defines shorthand as a method of writing rapidly by substituting characters, abbreviations or symbols for letters, sounds, words or phrases. Sir Isaac Pitman further professionally defined shorthand as the art of representing spoken sound by written signs and character. While word processing according to Obioma and Uche (2009) is described as the art of processing and printing words and symbols by means of the typewriter. The researchers further explain that typewriter can further be described as an art for preparing document, official and non-official with the aid of an electronic or manual typewriter.

Many scholars of secretarial vocational education in tertiary institutions have conducted studies on the relevance of shorthand in the curriculum of secretarial education in tertiary institutions in Nigeria in an area of advanced office technology and information systems. Some of the scholars affirmed that shorthand is still relevant in secretarial education; others were of the view that shorthand be faced-out from the curriculum of secretarial education in tertiary institutions in Nigeria, while others contributed that it should be made as an elective and not a core course. Adebusi (2006) contributed that despite the rapid advancement in office technology and

information systems, shorthand is still relevant in the curriculum of secretarial vocational education both at the secondary and post-secondary schools and therefore, it should not be faced out.

A study carried out by Obioma and Uche (2009) reveals that shorthand and typewriting skills influence students' negative attitudes toward secretarial vocational education. The researchers explained further that for an effective teaching and meaningful learning to take place, the learner must have skills in the courses. In recent times, students are no longer interested in the learning of shorthand and typewriting skills probably because of no usage of the 'twin art' in office occupation. This lack of interest and skills may be a negative factor that influences students' choice of secretarial vocational education in tertiary institutions in Nigeria.

There are three motivational factors that are believed to influence or regulate an individual choice of academic programme and career. These include self-efficacy, outcome expectations and personal skills. Babdura (2005) explained that self-efficacy refers to people's beliefs in their own abilities or skills to perform specific actions, which can serve to motivate people to achieve goals such as pursuing an academic programme and career in a certain areas; the outcome expectations are personal beliefs about the probable consequences or outcomes for performing specific actions. These outcome expectations are divided into recognition and self-satisfaction, while personal goals organize and guide behavior including the determination to engage in a particular activity or to affect a particular outcome. Together, the three motivational factors play a highly influential role in educational pursuit and may regulate whether a person will initiate and maintain certain

educational and career behavior (Babdura, 2005). The contributions of these authors are quite relevant influenza that motivates students in choosing academic career and even occupational choice.

Esene and Ohiwerei (2005) investigated in to the causes of poor enrolment of candidates into secretarial education and came out with the findings that secretarial education has not been popular in the Nigerian institutions of learning simply because of such factors like gender, inadequate skills, lifestyle, and environment. Esene and Ohiwerei (2005) shared the same view that the public perception of the secretarial education, which forms part of vocational education, is education for the dropouts. This was a misconception hence the author could not establish the fact that secretarial education option was meant for the drop outs. In this study, the current researcher would establish the relevance and viability of secretarial education option in nation's building and economic growth.

In support of this statement, Afeti (2009) remarked that impression created by the governments that the primary aim of vocational education then was to keep dropouts from secondary schools off the streets instead of projecting this type of vocational training as an effective strategy to train skilled workers for employment, self-reliance and for poverty alleviation in the society. This misconception, it is observed, has contributed immensely to making this arm of vocational education unpopular in the Nigerian tertiary institution in particular and the society in general. However, the researcher could not explain why the government created that impression.

Obioma and Uche (2009) posited that secretarial profession, despite the general improvement in the qualifications possessed by the modern secretaries

as a result of modern facilities and technologies is still erroneously regarded as the profession for the academic misfits and persons from the lower rung of the society. The graduates are not accorded the same recognition and treatment as their counterparts from other professions which may likely be responsible for students' choice of secretarial vocational education in tertiary institutions. In the study conducted by Edwards and Quinter (2011), perception of students of a particular course was considered as one of the factors responsible for educational academic choice. In the study, students were asked to state the extent to which their perception of a course would influence their academic and career choice. The result reveals that 28% strongly agreed that students' perception of a particular course influence their choices of career while 8.7% disagreed with the statement.

2.2.7 **Personality Trait**

Personality is an important motivational factor that influences career decision for students. It is defined according to Michael (2002) as the collection or impressions in the appearance of the student's body and the impressions believed to have been made on others, good or bad. These impressions form the cognition or the understanding in dealing with persons and things. What makes up the cognitive personality may never be fully known. Michael (2002) posits that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. Michaell stressed that what the students would like to be, and what they are like, are determining factors in their career. The factors to be considered under personality of the students include mental and special abilities.

Michael (2002) considers factors of mental abilities to be 'verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory. Michael matched careers with abilities in backing up her reasoning. She however, urged students to become familiar with their personality in order to guide their career choice. Memory personality trait is so useful in secretarial vocational education. This is because shorthand writing in secretarial education has to do much with the ability to memorize. Harris and Jones (2003) said a developed career plan includes evaluation of personality through self-assessment, and communication with others, which is another trait that heavily depends on personality. Anderson, (2004) contributes that self-knowledge is shown to be a domain with pathways.

In this domain, self-knowledge is the first of three integral competency areas stated in the National Development Guidelines. There are many examples to describe the process of self-knowledge, according to Michael (2002) . One example would be a student's critical look at life's experiences to enhance their self-knowledge. Another example would be students using problem-based learning to gain insight into self-knowledge; therefore, self-knowledge has been pivotal in career development.

Another study conducted by Kroll et al, (2000) reveals that the attitudes people hold about themselves matter much in career choice. Kroll explains further that attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Holland (1971) cited in Igbinedion (2011) also contributes that vocational satisfaction, stability and achievement depends upon the congruence between one' personality and the environment. The observations of these scholars

suggest that career choice also depend largely on the personality trait of the students.

2.2.8. Parental Influence

In the early years, hundreds of studies were conducted in trying to understand the different factors that influence a young adult's choice of a career. While confirming the influence of other personal and environmental factors, such as, personality, school and the role of peers and teachers on career aspirations, researchers unanimously proved that a large number of variables influencing students' occupational goals were linked to their family environment. These include: level of parental education, family size, employment and socioeconomic variables like parental income. In addition, the majority of papers published on this subject consistently ranked parents as the most important and influential individuals regarding career decisions, as compared to teachers, peers, counsellors and others. This is largely because of parent-child relationship

According to Dharsee (2010) as the role of the family in career development became more evident, research moved from examining simple family demographics and their relationships to career development to understanding the dynamics of family interactions. These newer studies uncovered some important and interesting facts as follows:

a. It was consistently found that adolescents' own aspirations are influenced by their parents' aspirations or expectations of them. Adolescents who perceive their parents to have high educational expectations of them are likely to have higher aspirations for themselves.

b. Parental support and encouragement were found to influence vocational outcome. Through interactions, such as, conversations and through verbal and non-verbal reactions, parents conveyed their influence to their children, which in turn affected what children thought, said and perceived about various careers. This eventually affected the children's attitudes and behaviors towards work.

c. Parenting style, support, responsiveness and guidance may even have more influence than family demographics. This proves how children from impoverished, low educational and disadvantaged socioeconomic backgrounds can have great academic achievements and proceed to more fulfilling and prosperous careers. This fact strongly encourages open engagement and involvement of parents in their children's academic pursuits. An authoritative parenting style (a demanding and responsive child-rearing style which includes a high level of parental involvement, high expectations and standards, adequate support, guidance and encouragement) was found to be associated with better career choices as it balances clear, high expectations with emotional support and recognition of an adolescent's autonomy. Authoritative parents set standards, promote independence and provide a warm family climate, which results in self-confidence, persistence, social competence, academic success and psychosocial development. This in turn leads to more active career exploration on the part of children and greater career satisfaction.

The Federal Government of Nigeria (2004) policy on the 6-3-3-4 educational systems was instrumental to the inclusion of business education in

the curriculum of the institutions of learning. This notwithstanding, the experience has shown that most people are not interested in business education especially secretarial education as profession with the mind set that it is education meant for the less privilege. Gesinde, 1986, Roe 1987, Okeke, 1996 and Igbinedion, 2011 state that Parental influence has been implicated in the career choice of students in vocational education. Okeke, for example studied the relationship between parental occupations and their children's occupational preferences. Okeke found that 60%of the children were willing to take after their fathers' occupation,(medicine) while 23% were willing to follow their mothers' occupation (Nursing).

Gesinde (1986) on the other hand posits that parents influence is much more intricate and more pervasive than is shown. Students of tertiary institutions are often not aware of these influences and may accept the choice of their parents as theirs. The situation owes its origin to early childhood when the child grabs his parent's attitude towards different vocations. A conflict occurs when the child submits to his parent's choice while at the same time deeply resenting his submissions as he becomes aware of his loss of independence and finds his area of interest.

Chukwuma (2011) asserted that certain family variables such as economic status of parents may also affect the career choice of a child. For instance a student may have a flair for mathematics and other related courses, which places him in a better position to do courses such as engineering. But if the parents do not have money enough to finance the training in such a course, they may tell him or her to do Mathematics single honours which they can finance.

Chance (2010) asserts that parental dynamics and interactions (example. attachment.) have long been assumed to play a significant role on their children‘s career choice. Keller and Whiston (2008) contributed that several empirical studies have been conducted since Roe first advanced the idea that the family plays a part in individual‘s career choice over 50 years ago. Kinnier, Brigman and Noble (2008) observe that since the 1980‘s, family therapists and career counselors have unearthed more information about the significant influence parents have on their children‘s development of vocational choices later in life. They stressed that even though adolescents actively begin demonstrating their independence from their parents in their high school years; these young adults are still very much dependent on their parents for their career growth.

In fact, parents tend to create the strongest impression on their adolescent‘s vocational choice more than any other group including counselors, teachers, friends, or even people working in the identified occupation of desire (Bardick, Bernes, Magnusson, & Witko, 2004). Hans Sebald (1989) uncovered in his longitudinal study on career choices making among adolescents, that they look to their parents as well as their peers in equal measure but separated which group they would talk to by the nature of the issue. For mundane issues such as what clothes to wear, what social events to attend and who to date; the peers were the dominant advisors. However, when the adolescent required information on topics such as career planning they looked to their parents an overwhelming majority of the time.

Even with parents stating that their assistance with their child‘s career development is an important parental task (Young & Friesen, 1992), this

influence has continued to be underutilized or even ignored by many school's counselors thereby neglecting one of the adolescent's most powerful resources (Downing & D'Andrea, 1994). Osa-Edoh and Alutu (2011) contribute that Parental influence greatly contributes to the occupational preference of secondary school students. Most parents like to force their children to enter certain occupations against the children wishes and abilities. This might be due to the fact that they (the parents) want these children to either inherit their books for maintaining their status or live the life they themselves would have loved to live.

Osa-Edoh and Alutu (2011) added that Parental or family set-standard may greatly affect the occupational choice of the adolescents and so motivate them to be achievement oriented. Thus, families where some particular careers are of great priority, tend to orient its children towards achieving that goal. In some families, it is very important that every child does law as a career no matter his preferentially chosen career inclination. The children from this type of family then work hard to obtain this career. Also, some families would want to have a lawyer, doctor, pharmacist, accountants and so on. The motivational force is as high that the children tend to yield willingly, work very hard and fall into these chosen careers. Often they provide all necessary materials for playing occupational roles. Family influences including child rearing practices and socio-economic level, appear to affect career choice and development among adolescents. According to Nwachukwu (2003), certain groups of occupations are inherited. Though it is not known why an association exists between a father's occupation and his son's career choice, this relationship is present and influences the career choice of some students

A study by Nwachukwu (2003) supports the importance of the family on choice of a career. This study shows that a significant number of pupils said that their parents explicitly expressed opinion about their occupational choice. About 46.9% of his sample got occupational information from their parents. Thus, if the father is a doctor and the mother a pharmacist, the child's level of occupational preference is likely to be influenced by the parental pressure, as both parents are likely to motivate their children to becoming an engineer, a doctor, lawyer, architect, pharmacist, accountant or any other prestigious career. The parents will generally not accept it if their child chooses a non-prestigious career such as mason, unskilled labour or clerical job.

2.2.9. **Gender**

Gender plays an important role in determining the career preference of students. Other researcher findings which support gender differences in career preferences and choices include the works of Yuh (1980) who in her study of some correlates of vocational orientations of some Nigerian higher institutions of learning discovered that significantly, more male students preferred realistic, investigative and enterprising careers than females. .Michael (2002) reported from his research findings that environment also affects students' career choice. Michael explains that throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment.

Michael (2002) stresses that environment plays a significant role in the career position the student attains in many ways. The environment that is spoken about here is a factor that is used to nurture decisions in career choice. Gender, for example has played a significant role in this environment. In a

statement released to the press on the thirtieth anniversary of the Title IX barring of the sex discrimination, Greenberger (2002) of the National Women's Law Centre stated that boys are still being steered toward the traditional 'male' jobs, which are higher paying. Girls are still expected to cluster into the traditional fields of cosmetology, childcare, and other similar jobs. Michael also mentions skills as a motivational factor for career choice.

Michael (2002) says skills present in males and females alike have been indicative of the students' vocational interests. In a study by Bojuwoye & Imouokhome (1984) on gender role in occupation decision findings showed that both male and female workers considered their decisions to take to professions such as law, engineering, pharmacy, medicine, nursing, police force, army, teaching, lecturing and secretaryship, as a result of their early socialization on sex-role stereotyping. Although the result shows that there was no significant difference in the perception of both males and female to taking to non-traditional occupation, the male workers did not view in favor of the female worker having to become pharmacists and secretaryship, non-traditional occupations.

Also, the male workers who were nurses had a higher mean score than the female nurses, with respect to their perceptions of early socialization influences, as being an influencing factor to their choices.

The study in addition found out that poor-self-efficacy on the part of female workers made them to take decisions into occupations. This study reveals a great need for career guidance and counseling to help the female identify and develop their talents as well as plan life goals which are commensurate to their male counterparts. More so, such a measure would enable them shade off femininity and inferiority complex in their occupational preferences.

Finally, Singer (2000) investigates into gender difference and similarity in job preference factors in Colorado State University undergraduates. His findings were that the strong differences in their preferences was not due to sex stereotyped, but then in general, both sexes preferred occupations that offered them the opportunity to study so that they can achieve something tangible in the future. In addition, they all wanted jobs in which the workers would exhibit friendly co-existence. However, gender differences were observed in factors such as salary, job security and social recognition.

2.3.10. **Employment Opportunities**

As soon as students step in to the college, they begin to consider what their academic major will be. The students often begin with the question such as "What do I want to do when I graduate?" For some students their career aspirations direct their college major choice. For example: If a student wants to be a doctor he or she would need to major in medicine, and likewise for careers in engineering, education, social work, and business. Some students actually choose a career based on the availability of job opportunities and the financial benefit they could get. Eze *e tal* (2010) the current attractors to choice of radiography in the present study include job opportunities, extension in the career ladder, role extension, introduction of an internship year, technological advancements/challenges, and opportunity for self employment.

There are enviable job opportunities for skillful graduate radiographers in Nigeria and abroad. The researchers stress further that at the moment, there is no qualified radiographer in Nigeria who wished to work and is unemployed. Job opportunities abound for skillful radiographers abroad.

2.3. Concept of Business Education

Education generally empowers and develops the citizenry to acquire skills and knowledge that would prepare them for the world of work. It is a process of leading and initiating people to acquire necessary skills, facts, knowledge, habits and attitudes that will make them co-exist with others as useful and productive members of the society. In view of this, the society should not shake off this responsibility of functional education to its citizen. This assertion has in no small measure supported the existence of business education which is charged with the responsibility of providing the desired skills, facts, knowledge and attitudes for the members of the society to be productive. In addition, Ohiwerei and Azih (2010) view education generally as the totality of life experience that man acquires and which enables him to cope with and derive satisfaction from living in the world. This is because it enables him to achieve social competence and optimum individual development.

Business education which is subset of general education, can be seen as the development of person's head, heart and hands for his self fulfillment and optimum services to humanity. Business education, an integral part of vocational and technical education, is an education for skills acquisition. Eliametalor (1990) posits that business education is an embodiment of knowledge and skills needed for entry level employment and advancement in a broad range of careers. Osuala (2002) opines that business education is a training system that enables the students to acquire skills that will make them fit into the world of work. Oyedele (2002) asserts that business education is broad and diverse discipline that is included in all types of educational delivery systems: primary, secondary and tertiary institutions. The National Policy of

Education (2004) defines business education as that aspect of education which leads to the acquisition of practical skills as well as basic scientific knowledge. Ibrahim (2008) points out that business education encompasses knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal resources and participate in the economic system.

In other words, business education provides its students with theoretical knowledge, practical skills, creative abilities and competencies to function effectively as teachers, office workers, self-employment or self-reliant. Business education has developed so rapidly to fit into advance office technology and information systems. In support of this statement, Ekpenyong (2011) points out that vocational and technical education which business education is part of, has witnessed a tremendous development in the world in general and Nigeria in particular over the years. The importance of business education cannot be over-emphasized. Business education programme provides its students with knowledge, skills and competence accounting, marketing and secretarial. It prepares students for employment in miscellaneous office occupations apart from teaching profession. The skills students acquire in business education can make them to become originators in commerce and to become successful owners and managers of small and medium owned business enterprises. In view of this, the researcher opined that business education programmes are tools in the hand of Local, State and Federal Governments to combat unemployment and alleviate poverty in the society.

The national education planners recognize vocational and technical education which business education is an integral part, and expressed its importance in the National Policy on Education (2004) as follows:

(i) to provide manpower in applied sciences, technology and commerce, particularly at sub-professional levels;

(ii) to provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

(iii) to provide people who can apply scientific knowledge to environmental problems for the use and convenience of man,

(iv) to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.

(v) to give an introduction to professional studies in engineering and other technologies.

(vi) to enable young men and women to have an intelligent understanding of the increasing complexity of technology.

Business education programme offered in Colleges of Education in Nigeria comprise of accounting and secretarial option only.

Office Technology and Management

Office technology and management also known as secretarial education is a vocational programme that is offered in Commercial Colleges, Colleges of Education, Polytechnics and Universities. The National Board for Technical Education (1989) clearly stated that office technology and management is the type of education that equips students with vocational skills, effective work competencies and socio-psychological works skills essential for inter-personal relations. Chukumezie (2000) agrees that office technology and management revolved around job skills, employability and self-dependency. Okolo (2009) opines that office technology and management provides students with adequate

skills, information and competencies needed to function well in office occupation. According to Aliyu (2006), office technology and management is offered in commercial secondary schools, colleges of education, polytechnics and Universities, primarily to educate and train students to become competent secretarial teachers (Business Teacher Education) and secretarial administrators with appropriate skills and knowledge to take up a career both in teaching, business and office occupation.

Adamu (2008) asserts that office technology and management is the art of guiding the office personnel on the use of appropriate means in his environment in order to achieve his purpose. Therefore, office technology and management 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 office and educational challenges. Patrick (2009) views office technology and management as a discipline that provides students with adequate skills, information and competences needed to function well in office occupation and stressed that office technology and management is a component of vocational education that prepares students for work in secretarial/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), office technology and management training is a study that lay emphasis on learning by doing which eventually lead to the acquisition of practical skills and applied skills. Office technology and management is a vocational programme which is an integral part of Business education that is offered to students in commercial secondary school, colleges of education, polytechnics and universities for them

to become competent secretarial teachers and administrators with appropriate skills and knowledge to take up career in teaching, business and office occupation, (Abubakar, Hauwau and Ordu, 2010).

According to Igbinedion (2011), office technology and management is as a viable and specialized phase of vocational business education that prepares recipients for office occupation as secretaries, executive secretaries, administrative assistants and function in other similar titles describing jobs similar or overlapping those of the traditional secretary such as office coordinator, executive assistant office manager and administrative professional. The researcher stresses further that secretarial education is offered in the universities, polytechnics and colleges of education, and that the secretarial programme offered in the universities has the education components that give the graduates the option to teach in secondary schools or source for employment in the public and private sectors of the economy.

In total agreement with all the definitions given so far by the scholars of secretarial education, it is pertinent to systematically define secretarial education as a vocational education that provides the recipient with adequate knowledge in office administration and management, skills in office technology and information systems, competence and creativity in public relations and attitudes in handling classified information for teaching, effective and efficient supportive service delivery in office occupation and self-reliance.

2.4. Relevance of office technology and management in National Economic growth

Office technology and management programme is important to both individuals and for the national development. Office technology and

management provides knowledge, skills and competencies needed to perform effectively and efficiently in the world of work. Foster (2000) asserts that secretarial education educates and trains individuals to become secretarial teachers and administrators, expands the working horizon of secretaries beyond their job description and produces secretaries that could be self-employed and also generate employment for others. At the University level, according to Akinyemi (2001) office technology and management option in business education provides qualities and builds attitudes that are necessary for adjustment to personal and employment situations and assist individuals to develop habits of minds conducive to the proper use of technology.

Anao (2001) asserts that office technology and management produces manpower with the requisite knowledge, skills and aptitudes for business world. Similarly, Igbinedion (2010) observes that office technology and management, whether acquired through the formal or informal could help the recipients to secure employable and entrepreneurial skills for decent living. Igbinedion stressed that the recipients of office technology and management have the benefit because of the entrepreneurial skills acquired can establish business centres, cyber café and consultancy services. Keni and Awomukwu (2010) confirm that office technology and management produces meaningful manpower development. It provides adequate training of professional secretaries in current ICT trends to improve the efficiency of secretarial work force in various offices and organizations in Nigeria, and this brings about cost effectiveness in the daily operation of the offices and organizations.

This also reduces wastage of resources, and such resources would be channeled to areas where they are best needed for growth and development of

the country. Keni and Awomukwu (2010) stress that adequate skills provided by office technology and management enable professional secretaries to increase household income and this will aggregate to improvement in the microeconomic outlook of the country. Igbinedion (2011) emphasizes that office technology and management is a very viable career option for competent graduates. It is the specialized phase of vocational business education that prepares recipients for office occupations as secretaries, executive secretaries, administrative assistants and function in other similar titles describing jobs similar or overlapping those of the traditional secretary such as office coordinator, executive assistant, office manager and administrative professional.

The office technology and management offered in the universities and colleges of education, however, has the education components that give the graduates the option to teach in secondary schools or source for employment in offices as secretaries. Those especially from the universities can also function as administrative officers in the public and private sectors of the economy. Executive secretaries/assistants and personal assistants are very much in demand in the present political dispensation in Nigeria where they act as influential and trusted aides to politicians. They also assist chief executives of different types of organizations to function maximally. With the development in ICT, the secretarial graduate can offer secretarial services as an entrepreneur on commercial scale, and can also be consultants to many organizations in fashioning out modern office procedures and practices. This will significantly reduce unemployment and eradicate poverty in our societies. Many other vices such as arm-robbery, political thuggery, and religious crisis in our societies will

be reduced because many youths that will opt for secretarial education will have something to do.

In the advent of information technology (IT) and the emergency of post industrial revolution and job competition, office technology and management education has emerged as one of the most effective human resource development strategies that African countries need to embrace in order to train and modernize their skillful workforce for rapid national development and economic growth. Since the beginning of the new millennium, a fresh awareness of the critical role that vocational education (secretarial) can play in economic growth and national development has dawned among the policy makers in many African countries and within the international donor community.

According to Afeti (2009), evidence of the increasing importance that some African governments now attach to vocational education is reflected in the various poverty reductions and eradication strategy papers that governments have developed in collaboration with the World Bank. This signals a positive trend as a proactive measure by governments to improve the economy. Afeti (2009) illustrates his views with Cameroon's vocational education and professional training which facilitates integration of the products into the labour market; Cote d'Ivoire has also strengthened vocational education for a better economic growth and development. Ghana has linked vocational education and training with education of the youth and development of technical and entrepreneurial skills; Malawi emphasizes the need to promote vocational education for self-employment through skills development, while Nigeria supports vocational and technical education for self-employment and poverty reduction

2.5. Review of Empirical Studies

Several empirical studies have been conducted both at the international level and locally here in Nigeria on various aspects of factors that influence students' academic choice. This section presents a review of empirical studies. Gieger (2002) conducts a study titled: A Model of Academic Choice for Mathematically Talented College Women in the United States. The goal of the study was to develop a model that described the factors that influence mathematically talented college women's choice of major. Three research questions were formulated to guide the study as follows:

1. What are the factors that influence mathematically talented college women's choice of major?
2. What is the relative importance of these factors?
3. How does the relative importance of these factors explain why mathematically women choose to major in or not to major in mathematics?

Twelve mathematically talented college women drawn across the United States agreed to participate in a 12-week on-line focus group discussion via a Web site bulletin board. Nine of the participants were available for an individual interview after the close of the bulletin board. Data for the study were collected through focus group interviews (using an online bulletin board), individual electronic mail correspondence and an individual closing interview (either in person or by telephone). The researcher explained that the combination of data collection methods allowed her to compare what the participants wrote to the group, what they wrote to her individually and what they said spontaneously in an interview setting. The results of the study revealed that students-students interactions, teachers influence, opportunity and achievement and ability were

responsible for academic choice for mathematically talented college women in United States.

Gieger (2002) study did not provide expressly a description of the methodology used for the study neither did it state the sample size or sampling technique and statistical technique used. The nine talented mathematically college women used from throughout the United State for the study were too small to facilitate any conclusive generalizations on the academic choice for mathematically talented college women. However, the study was quite a detailed one which examined the academic choice for mathematically talented college women in the United States. The similarity between the present study and that conducted by Gieger (2002) lies in the choice of academic programme in tertiary institutions learning; both studies examined the motivational factors responsible for the choice of academic programme in tertiary institutions of learning. Some of the areas focused on by Gieger (2002) such as students-students interaction and teachers influence were considered in the present study. The result of Gieger (2002),s study in the United States was useful in discussing the research questions in chapter four of this the present study.

Another study was conducted by Oyenuga, and Oyetunde (2009) titled "Influence of Parents on the Students' Choice of Technical Education". The objectives of the study were to:

(i) determine what influence parents have on their children in their choice of technical education career.

(ii) determine the extent to which students love to imitate their parents' vocational career.

(iii) determine the extent to which parents see technical education as a career for self-substance and wished that their children should study the course.

The study population was made up of all the students in the technical unit of the Department of vocational and technical education. Tai Solarin University of Education Ijagun, Ogun State. The instrument used for the study was a nine-item questionnaire that listed out various ways that parents may influence their children choice of technical education career. Data relating to the research questions was analyzed using mean and standard deviation while the t-test statistics was used for testing the hypothesis at 0.05 level of significance. A mean of 2.50 and above was taken as an index of agreement while a mean of below 2.50 was taken as in index of disagreement.

On the first objective of the study, the result showed that both male and female technical students agreed that their parents encouraged them on introductory technology subjects from the time they were in junior secondary school. On the second objective, the result indicated that the students agreed that they love imitating their parents' vocational career. On the third objective the result revealed that students agreed that they were motivated to study technical education because of their parents' commitment in the development of their community due to their technical career.

The Oyenuga and Oyetunde (2009) study provided a description of the methodology used for the study but did not indicate the specific population or the sample size for the study. However, the study was observed to be very comprehensive on parental influence on students' choice of vocational career. The similarity between the present study and that conducted by Oyenuga and Oyetunde lies in the students' academic and career choice highlighting parents as one of the motivational factors that influences students' academic choices. Although this present study differed in its objectives with the study conducted

by Oyenuga and Oyetunde, however, the present study focused on esteem, vocational interest as other motivational factors that could influence students' academic and career choices. The result of Oyenuga and Oyetunde's study was useful in discussing the research questions in chapter four of this the present study.

Dan and Rickards (2010) investigated the motivational drivers affecting education and career choice in vocational and technical education in Perth, Western Australia. The specific objective of the study was to determine the motivational factors that affect students' educational and occupational choice. The data were collected based on numerous interviews and conversations with professionals who have already made the educational and career choice in vocational and technical education. The researcher also designed a questionnaire to collect data for the study. A sample of 47 respondents from Australia, North America, Europe and Africa was selected from the targeted population. The findings revealed that factors such as the following are responsible for educational and career choice in vocational and technical education:

i. Financial rewards and the amount of economic security the career offers.

ii. Academic challenges.

iii. Relationship formed within the peers of similar background and interest.

iv. The desire to use the abilities and talents for the betterment of the general community.

Dan and Richard's (2010) study did not provide a description of the methodology used for the study neither did it state the sampling procedure or sample size nor the statistical technique used. In addition, the population (47) for the study was observed to be inadequate to facilitate any conclusive generalizations on the factors influencing students' choice of vocational

education programme in tertiary institutions. The similarity between the present work and that of Dan and Richards (2010) lies in the programme: both studies investigated factors influencing students' choice of vocational education programme. However, the present study differed in the focus of the motivational factors influencing students' choice of vocational education programme. The result of Dan and Richards (2010) was useful in discussing the present study.

Likewise, Levon , and Blannie (2010) conducted a research on "Factors Influencing the education and career choice of Vocational and Technical Education". The research study was a case study of Vocational and Technical Education Programme at the Midwestern University.

The purpose of the study was to:

(i) determine the extent to which gender influences the education and career choice of vocational and technical education.

(ii) Examine the extent to which age influences the education and career choice of vocational and technical education.

(iii) Assess the extent to which society perception could influence education and career choice of vocational and technical education.

Data pertinent to students were collected in a systematic way. The study was conducted through the use of questionnaires to collect the data. A sample of 283 respondents was selected from the target population. The study consisted of two sections: orientation and commitment to the Family and Consumer Science teaching profession, and personal employment background. More specifically, section one of the survey asked subjects to indicate (a) the main reason for becoming a FACS teacher; (b) plans for remaining in the FACS profession; (c) if considering leaving the FACS teaching profession.

While section two asked for subjects to indicate gender, age, teacher education degree. The statistical tools used to analyze the data were frequencies, percentages, means and standard deviations. The study revealed that gender, age and society perception are the motivational factors responsible for individual to make an educational career choice.

Levon, and Blannie (2010) study did not superficially describe the research design. The population for the study was not indicated, only the sample size was rather indicated. The study focused only on one institution as against the present study which covered ten (10) institutions. In addition, Levon and Blannie's study focused on three motivational variables that influence education and career choice of vocational and technical education. Out of the three variables, one was covered by this study. Both studies were concerned with motivational variables that influence students' choice of vocational and technical education programme. Therefore, findings of Levon and Blannie's study were considered in discussing the present study.

Similarly, Ifenwanta and Gardener (2010) carried out a study on the relevance of education and career choice in tertiary institutions among the Nigerian youths. The objective of the study was to examine the students' education and career choice in tertiary institution among the Nigerian youths. The study adopted the use of a descriptive survey design. The study postulated five research questions to guide the research. A 20 item questionnaire based on a 4-point Likert Scale was developed and used to obtain data for the study. A sample size for the study comprised of 60 students. The return rate of the questionnaire was put at 62%. Data generated was presented using descriptive statistics of frequencies and percentages. The results of the study revealed that

environmental force, financial conditions, and students' interest are responsible for education and career choice in tertiary institutions among the Nigerian youths.

The findings showed among others the need for well planned education and career information for the Nigeria students. This is because the result further revealed that many of Nigeria students left the educational system without making any conscious and realistic educational and career decisions. This handicap condition was attributed by the students, as being due to little or no career counselling going on in the secondary schools.

The study further, showed that due to lack of career counselling in schools, many of the students would graduate from schools with little or no knowledge of the basis requirement in the labour market and job demands; hence, the students were not given any initial career counselling in relation to their subjects combination that will eventually usher them to their area of specialization. According to Ifenwanta and Gardener (2010), there is an urgent need for well planned education and career guidance and counselling services in schools; as these would go a long way to improve the apparent high rate of unemployment and misplacement of work in the work field, as well as shifting from one work situation to the other.

The study by Ifenwanta and Gardener (2010) considered interest as one of the variables that influence students' academic and career choice which is in line with the second objective of the present study. The two studies adopted the same research design. However, the sample size for Ifenwanta and Gardener (2010)'s study (60) was too small to facilitate any conclusive generalization on the motivational variables that influence students' academic and career choice of

the institutions. All the same, the results of Ifenwanta and Gardener were relevant in discussing the findings of this present study.

Another related study was conducted by Obinu and Ebunu (2010) titled "Factors Affecting Academic and Career Choice of Senior Secondary School Students in Ethiope East Local Government Area of Delta State, Nigeria. The objectives of the study were to:

(i) determine the extent to which interest affect academic and career choice of Senior Secondary School Students in Ethiope East Local Government Area of Delta State.

(ii) Examine the extent to which prestige affect academic and career choice of Senior Secondary School

(iii) Assess the extent to which personality affect academic and career choice of Senior Secondary School.

In the study, Obinu and Ebunu used descriptive survey method which systematically collected, organized, analyzed and interpreted data on a given of 2,556 students from twenty four secondary schools in Ethiope East Local Government Area of Delta State. The simple random sampling technique was used to select the sample for the study. 20 students were selected from each of the five schools which gave a total of 100 students for the study. A structured questionnaire was used to collect data. Data gathered in the study were tabulated against each of the items of the instrument, using simple percentages. The positive responses comprised the Strongly Agree and Agreed while the negative responses comprised Strongly Disagree and Disagree. The findings of the study revealed that factors such as interest, prestige, personality were responsible for the students' academic and career choice of Senior Secondary Schools in Ethiope East Local Government Area of Delta State.

Obinu and Ebunu (2010)'s study shared similar factors with the present study which are interest, personality (esteem), however, the same size for the study (100) out of the total population of 2556 was inadequate to come to any conclusive generalization on the motivational variables that influence students' academic and career choice of the institutions. In addition, the statistical tool to test the null hypotheses was omitted. The Obinu and Ebunu (2010)'s study focused on three motivational variables that influence students' choice of academic programme in tertiary institution. The present study differed from Obinu and Ebunu's study because it focused on six motivational variables that may likely influence students' choice of academic programme in tertiary institutions not covered by the Obinu and Ebunu's study such as students-students interaction, teachers influence, society attitudes and skills. However, some findings of their study were useful to the present study.

Issa and Nwalo (2010) study investigated factors affecting the choice of undergraduates in Nigerian Library and Information Science Schools.The objective of this study, therefore, was to investigate the low preference for library and information science as a programme of study among the undergraduates in Nigerian library schools.The survey research design was adopted, with the Career Choice Influence Questionnaire (CCIQ), r = 0.92, as the main data collection instrument. In all, 1,228 students from eight, proportionally stratified Nigerian university library schools participated in the study. Data were analysed for frequency and percentage using the cross-tabs sub-programme of the SPSS.

The study revealed that majority of the students did not make the course as their first choice but ended up in the library school having as a last resort.

However, 38.4% who did were influenced mostly by previous library work experience. Available sources of information on the course include parents/relations (29.89%) and peers (9.20%). There are slightly more male librarianship students (50.3%) than females (49.7%), indicating its popularity among both sexes. That 46.9% of them were in the 22-26 age bracket showed that the younger undergraduates constitute the majority. The study concludes that despite the evidence of improved popularity of the programme among the respondents, it remains largely unpopular among prospective undergraduates in Nigeria when compared with such other courses as accountancy, medicine and law.

Issa and Nwalo (2010)'s study looked at the work experience, parents and peer group as the major factors affecting the choice of undergraduates in Nigerian Library and Information Science Schools which are all motivational variables that influence students' choice of Liberary and Information education. Nevertheless, these three motivational factors alone are inadequate to conclude for a study of this magnitude, therefore, the present study covered other motivational variables such as self-esteem, students-student interaction, teacher influence, societal attitudes, vocational interest and skills. Hence, the present study was more comprehensive when compared to Issa and Nwalo's study. Incidentally, both studies looked at the motivational factors affecting choice of academic career and this provided bases for the comparison of findings.

Similarly, Ologun (2010) conducted a research titled: "Parent-Child Relationship and Vocational Choice of Fresh Undergraduates of University of Ilorin: The aim of the study was to determine the extent to which parent-child relationship affects vocational choice of fresh undergraduates of University of

Ilorin. The study adopted the use of a descriptive survey design. The study formulated three research questions to give direction to the work. A 15 item questionnaire based on the 4-Point Likert Scale was developed to elicit responses from the respondents. The sample size for the study comprised of 400 students from eight faculties of the University (Arts, Agriculture, Business and Social Science, Education, Engineering, Science, Health Science and Law through stratified and random sampling technique.

The data collected were analyzed using Analysis of Variance (ANOVA) and Chi-square. The study revealed that:

(i) Most of the parents encourage their female children to choose vocational education than their male counterpart. This finding was in line with with Dan and Rickards (2010) and Bawa and Okanga (2010).

(ii) Some parents do not have interest in vocational and technical education, and therefore, do not encourage their wards to study vocational and technical education programme.

Ologun (2010) study focused only on one institution as the present study which covered ten institutions. In addition, Ologu study also focused on only one motivational variable, which is parent influencing the choice of vocational education, which is an aspect of the variables that influences choice of academic programme. Ologun (2010) study has similarity with the present study. This is because both studies were concerned with the motivational factors affecting students' academic choice in tertiary institutions of learning. In view of this, the findings of Ologun study were considered useful in discussing the present study.

Igbinedion (2011) conducted a study titled "Perception of factors that Influence Students' Vocational Choice of Secretarial Studies in Tertiary Institutions in Edo state of Nigeria". The aim of the study was to:

(i) indentify factors that influence both male and female secretarial studies students' choice of secretarial studies programme.

(ii) determine whether both sexes differ in their perception of the factors that influence their choice of secretarial studies as a course of study as well as whether there was any difference in perception between students in the universities and those in college of education with regard to these factors.

The study adopted the use of a descriptive survey design. The study postulated four research questions which guided the research. The population for the study consisted two universities and one college of education with a registered secretarial students population of 447. The sample size for the study was 191, using a stratified random sampling technique. An instrument titled "Questionnaire on Factors that Influenced Students' Choice of Secretarial Studies was used. A 4-point Likert Scale deal with parental, peer group and gender as perceived factors that influence students choice of secretarial studies. The data generated was presented using descriptive statistics of frequencies and percentages. The t-test was used to test the null hypotheses. The study revealed that:

1. peer group with a mean percent of 66 ranked first as a factor that influenced males students choice of secretarial studies programmes in tertiary

institutions in Edo State while parental followed second with a mean percent of 63.

2. Interest ranked first as a factor that influenced female students' choice of secretarial studies programme with a mean percent of 46 while the second position was peer group with a mean percent of 33. This implied that female students are influenced with interest to choose secretarial studies in tertiary institutions.

Igbinedion (2011) concluded 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 by Igbinedion (2011) focused on the second and third objectives of this present study. The studies adopted the same research design. However, the institutions (two universities and one college of education) where the research was conducted had no similarity of the course content even though both institutions offered secretarial studies. It would have been preferable if the two universities were studied or two colleges or more with similarity of course contents were studied. In addition, Igbinedion (2011) did not justify the use of two universities and one college of education for the study. Igbinedion's study focused on motivational factors that influence choice of secretarial studies on parents, peer and gender. This present study is focused on esteem, vocational interest, students-students interaction. All the same the results of Igbinedion's study were relevant in discussing the findings of this present work.

Osa-Edoh and Alutu (2011) investigated Parents' Socio-Economic Status and Its Effect in Students' Educational Values and Vocation Choice. The

purpose of the study was to determine the effect of parent's socio-economic status in educational values and vocation choice. The study was guided by two research questions in line with the objective. Survey research design was adopted for the study. The population of the study was made up of public Senior Secondary Schools students in Oredo Local Government Area of Edo State. The sample of the study was made up of 100 SS3 students randomly drawn from public Senior Secondary School in Oredo Local Government Area through simple random sampling procedure. Firstly, 10 Senior Secondary Schools were selected from Oredo Local Government Area of Edo State, through random sampling. Secondly, from each school, 10 students were selected using simple random sampling technique. Thus, 100 students constituted the sample for the study. The instrument was face validated by the research. A modified Likert Scale was used as the major instrument for data collection. The questionnaire elicited from the students the value they placed on education as regards their aspirations and career. The collected data was analyzed using t"-test statistic and mean scores.

The findings of the study revealed that socio-economic status has much influence on students' value of education and vocational choices. The students from high and middle socio-economic status groups chose to continue and aspire higher for high yielding jobs than those of the low socio-economic status who do not wish to continue their education due to ignorance and finance.

Osa-Edoh and Alutu (2011) study was only concerned with one variable of motivational factors that influence students choice of academic programme in tertiary institutions of learning. The difference between this present study and that of Osa-Edoh and Alutu was that the present study was more comprehensive,

considering the fact that several variables of motivation are considered for the choice of academic programme in tertiary institutions of learning. In addition while the setting for Osa-Edoh and Alutu's study was the secondary schools in Nigeria, the present study was concerned with Colleges of Education in Nigeria. The research methodology of Osa-Edoh and Alutu's study was not as vivid as the present study. However, Osa-Edoh and Alutu's study was useful in comparing the pattern of responses of the present study.

Edwards and Quinter (2011) conducted a research titled: "Factors Influencing Students Career Choice among Secondary School Students in Kisumu Municipality, Kenya. The study was conducted using descriptive survey research design. The total population for the study was 2,464 from four secondary school students preparing to do their final examination during the time this was study was being done. Stratified random sampling technique was used to select 332 form four students who took part in the study. Data for the study was collected using both structured and open ended questionnaire and interview schedules which were presented to students. In order to remove the 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 0.05level of significance and descriptive statistics such as graphs, charts, frequency counts and percentages. The finding revealed that availability of advancement opportunities and learning experiences are the most influential factors affecting academic and career choice among students. While male 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 persons influencing career choice by gender.

These results of the study had fundamental implication in academic and career choice of the students in institutions of learning. It is quite realistic that the availability of advancement opportunities, learning experiences, and career flexibility can influence career choice among students.

Edwards and Quinter (2011)'s study differed from this present study due the consideration of other motivational variables such as learning experiences, career flexibility and advancement opportunities which were not considered by this present study. Edwards and Quinter (2011)'s study used One Way ANOVA analysis, this present study used Logistic Regression to test all the null hypotheses formulated in the study. However, the results of Edwards and Quinter's study were relevant in discussing some of the findings of this present study.

Asagwara (2011) carried out an experimental study on the effect of vocational guidance on educational and occupational preferences and value on secondary school student in Calabar. The aim of the study was to:

(i) determine the extent to which parents influences students choice in vocational education in secondary school;

(ii) examine the extent to which peer group influences students choice of vocational education in secondary schools.

The findings show that parents and peer group were influencing factors to students' vocational choice. Results from the pre and post treatment test showed that there was no significant difference in the consistency of the students'

educational and occupational preferences; though there was great vocational maturity in the consistency of experimental Group I and II about occupations like teaching, medicine and law. Their consistency in the chosen education and vocations were explained in terms of early socialization from parents, peer and significant differences in the number of changes on vocational preferences of the males and females despite the guidance session given.

Asagwara (2011)'s study did not indicate the population of the study, sample size for the study and the instrument for data analysis while in the present study, the population for the study, sample size for the study and the instrument for data analysis were clearly presented. However, some of the findings of Asagwara's study were useful to the present study.

Femi and Ogunwale, (2011) investigated in to the causes of poor enrolment of candidates into secretarial education in Polytechnics, Owo, Nigeria. The objectives of the study were to:

(i) determine the extent to which gender influence students choice of secretarial education in the polytechnics.

(ii) determine the extent to which skills influence students' choice secretarial education in the Polytechnics

(iii) determine the extent to which lifestyle and environment influence students' choice of secretarial education in the Polytechnics.

The survey design was adopted for the study. The population of the study comprised of students and lecturers of the Polytechnic. The sample for the study was made up of seventeen (17) lecturers and fifty (50) students making a total of 67 respondents. The result of the study revealed that gender, inadequate skills, lifestyle

and environmental factors were responsible for students' lack of choice in the Nigerian Polytechnics.

The study of Femi and Ogunwale (2011) did not exactly indicate the statistical tool that tested the null hypotheses. Femi and Ogunwale (2011)'s study only covered one institution. The sample size for the study was also inadequate to facilitate any conclusive generalization on motivational variables that influence students' choice of secretarial education in tertiary institutions. However, the results of Femi and Ogunwale's study would be relevant in discussing the findings of the present study.

2.6. Summary of Reviewed Literature

Summarily, this chapter started by clarifying the theoretical framework upon which this study was based. The study was predicated on Krumbolt and Mitchell (1994) and Bowen (1996)'s Social Learning Theory of Academic Decision-Making Process and Career Choice. The theorists emphasized that academic decision-making process and career choice hinged primarily on several factors. This theory viewed these factors as effective tools for academic and career decision-making processes. Bowen (1996) stressed that the success or failure of academic decision-making processes is basically judged on the basis of some factors. The theorists identified the following factors that are responsible for the selection of courses in tertiary institutions of learning, occupation and filed of work such as, value, interest, peer advice, teachers' influence, societal perception and subject studies / combinations skills. The study therefore emphasized on the motivational variables that influences students' choice of Vocational and Technical Education programme.

Accordingly, the chapter reviewed literature on the factors that influence academic and career choice of students, concept of secretarial education and its relevance to economic growth and national development. A number of empirical studies related to factors that influence academic and career choice of students in tertiary institutions both in Nigeria and outside Nigeria were reviewed. Most of the empirical studies conducted in Nigeria that were reviewed focused on only two or three factors that influence both academic and career choice of students in tertiary institutions, thus narrowing the scope while the present study was more comprehensive. The studies conducted by the foreign authors like Gieger (2002), Levon , andBlannie (2010); Dan and Rickards (2010) and Edwards and Quinter (2011); were however comprehensive in coverage.

Despite the fact that much has been written about the motivational factors that influence students' choice of academic programme in tertiary institutions of learning both in Nigeria and outside Nigeria by several scholars, the literature, however, revealed that very little empirical studies on this subject matter exist especially regarding the secretarial option of Business Education in Colleges of Education in the North-Western States, Nigeria. This study therefore, served to fill up the missing gap in this aspect of the literature. Furthermore, the other studies were more concerned with other motivational variables such as parental influence, gender, financial factor, advancement opportunity and learning experiences. This particular study was concerned with the motivational variables such as prestige, vocational interest, students-student interaction, teacher influence, societal attitudes and skills.

Consequently, this study was intended to close the above gaps by providing comprehensive determinants of business education students' choice of

office technology and management option in colleges of education in the North-Western States in Nigeria.

CHAPTER THREE

RESEARCH AND METHODOLOGY

This chapter described the methods and procedures used for the study under the following sub-headings.

3.1. Research Design;

3.2. Population for the Study;

3.3. Sampling and Sampling Procedure;

3.4. Instrument for Data Collection;

3.4.1. Validity of the Instrument

3.4.2. Pilot Study;

3.4.3. Reliability of the Instrument;

3.5. Procedure for Data Collection;

3.6. Procedure for Data Analysis.

3.1. Research Design

This study investigated factors that influence business education students' choice of office technology and management in colleges of education in the North-Western States, Nigeria. The study adopted the survey design. The design involves the collection of data through self-reported answers about situations, attitudes and opinions from a particular population on specific motivational variables. Alamu and Olukosi (2008) say that descriptive survey research deals with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, belief, attitudes and on-going processes. Such an approach is aimed at measuring the motivational variables of the study as they naturally exist without any attempt to manipulate or control them.

Population for the Study

The targeted population for this study was made up of business education lecturers and NCE III accounting and office technology and management students in all the colleges of education (both Federal and State) in the North-Western States, Nigeria. This was because they were directly responsible for the option decision-making at NCE II level. All the ten (10) colleges of education (Five Federal and five States) were involved in the study. The total population for the study was 766 lecturers and students for 2013 academic session. The first group comprised of business education lecturers with the total population of one hundred and ninety three (193). The second group was made up of NCE III Accounting and Secretarial students with the total population of five hundred and seventy three (573). Table 3.1 showed details of the population for the study.

Table 3.1: Population for the Study

S/No	Name of Institution	NCE III Students Accounting Option: (Male)	NCE III Students Accounting Option. (Female)	NCE III Students Secretarial option (Male)	NCE III Students Secretarial option (Female)	Business Education Lecturers (Male)	Business Education Lecturers (Female)	Total
1	F.C.E (T) Bichi,	21	14	12	8	11	6	72
2	F.C.E,(T) Gusau,	13	11	10	11	10	4	59
3	F.C.E, Katsina	23	12	5	8	10	5	63
4.	F.C.E, Zaria	41	14	16	9	25	11	116
5	F.C.E, Kano	31	12	10	8	10	7	78
6	Kaduna State COE GidanWaya	21	8	7	9	9	5	59
7	SaadatuRimi COE Kano	17	12	12	9	12	7	69
8	ShehuShagari COE, Sokoto	27	11	6	4	12	8	68
9	Isa Kaita COE Dutsinma	40	14	10	14	17	10	105
10	Jigawa State COE Gumel	34	12	9	8	8	6	77
	Total	**268**	**120**	**97**	**88**	**124**	**69**	**766**

***Source**: Departmental Records of Business Education at the Colleges, 2013*

3.2. Sample Size and Sampling Procedure

The sample size for a study is influenced by a number of factors including the population size, the risk of selecting an unsuitable sample and allowable margin error. Accordingly, for the purpose of this study the sample size was drawn from the two groups involved in the study (Lecturers and students). A total of 766 samples were used for the study. For the first group, the population of business education lecturers was one hundred and ninety three (193) while the second group, the NCE III Accounting and Secretarial students population was five hundred and seventy three (573) altogether, totaling 766. The population was considered manageable and therefore used as the sample size for the study. This was in line with Anikweze (1995), Alamu and Olukosi(2008) who opined that if the population number is small and manageable, it becomes synonymous with the sample. Thus, neither sample size nor sampling technique was required from the population.

3.3. Instruments for Data Collection

Self-structured instrument titled: "Determinants of students' academic choice Questionnaire" (DSACQ) for business education lecturers and NCE III Accounting and Secretarial students served as the major instruments for data collection for the study. The instrument was developed based on the objectives, the research questions and null hypotheses of the study. The instrument for lecturers and students was made up of seven sections as in appendix III. Section **A -** consisted of the bio-data of the respondents (Lecturers and students). Section **B** consisted of eight questionnaire items on the influence of prestige on business education students' choice of secretarial option.

Section **C** consisted of eight questionnaire items on the influence of vocational interest on business education students' choice of secretarial option. Section **D** comprised of eight questionnaire items on the influence of students-students interaction on business education students' choice of secretarial option, section **E** consisted of eight questionnaire items on teachers' influence on business education students' choice of secretarial option. Section **F** consisted of eight questionnaire items on the influence of societal attitudes on business education students' choice of secretarial option, and section **G** consisted of eight questionnaire items on the influence of shorthand/word processing on business education students' choice of secretarial option.

The instrument was used to generate data to answer the six research questions and test the six null hypotheses stated in chapter one. All the items were measured using 4-Point Rating Scale with "Strongly Agree" (S.A) four points, "Agree" (A) three points, "Disagree" (D) two points and "Strongly Disagree" (S.D) one point. The distribution of the instrument for lecturers and students in relation to the research questions is presented in table 3.2.

Table 3.2.: The Breakdown of questionnaire Items to answer research questions

S /No	Research questions	Items
1	To what extent does prestige influence business education students' choice of secretarial option in Colleges of Education in Nigeria?	1-8
2	To what extent does vocational interest influence business education students' choice of secretarial option in Colleges of Education in Nigeria?	9-16
3	To what extent do students-students interactions influence business education students 'choice of secretarial option in Colleges of Education in Nigeria?	17-24
4.	To what extent does a teacher influences business education students' choice of secretarial option in Colleges of Education in Nigeria?	25-32
5.	To what extent do societal attitudes influence business education students' choice of secretarial option in Colleges of Education in Nigeria?	33-40

3.3.1. Validity of the instruments

The issue of validity relates to whether the instruments are really measuring what they are supposed to measure. The most obvious type of scientific validity evidence is based on the content. According to Ary, Jacobs, and Razavieh, (2002), content validity can be established by having a competent team who are familiar with the purpose of the survey to vet the items on the questionnaire in order to judge whether they are appropriate for measuring what they are supposed to measure and whether they are a representative sample of the opinion domain investigation.

Thus, the specialists in research methodology in the ranks of Readers and Professors in the Faculty of Education, Ahmadu Bello University, Zaria, who were also experts in Measurement and Evaluation vetted the questionnaire. Their observations and suggestions were incorporated in the instrument thereby making it valid for use for the study.

3.3.2. Pilot Study

The researcher conducted a pilot study at College of Education, Zuba, Abuja. The researcher administered twenty eight (28) copies of questionnaire to NCE III Accounting students, twelve (12) copies of questionnaire to NCE III Secretarial students and ten (10) copies of questionnaire to Business Education Lecturers, altogether, 50 copies of questionnaire were administered to the respondents. Data generated from the pilot study were used to determine the reliability of the instrument. The reason for the choice of Federal College of Education, Zuba was because the institution was outside the North-Western States covered by the study but they shared similar characteristics with that of the study area.

The pilot study was conducted to determine whether the questionnaire items were clear and understood by the respondents; whether there was need to add more items in the questionnaire and how the respondents would react to the questionnaire items.

3.3.3. Reliability of the Instrument.

For a survey data to be used, it must be reliable. Reliability is concerned with the extent to which an instrument yields consistency. The data generated from the questionnaire used for pilot study were subjected to a reliability test using the Statistical Package for Social Sciences (SPSS) version based on Cronbach Alpha reliability test. The Cron-bach Alpha reliability test is commonly used as a measure of the internal consistency or reliability of attitudinal test score for a sample of respondents. It is defined as

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right) \qquad \text{...(1)}$$

Where K is the number of components (K-items or test lets), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the current sample of persons (Develles, 1991). When true score is not measured at all, Cronbach Alpha equals to zero and there is only an error component. Alpha equals 1.0 when all items measure only the true score and there is no error component.

Theoretically, Cronbach Alpha coefficient varies from zero to 1 since it is the ratio of two variances. Empirically however, Cronbach Alpha coefficient can take on any value less than or equal to 1 including negative values, although only positive values make sense. Higher values of positive Cronbach Alpha coefficients are therefore, more desirable. Similarly, Uzosike (2008) stated that if the result of the test is obtained at the average value of coefficient of around 0.70, it is an indication that the instrument is reliable and internally consistent and valid for the study. Considering these, the instrument which had reliability

coefficient value 0.70 was considered reliable, hence this implies that the instrument was internally consistent and valid for the study.

3.4. Procedure for Data Collection

For effective and smooth administration of the questionnaire, the researcher obtained a letter of introduction from the Head, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria for permission from the Provost of each of the institutions involved in the study to administer the questionnaire for the study. The letter explained the purpose of the study and nature of assistance required. For effective and efficient administration of the questionnaire, the researcher recruited and trained two research assistants on how to conduct the survey. The training covered issues such as the distribution and collection of the questionnaire, the instruction for completing the questionnaire, the procedure for relating with the lecturer and students, the condition under which the students and lecturers should complete the questionnaire. Attached to each of the questionnaire was a letter explaining the purpose of the study and instructions for completing the questionnaire. The roles of the research assistants were to basically help the researcher with the distribution and collection of the questionnaires. The research assistants were also expected to serve as guide to students where their assistance was needed. Precisely, data collection commenced on the 1st July, 2013 and ended on 26th September, 2013.

The distribution of the questionnaire was in two phases. First, the researcher and research assistants liaised with the Heads of Business Education Departments to distribute the questionnaire to lecturers. Five days were given to them to complete the questionnaire and return them to the Heads of

Departments. The total numbers of 193 copies of questionnaire were distributed. Thereafter, the research assistants retrieved only 121 (63%) completed copies of questionnaire from the Heads of Departments. The second phase covered the distribution of the questionnaire to the students. The students were gathered in a class rooms, the researcher and the assistants interacted with the students by instructing them on how to complete the questionnaire and then requested them to complete the questionnaire as sincere as possible. The total number of 573 copies of questionnaire was distributed but only 316 (55%) copies were retrieved from the students.

3.5. Procedure for Data Analysis

The personal data of the respondents were analyzed using frequencies and percentages. The six research questions were analyzed using weighted mean. 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 weighted mean of 2.5 and above was considered as an index for agree, while the weighted mean of less than 2.5 was considered as disagree. The opinions of respondents generated were coded, entered into the computer and analyzed. The Microsoft Excel was employed to run a logistic regression to test all the null hypotheses 1 – 6.

This is in line with Bude (2007) who asserts that simple regression is the most sensitive tool for measuring the influence of independent variables on dependent variables that are categorical.

In the analysis, if r-calculated value is greater than r-crit, the null hypothesis would be rejected. On the other hand if the r-cal value of any of the

hypothesis is less than the r-crit, 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 primarily presents the analyses of the data collected for the study through the questionnaire in order to assess the determinants of business education students' choice of secretarial option in Colleges of Education in the North-Western States, Nigeria. The chapter is presented under the following sub-headings:

4.1 Analysis of bio-data of respondents

4.2. Answer to Research Questions

4.3. Testing of Hypotheses

4.4. Summary of major findings

4.5. Discussion of Findings

4.1. Analysis of Bio-data of respondents

The analyses of bio-data of the respondents are presented in Table 4.1

Table 4.1: **The Distribution of the Respondents according to their Options of Study**

	Accounting	**OTM**
Mean	2	1
Variance	0	0
Observations	295	142
Percentage of Observations	67.506	32.494
Hypothesized Mean Difference	0	
Df	435	
t Stat	65535	
t Critical two-tail	1.96	

*P<0.01 (*Source: Researcher's field work 2013*)

In appendix 1, the researcher observed that for the past five years, there had been sharp decline of business education students' enrolment into office technology and management option in colleges of education in the North-Western States, Nigeria.

Table 4.1 is a confirmation of the researcher's observation. Table 4.1 shows that majority (68%) of the students chose to study the accounting option while 32% of the students opted for office technology and management. The difference found in Table 4.1 between the students of accounting and office technology and management options was statistically significant ($P<0.01$), which established a sharp decline of students' choice of office technology and management option.

4.2. Answering Research Questions

This section of the chapter presents analyses of data used for answering the six research questions raised in chapter one of the study. In answering the research questions and testing of the null hypotheses, the two groups (lecturers and students) were added together. The data collected were categorized into **agreed** and **disagreed** 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 4.2 to 4.7 present the result of the data used to answer research questions one to six.

4.2.1 Research Question One:

what is the influence of prestige on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria?

The answer to this research question is presented in table 4.2.

Table 4.2: Respondents' opinions on influence of prestige on Business Education Students' choice of office technology and management option

Option	Total Score	Mean Score	SD	Decision	Remarks
Agree	7194	3.2			Prestige has influence on business education students' choice of office technology and management option
Disagree	1666	0.8	0.79	3.2>2.5	
Total	8860	4			

Source: Result from the field work 2013

Table 4.2 shows that the scores of 7194 with a weighted mean of 3.2 represents the respondents who agreed that prestige influenced business education students' choice of office technology and management option in colleges of education in the North-Western States of Nigeria. Those who disagreed scored 1666 with a weighted mean score of 0.8 with mean deviation value of 0.79. From this analysis, the calculated value was 3.2 > 2.5 index score. This implies that prestige has influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. Details of the result are in appendix IV-A

4.2.2. **Research Question Two:**

what is the influence of students' vocational interest on business education students' choice of office technology and management option in colleges of education in the North Western States, Nigeria?

The analysis of data generated to determine the influence of vocational interest on business education students' choice of office technology and management option is presented in table 4.3.

Table 4.3: Respondents' opinion on influence of Vocational Interest on Business Education Students' choice of office technology and management option

Option	Total Score	Mean Score	SD	Decision	Remarks
Agree	5933	2.8			Vocational interest has influence on business education students' choice of office technology and management option
Disagree	2589	1.2	0.67	2.8>2.5	
Total	8522	4			

Source: Result from the field work 2013

Table 4.3 presents the summary of the data used in answering research question two. The summary of the result indicated a score of 5933 with a weighted mean of 2.8 representing the opinions of the respondents who agreed that vocational interest influences business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. The respondents who had contrary views scored 2589 with a weighted mean of 1.2. The mean deviation value was 0.68. From this analysis, the calculated value was 2.8 > 2.5 index score. This implied that vocational interest has influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. Details of the result are in appendix IV- B

4.2.3 Research Question Three:

What is the influence of students-students interactions on business education students' choice of office technology and management option in colleges of education in the North Western States, Nigeria?

The analysis of data generated to determine the influence of students-students interaction on business education students' choice of office technology and management option is presented in table 4.4.

Table 4.4: Respondents' Opinion on Influence of Students-Students Interactions on Business Education Students' choice of Secretarial option

Option	Total Score	Mean Score	SD	Decision	Remarks
Agree	4544	2.2			Students-students interaction has no influence on business education students' choice of office technology and management option
Disagree	3797	1.8	0.65	2.2<2.5	
Total	8341	4			

Source: Result from the field work 2013

Table 4.4 indicates the results of data used to answer research question three. The summary of the result shows the score of 4544 with a weighted mean of 2.2 from the respondents who agreed that students-students interactions influence business education

students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. The respondents who disagreed scored 3797 with a weighted mean of 1.8, and based on the result, calculated weighted mean was 2.2<2.5 benchmark of agree. In view of this the researcher concluded that students-students interaction do not influence business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. See details in appendix IV - C

4.2.4 Research Question Four:

What is the influence of teachers on business education students' choice of office technology and management option in colleges of education in the North Western States, Nigeria?

The analysis of data generated to determine teachers influence on business education students' choice of office technology and management option is presented in table 4.5.

Table 4.5: Respondents' opinions on teachers influence on Business Education Students' choice of Office Technology and Management option

Option	Total Score	Mean Score	SD	Decision	Remarks
Agree	3287	1.7			Teachers have no influence on
Disagree	4246	2.3	0.61	1.7<2.5	business education students'
Total	7533	4			choice of OTM option

Source: Result from the field work 2013

The data analysis used to answer research question four is as presented in table 4.5. From the table, scores of 3287 representing 1.7 weighted mean accounted for respondents who opined that teachers influence business education students' choice of office technology and management option and the respondents who disagreed scored 4246 representing 2.3 weighted mean. The standard deviation value stood at 0.61. From the analysis, the calculated was 2.2<2.5 index score. This implied that teachers have no influence on business education students' choice of office technology and management

option in colleges of education in the North-Western States, Nigeria. Details of the result are shown in appendix IV-D

4.2.5 Research Question Five:

What is the influence of societal attitudes on business education students' choice of office technology and management option in Colleges of Education in the North Western States, Nigeria?

The analysis of data generated to determine influence of societal attitudes on business education students' choice of office technology and management option is presented in table 4.6.

Table 4.6: Respondents' opinions on influence of societal attitudes on Business Education Students' choice of Office Technology and Management option

Option	Total Score	Mean Score	SD	Decision	Remarks
Agree	6948	2.9			Societal attitudes have
Disagree	2672	1.1	0.69	2.9>2.5	influence on business
Total	9620	4			education students' choice of office technology and management option

Source: Result from the field work 2013

Table 4.6 shows that the respondents who agreed that societal attitudes influence business education students' choice of office technology and management option scored 6948 points representing 2.9 weighted mean while the respondents who had contrary views scored 2672 points with weighted mean of 1.1, with mean deviation value of 0.69. From the analysis, the result revealed that the calculated weighted mean of 2.9 is greater than 2.5 (2.9 > 2.5). This signified that societal attitudes toward office technology and management profession have influence on business education students' choice of office technology and management option in Colleges of Education in the North Western States, Nigeria. See details in appendix IV-E

4.3. Testing of Hypotheses

In line with the Research Questions, six 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 1-6.

Therefore, in the analysis, if r-cal is greater than r-crit, the null hypothesis was 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

Prestige has no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria.

Logistic Regression was used to test this hypothesis and the results are shown in Table 4.7

Table 4.7. Analysis of respondents' opinions on Influence of Prestige on Business Education Students' Choice of Office Technology and Management Option

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Students choice of OTM Option	1.531	.253	6.040	0.088	.775	.601	.594	.000
Prestige	1.113	.091	2.763					

(*Source: Result from Field Work 2013)*

The result of the data used to determine the influence of prestige on business education students' choice of office technology and management option shows the Constant Beta (Students' choice of secretarial option) value of 1.531 with the t value of 6.040 against the co-efficient value of 1.113 and t-value of 2.763 for prestige. The calculate R value was .775 found to be greater than Table value of 0.088. The R^2 was .601, indicating that 61% of the variance in the student choice

of office technology and management option is determined by prestige. Hence the null hypothesis is therefore rejected.

4.3.2. Hypothesis Two

Vocational Interest has no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria.

Logistic Regression was used to test the hypothesis. The result of test is shown in Table 4.8

Table 4.8 Analysis of respondents' Opinions on Influence of Vocational Interest on Business Education Students' Choice of Office Technology and Management Option

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Students choice of OTM Option	1.531	.253	6.040	0.088	.683	.467	.453	.000
Vocational interest	1.572	.085	2.955					

(*Source: Result from Field Work 2013)*

Analysis of data used to test null hypothesis two shows the Constant Beta value of 1.531 against .1.572 for vocational interest, with the t value of 6.040 and 2.955 respectively. The R-calculated value was greater than the R-critical value (.683>0.088). The result shows the R^2 value of .467, indicating that 47% of the variance of students' choice of office technology and management option is as a result of their vocational interest. The null hypothesis is therefore rejected.

4.2.3. Hypothesis Three

Students-student interaction has no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria.

Logistic Regression was used to test the hypothesis and the analysis of null hypothesis three is shown in Table 4.9

Table 4.9 Analysis of respondents' Opinions on Influence of Students-Students Interaction on Business Education Students' Choice of OTM Option

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Students choice of OTM Option	1.531	.253	6.040	0.088	0.081	0.007	0.004	.058
Students' interaction	0.846	.299	1.402					

(*Source: Result from Field Work 2013)*

Logistic Regression statistical method was used to test null hypothesis three. The result of the test revealed that Constant Beta (students' choice of office technology and management option) had a value of 1.531 as against 0.846 and t- 6.040 as against 1.402 for students' interaction respectively. The R-cal. value of 0.081 was found to be less than the R-crit value of 0.088. The R^2 was 0.004 indicating that only 0.4% of the variance in students' choice of office technology and management option was determined by students' interaction. Based on this result, the null hypothesis was therefore accepted.

4.2.4. Hypothesis Four

Teachers have no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria.

Logistic Regression was used in testing this hypothesis and the results are shown in Table 4.10

Table 4.10 Analysis of respondents' Opinions on Influence of Teachers on Business Education Students Choice of Office Technology and Management Option

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Students choice of OTM Option	1.531	.253	6.040	0.088	0.087	0.008	0.007	.066
Teachers' influence	.374	.294	1.253					

(*Source: Result from Field Work 2013)*

Table 4.10 tested null hypothesis four which revealed the Constant Beta value of 1.531 against .374 with t value of 6.040 against 1.253 for teachers influence respectively. The R- Cal value of 0.087 was found to be less than the R-crit. value of 0.088. The R^2 was 0.007 indicating that only 0.7% of the variance in students' choice of office technology and management option was determined by teachers influence. Based on this result, the null hypothesis was therefore accepted.

4.2.5 Hypothesis Five

Societal attitudes have no significant influence on business education students' choice of office technology and management option in Colleges of Education in the North-Western States, Nigeria.

Logistic Regression was adopted to test this hypothesis. The results are shown in Table 4.11

Table 4.11. Analysis of respondents' opinions on Influence of Societal Attitudes on Business Education Students Choice of Office Technology and Management Option

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
Students choice of OTM Option	1.531	.253	6.040	0.088	.786	.618	.606	.000
Societal Attitudes	.427	.092	2.222					

(*Source: Result from Field Work 2013)*

The result of the data used to determine the influence of societal attitudes on business education students' choice of office technology and management option shows the Constant (Students' Choice of office technology and management option) value of 1.531 as against.427 for societal attitudes with the t value of 6.040 against 2.222. The R-cal was .786 found to be greater than table value of R-crit. 0.088. The R^2 was .606, indicating that 61% of the variance in the student choice of office technology and management option is determine by the societal attitudes. Hence the null hypothesis was therefore rejected.

4.4. **Summary of major findings**

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

1. Prestige was statistically found to have significant influence on business education students' choice of office technology and management option in colleges of education in the North-West geo-political zone, Nigeria. This is because hypothesis one reveals that r-cal value of .775 > r-crit value of .088. This is also evident in the probability value of P>000, (see Table 4.9). In view of this, the null hypothesis was rejected.
2. Vocational interest and aspiration of business education students had significant influence on their choice of office technology and management option in Colleges of Education in North-West geo-political zone, Nigeria. This is because the result of hypothesis two reveals that r-cal value of .683 > r-crit value of 0.088, (as it is shown in Table 4.10), hence the null hypothesis was rejected.
3. Student-students interactions (Peer group) had no significant influence on business education students' choice of Office Technology and Management

option in colleges of education in North-West Geo-political zone, Nigeria. The result of the hypothesis three shows that r-cal value of 0.081< r-crit value of 0.088. Therefore the null hypothesis was accepted.

4. Lecturers had no significant influence on business education students' choice of office technology and management option in colleges of education in the North-West geo-political zone, Nigeria. This is because r-cal value of 0.087 < r-crit of 0.088 with the P<066 (see table 4.12). The null hypothesis was accepted.
5. the societal attitudes had significant influence on business education students' choice of office technology and management option in colleges of education in the North-West geo-political zone, Nigeria. This is because r-cal value of .786 > r-crit value of 0.088, with probability of P>000. In view of this the null hypothesis was rejected.

4.5. **Discussion of Findings**

1. The study in tables 4.2 and 4.7 reveals that prestige has significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. The study discovered that the title "secretary" has influence on secretarial option of business education. The study reveals that business education students prefer accounting option because the title" Accountant" in office occupation or "Accounting Lecturer" in tertiary institutions had higher prestige in the contemporary world than the title "secretary" or "secretarial lecturer". Business education students perceive that as a secretary in an organization, he/she will not

attract much regard or respect as compare to an accountant. The finding of this study agrees with the findings of similar studies by Gross (2006), Braden (2007), Michael (2008) and Anderson (2009) whose studies revealed that personality traits or self-esteem influences academic choice in tertiary institutions.

2. The result in tables 4.3 and 4.8 show that vocational interest contributes significantly to business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. The choice of options in business education programme in Colleges of Education is entirely based on the vocational interest the students have. In view of this, the study revealed that business education students have more interest in accounting vocation than office technology and management. This is because the students perceive that there are more career advancement in accounting vocation than office technology and management, therefore, majority of business education students opt for accounting. The finding of this study agreed with the result obtained from Owie (2003), Osaka and Gati (2007), Hidi and Renninger (2006) and Edward and Quniter (2011) who assert that interest in a vocation play significant role in influencing students' academic choice in tertiary institutions of learning.

3. Furthermore, the research work in tables 4.4 and 4.9 show that students-students interactions had no significant influence on business education students choice of office technology and management option in colleges of education in the North-Western States, Nigeria but the influence is not significant. On the test of the hypothesis three, the null hypothesis was

accepted. This was because the logistic regression revealed P<0.05 level of significance. Students-students interactions may have influence on the choice of the students for secretarial option but because the influence was not statistically significant. The influence was taken as due to chance and therefore discarded. Thus the study concluded that students-students interactions have no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. This finding was contrary to Durojaiye (2001), Ademola, (2009) and Osa-Edoh and Alutu (2011) who opine that academic decision-making process with regards to choice of academic programme in tertiary institutions by the students is based on peer influence (students-students interactions). The current study shows that peer-group (students-students interaction) does not significantly influence academic choice of study by the students in tertiary institutions of learning and therefore cannot be responsible for poor enrolment of students into a particular course of study in tertiary institutions.

4. Tables 4.5 and 4.10 revealed that teachers do not have significant influence on business education students' choice of office technology and management option in the colleges of education in the North-Western States, Nigeria. On the test of null hypothesis four, the outcome of the logistic regression indicates that the calculated P value was greater than the 0.05 alpha level of significance. This implies that teachers may have influence on the choice of the students for office technology and management option but because they were not statistically significant,

the influence might be taken as due to chance and therefore discarded. This was the confirmation that teachers have no significant influence on business education students' choice of office technology and management option in colleges of education. This therefore implies that teachers do not influence students' choice of office technology and management option in colleges of education but could only play an advisory role as posits by Ademola (2007), Ohiweri and Nwosu (2009) and Chance (2010) who assert that it is important for teacher to explain to students how the course will help prepare them for subsequent courses. This gives students a better appreciation of the combined value or interest of the courses they take and lets them see how each contributes to their overall education.

v. Tables 4.6 and 4.11 revealed that societal attitudes have significant influence on students' choice of office technology and management option. The study reveals that the society places more value on accountants than secretaries in office occupation. The higher reputation place on accounting education than office technology and management education by the society encourages majority of business education students to opt for accounting instead of office technology and management. The study also reveals that the society still perceives that office technology and management education is meant for women or less intelligent students who are not academically sound to study sciences in the university. The works of Afeti (2006), Issa and Nwalo (2010) have supported the findings of the current study by observing that many youths go into unsuitable careers due to the prestige the society attach to

certain jobs. This implies that the natural skills or aptitudes the youths possess are ignored rather the youths opt for courses in tertiary institutions of learning that the society recognizes and holds in high esteem.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMMENDATIONS

This chapter presented under the following sub-headings:

5.1. Summary

5.2. Conclusion

5.3. Recommendations

5.4. Suggestions for further study

5.1. Summary

The purpose of the study was to assess the determinants of business education students' choice of office technology and management option in colleges of education in the North-Western States in Nigeria. The study had six objectives, six research questions and six formulated null hypotheses. The researcher adopted descriptive survey design. The population for the study was 766. This was made up of lecturers' population (193) and students' population (573). Thus, the total respondents for this study were 437. The six 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. prestige statistically has significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. In view of this, the null hypothesis was rejected.
2. vocational interest statistically has significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria. In view of this, therefore, the null hypothesis was rejected.

3. Students-students interaction has no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, Nigeria, therefore the null hypothesis was accepted.
4. Teachers has no significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States, therefore, the null hypothesis was accepted.
5. societal attitudes has significant influence on business education students' choice of office technology and management option in colleges of education in the North-Western States in Nigeria. Therefore the null hypothesis was rejected.

5.2. Conclusions

Based on the findings of the study the following conclusions were drawn that:

1. the nomenclature "secretary" attracts low prestige and this discourage many business education students to study secretarial option. Therefore, if the nomenclature is not changed, there will be a continuous decline of students' enrolment into the option and this will lead to continuous inadequate trained secretarial educators in institutions of learning at all levels and competent secretaries in office occupation in the future.
2. the vocational skills which many business education students would have acquired in secretarial vocation for employment or self-reliance are neglected. The implication of this is that the rate of unemployment will continue to rise and poverty in the society to some extent shall not be alleviated.
3. influence of students–students interactions on business education students' choice of secretarial option exists but was not significant to discourage them from opting for the option. Therefore, this factor was found not to be

responsible for declined enrolment of students into secretarial option in Colleges of Education in the North-Western States, Nigeria.

4. teachers influence on business education students' choice of secretarial option exists but was not significant to discourage them from opting for the option. Hence this factor was found not to be responsible for decline enrolment of students into secretarial option in Colleges of Education in the North Western States, Nigeria.
5. the society perceives secretarial education to be meant for academic and social misfit. This misconception continues to discourage business education students' from studying secretarial education in Nigeria and this has consequently led to poor enrolment of students into the option.
6. that business education students are afraid of shorthand/word processing and as a result neglect these important skills for easy employment or self-reliance.

5.3 Recommendations

In view of the research results and the conclusions drawn, the following recommendations were made to improve the enrolment of business education students into office technology and management option in colleges of education in the North-Western States, Nigeria:

1. The nomenclature of Office Technology and Management (OTM) practitioners in the world of work known as a "**Secretary**" should be changed to "Administrative Assistant" or an "Office Manager" or "Office Professionals". These nomenclatures or titles or ranks are more admirable, honourable and prestigious than the former. This will likely encourage more business education students who are egoistic to enroll into the office technology and management option.

2. the academic staff of the Departments of Business Education should organize orientation programmes for NCE I on regular basis, organize seminars/workshops for NCE II before they make their final choices for NCE III and invite professionals in the relevant areas to help the students to understand themselves, their capabilities, values, interest, skills, environment, employment opportunities available for all the options, and the limitation in their environments. This will provide the students with adequate information on the career advancement and lucrativeness of secretarial vocation especially in this dispensation that the federal, state and local governments are campaigning for skills acquisition courses for self-reliance and poverty alleviation
3. the Federal and State Governments or non-governmental organizations should be contacted to provide internet connectivity in the Model Offices for secretarial students and enhance scholarship awards to business education students especially secretarial option in tertiary institutions. This is because secretarial option is an entrepreneur education that is a tool in the hand of both federal and state government to combat unemployment and alleviate poverty in the society.
4. The grade level of Secretaries working in civil, public and private services should be elongated. For example, in civil service, the salaries of graduate secretaries should be elongated to terminate at grade level 17 while in public service like universities, the salaries of graduates secretaries should be elongated from 13 to 14. If this is done, it would create vocational interest, improves values of secretarial professionals.
5. The Department of Business Education in Colleges of Education in North- Western States in Nigeria should introduce a vocational counseling

course that will provide the students with occupational information , administer vocational tests, scores and interpret them and use them in counseling students on vocational choice and combination of subjects and help in resolving conflict in such matter.

6. The Association of Business Educators of Nigeria (ABEN) and the departments of business education both in colleges of education and universities should organize regularly career seminar/conferences to create awareness among the students and their parents on the lucrativeness of office option in the world of work. This would subsequently improve the enrolment of students into office technology and management option.

5.4. Limitation of the Study

The questionnaire was adequately validated by the experts yet some of the questionnaire items were not accurately completed by some respondents despite a thorough explanation of the instrument by the researcher and the research assistants. This was because of their inadequate communication skills. In view of this, copies of questionnaire that were not properly completed were discarded. Secondly, all attempts made by the researcher and his assistants to collect all questionnaire from the academic staff of the colleges failed. One hundred and ninety three (193) copies of questionnaire were distributed to the academic staff of the colleges and only one hundred and twenty one (63%) were retrieved from them.

Thirdly, the researcher was not able to study all the determinants of business education students' choice of secretarial option in Colleges of Education in the North-Westerns State, Nigeria. The study was delimited to the following determinants: prestige, vocational interest, students-students

interactions, teachers influence, societal attitudes and shorthand/typewriting skills.

5.5 Suggestions for further Studies

1. A replica of this study should be conducted in similar colleges of education in other parts of the country to serve as a basis for comparison of the findings of the study.
2. A replica of this study should be conducted in Colleges of Education using other determinants such as gender etc that may likely influence business education students' choice of secretarial option.
3. A similar study should be conducted at the university level.

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APPENDIX I

Table 1.0: Enrolment of students into Business Education programme in Colleges of Education for five years (2008-2012)

S/N	Institutions	2008 Graduates		2009 Graduates		2010 Graduates		2011 Graduates		2012 Graduates	
		No. of Students in Acct Option	No of students in Sec. option	No of students in Acct Option	No of students in Sec. option	No of students in Acct. Option	No of students in Sec. option	No of students in Acct Option	No of students in Sec. option	No of students in Acct Option	No of students in Sec. option
1.	F.C.E, Zamfara	208	*57	96	*35	93	*24	84	*21	24	*8
2.	F.C.E, Zaria	43	*10	46	*12	34	*15	38	*11	35	*9
3	F.C.E, Bichi	34	*11	44	*9	36	*10	37	*8	226	*26
4	F.C.E, Kano	45	*13	37	*7	28	*8	39	*11	31	*8

Source: Heads of Departments, Business Education Programme in Colleges of Education.

Key:Acct. stands for Accounting
Sec. Stands for Secretarial.
The asterisk shows the no of secretarial students

Appendix I: Letter of Introduction from the Head of Department

Appendix II: Questionnaire

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

26th June, 2013

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a PhD Student,(Business Education) in the Department of Vocational and Technical Education, Faulty of Education, Ahmadu Bello University, Zaria. I am conducting a research on "Influence of Motivational Factors on Business education Students' Choice of Secretarial option in Colleges of Education in Nigeria"

The attached questionnaire is specifically designed to obtain data for the study and it is purely an academic exercise. Please kindly complete the questionnaire and return same to me. All the information supplied will be treated confidentially, and used strictly for the purpose of this study.

Thank you for sparing part of your valuable time to respond to the questionnaire.

Yours faithfully**,**

Amoor Sev Sebastian
PhD/Educ/2178/2010-2011

Appendix **III**: Questionnaire for both Lecturers and Students

MOTIVATIONAL FACTORS ON STUDENTS ACADEMIC CHOICEQUESTIONNAIRE FOR LECTURER AND STUDENTS
(MFSACQ)

Section A:
Instruction for data collection

Please tick [ ]

Option: Accounting [ ]

Office Technology and Management [ ]

Indicate your Institution

(a) Federal College of Education (Technical) Bichi, Kano [ ]

(b) Federal College of Education (Tech) Gusau, Zamfara [ ]

(c) Federal College of Education, Katsina [ ]

(d) Federal College of Education, Zaria , Kaduna [ ]

(e) Federal College of Education, Kano

(f) Shehu Shagari College of Education [ ]

g Isa Kaita College of Education, Dustinma, Katsina **[ ]**

h GidanWaya College of Education, Kafanchan **[ ]**

(i) Saadatu College of Education, Kano **[ ]**

(j) Jigawa State College of Education [ ]

Below are statements relating to determinants of students academic choice. Please read and understand them before responding. Please make a tick [ ] in the column that best express your opinion about the statements using the following keys below:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Agree

Determinants of students' academic choice Questionnaire (DSACQ)

S/No	Questionnaire item	S.A	A	D	SD
Influence of Prestige on business education students' choice of office technology and management option **Section: B**					
1.	The titled "Secretary" or" Secretarial teacher" encourages business education students to choose office technology and management option.				
2.	The titled "Accounting teacher" or "Accountant" attracts more business education students to accounting option.				
3.	Lack of value and admiration for secretarial teachers or secretarial administrators in their places of work discourage students to choose office technology and management option.				
4.	The prestige Accountants enjoy in their places of work attracts more students to choose accounting option.				
5.	The perception of the students that office technology and management education is meant for women discourages most of them from opting for the course.				
6.	The attachment of secretaries to managers (bosses) in office occupation attracts students to choose office technology and management option.				
7.	Secretaries in office occupation make tea and run errands for their managers. This schedule of duty discourages business education students from studying office technology and management option.				
8.	Many business education students will enrol for office technology and management option if the nomenclature "secretary" is changed to "Administrative Assistant" or " Office Manager".				
section C	**Influence of students' vocational-interest on business education students' choice of office technology and management option**	SA	A	D	SD

9.	The secretarial vocation attracts business education students to choose office technology and management option.				
10	Career prospects in office technology and management education attract students to choose the option.				
11	Students' interest in typewriting made them to choose office technology and management option.				
12	Students' early exposure mastery of both shorthand and typewriting in secondary school developed their interest for office technology and management option.				
13	Business education Students' deficiency in mathematics compels them to opt for office technology and management option.				
14	Job opportunities for office technology and management graduates influence students to choose the option.				
15	Students' negative perception of the career advancement of secretaries in the world of work discourages them from choosing office technology and management option.				
16	Business education Students generally have more interest in accounting option than office technology and management.				
Section D	**Influence of students-students interactions on business education students' choice of office technology and management option**	SA	A	D	SD
17	Students do not choose office technology and management option because their classmates actually convinced them not to choose it.				
18	The negative discussions students have among them on the prospect of secretarial profession in the world of work influence their lack of choice of office technology and management option.				
19	Friends outside school environment influence students' choice of accounting option instead of office technology and management.				
20	Students would have opted more for secretarial education but their classmates convince them that the society has less value on office technology and management education.				
21	Business education students choose accounting option because their secondary school mates who are already Accountants in office occupation convince them to do so.				
22	Accounting option students make jest that secretaries in office occupation are the "tea makers", errand boys and girls" for their bosses. This discourages students from studying the course.				
23	Students' discussions on the irrelevance of shorthand in this dispensation discourage their mates from choosing office technology and management option.				
24	Many students still opt for office technology and management education despite the discouragement from their classmates.				

E	**Influence of teachers on business education Students' choice of office technology option**	**SA**	**A**	**D**	**SD**
25	Lecturers' positive impression on secretarial teaching career encourages more students to choose office technology and management option.				
26	The way and manner shorthand lecturers scared students about shorthand discourage students from choose office technology and management education.				
27	Negative attitudes of shorthand lecturer in the classroom discourage students from studying office technology and management option.				
28	Comments on shorthand by the lecturers that shorthand is irrelevant in this dispensation discourage students from choosing office technology and management option.				
29	Experience shorthand lecturers motivates students to opt for office technology and management education				
30	Shorthand lectures are always boring.				
31	Lecturers who are model attract more students to their areas of specialization.				
32	Emphasize on the lucrativeness of accounting education by lecturers actually influenced more students to study accounting option				
Section F	**Influence of societal attitudes on business education students' choice of office technology and management option**	SA	A	D	SD
33	The society's perception that office technology and management education is still meant for the unintelligent and under-achievers discourages many students from studying the course.				
34	The high regards the society has on accounting Lecturers and Accountants attracts more students to choose accounting option than office technology and management.				
35	Society looks at the secretarial profession as a career meant for women, and this discourages many students from studying office technology and management option.				
36	The society's non-recognition of office technology and management education discourages many students from studying it				
37	The society places high regards on office technology and management graduates and this encourages many students to opt for office technology and management education.				
38	The society's higher value on professions like medical doctors, engineers, accountants etc than secretarial professionals discourage many students from choosing office technology and management option.				

39	The society believes that office technology and management education does not significantly contribute to national development and economic growth; therefore it does not encourage her wards to opt for the course.				
40	Students opt for office technology and management in business education because the society appreciates the course.				

Appendix IV: Responses to the Research Questions.

A Responses on Prestige

RESPONSES TO RESEARCH QUESTION ONE

S/NO	Questionnaire Item (Prestige)	Lecturers				Students				Total Agree	Total Disagree	Mean Score	Decision
		SA	A	D	SD	SA	A	D	SD				
1	The title "Secretary" or "Secretarial teacher" encourages business education students to choose OTM option	80	24	20	27	200	120	282	140	424	469	2.1	Disagree
2	The title "Accounting Teacher" or "Accountant" attracts more business education students in to accounting option	180	66	24	-	840	306	80	6	1392	110	3.7	Agree
3	Lack of value and admiration for secretarial teachers or secretaries in their places of work discourages most business education students from choosing OTM option	88	60	68	5	344	300	260	40	792	373	2.7	Agree
4	The prestige Accountants enjoy in their places of work attracts majority of business education students to choose accounting option	120	96	40	-	844	312	80	-	1372	120	3.7	Agree
5	Business education students perceive that secretarial education is meant for women. This discourages them from opting for the course	112	144	80	7	172	369	144	76	797	307	2.8	Agree
6	The attachment of secretaries to mangers (bosses) in office occupation attracts business education students to choose OTM option	16	36	64	11	120	264	316	102	436	493	2.1	Disagree
7	Secretaries in office occupation make tea and run errands for their managers. This schedule of duty discourages business education students from studying OTM option.	88	96	24	14	336	627	68	30	1147	136	3.5	Agree
8	Many business education students will enrol for OTM option if the nomenclature "secretary" is changed to "Administrative Assistant" or " Office Manager".	132	84	32	-	496	546	82	13	1258	127	3.6	Agree
	Total									**7194**	**1666**	**3.2**	**Agree**

B - Responses on vocational Interest

RESPONSES TO RESEARCH QUESTION TWO

S/NO	Questionnaire Item (Vocational Interest)	Lecturers				Students				Total Agree	Total Disagree	Mean Score	Decision
		SA	A	D	SD	SA	A	D	SD				
9	Business education students have more interest in the skills acquired in OTM option than accounting.	32	48	64	36	96	196	354	78	372	532	1.7	Disagree
10	Secretarial option has more career prospects than accounting. This attracts more business education students into OTM option.	44	51	54	39	80	171	332	100	346	525	1.6	Disagree
11	The interest business education students have in computer makes them to choose OTM option	36	81	60	11	80	180	396	82	377	549	1.6	Disagree
12	The remuneration of secretaries in office occupation attracts business education students to study OTM option.	68	156	18	-	324	654	76	22	1202	116	3.6	Agree
	The deficiency business education students have in mathematics compel them to opt for OTM option	60	96	94	26	244	354	216	75	754	411	2.6	Agree
14	Availability of employment opportunities for secretarial graduates attracts business education students to choose the option	-	66	122	33	60	264	302	77	390	534	1.7	Disagree
15	Business education students do not have interest in OTM option because they believe it is education meant for the underachiever	88	144	62	11	420	315	138	46	967	257	3.1	Agree
16	Generally , business education students have interest in accounting option than OTM	284	102	-	3	908	231	14	18	1525	35	2.7	Agree
	Total									**5933**	**2589**	**2.8**	**Agree**

C – Responses on students-students Interactions

RESPONSES TO RESEARCH QUESTION THREE

S/NO	Questionnaire Item (Students-students Interaction)	Lecturers				Students				Total Agree	Total Disagree	Mean Score	Decision
		SA	A	D	SD	SA	A	D	SD				
17	Business education students are persuaded by their mates not to choose secretarial option.	44	81	94	28	80	219	366	47	424	535	1.8	Disagree
18	The negative discussions business education students shared on the prospects of OTM profession discourages others to study secretarial option	-	81	96	13	120	171	428	48	372	585	1.6	Disagree
19	Friends outside school environment influence students to choose accounting option instead of OTM.	44	87	72	25	152	213	372	41	496	510	2.0	Disagree
20	More business education students would have opted for secretarial but their classmates convince them that the society has less value on OTM education.	164	66	30	27	676	129	94	73	1035	224	3.3	Agree
21	Business education students choose accounting option because their secondary school mates who are already Accountants in office occupation convince them to do so	76	105	34	22	116	189	374	65	486	495	2.0	Disagree
22	Accounting option students make jest that secretaries in office occupation are the "tea makers", errand boys and girls" for their bosses. This discourages students from studying the course.	-	84	102	41	136	189	322	59	409	524	2.2	Disagree
23	Students' discussions on the irrelevance of shorthand in this dispensation discourage their mates from choosing OTM option.	44	69	114	48	96	171	326	54	380	542	2.3	Disagree
24	Only few students still opt for OTM education despite the discouragement from their classmates.	148	180	110	-	284	330	252	20	942	382	2.8	Agree
	Total									**4544**	**3797**	**2.2**	**Disagree**

D - Responses on Teachers Influence

RESPONSES TO RESEARCH QUESTION FOUR

S/NO	Questionnaire Item (Teachers Influence)	Lecturers				Students				Total Agree	Total Disagree	Mean Score	Decision
		SA	A	D	SD	SA	A	D	SD				
25	Lecturers' positive impression on secretarial teaching career encourages more students to choose OTM option	52	84	114	33	124	138	324	67	398	538	1.7	Disagree
26	The way and manner shorthand lecturers scared students about shorthand discourage students from choose OTM education.	80	72	132	47	128	189	246	72	469	497	1.9	Disagree
27	Negative attitudes of shorthand lecturer in the classroom discourage students from studying OTM option.	116	63	126	48	124	135	266	72	438	512	1.8	Disagree
28	Comments on shorthand by the lecturers that shorthand is irrelevant in this dispensation discourage students from choosing OTM option.	76	81	122	27	112	141	322	73	410	544	1.7	Disagree
29	Experience shorthand lecturers motivates students to opt for OTM education	60	69	102	52	88	132	334	63	349	551	1.6	Disagree
30	Shorthand lectures are always boring to me	84	87	112	33	132	126	252	97	429	494	1.9	Disagree
31	Lecturers who are model attract more students to their areas of specialization.	76	69	114	42	124	126	328	58	395	542	1.7	Disagree
32	Emphasize on the lucrativeness of accounting education by lecturers actually influenced more students to study accounting option	80	69	102	26	148	102	388	52	399	568	1.7	Disagree
	Total									**3287**	**4246**	**1.7**	**Disagree**

E - Responses on Societal attitudes

RESPONSES TO RESEARCH QUESTION FIVE

S/NO	Questionnaire Item (Societal Attitudes)	Lecturers				Students				Total Agree	Total Disagree	Mean Score	Decision
		SA	A	D	SD	SA	A	D	SD				
33	The society's perception that OTM education is still meant for the unintelligent and under-achievers discourages many students from studying the course.	160	114	78	27	396	261	98	57	931	260	3.1	Agree
34	The high regards the society has on accounting Lecturers and Accountants attracts more students to choose accounting option than OTM.	244	60	66	8	728	129	122	28	1161	224	3.6	Agree
35	Society looks at the secretarial profession as a career meant for women, and this discourages many students from studying OTM option.	124	147	26	33	316	414	58	64	1001	181	3.4	Agree
36	The society's non-recognition of OTM education discourages many students from studying it	144	183	36	36	436	273	74	48	1036	194	3.4	Agree
37	The society places high regards on OTM graduates and this encourages many students to opt for OTM education.	-	75	96	30	160	156	334	73	391	533	1.7	Disagree
38	The society's higher value on professions like medical doctors, engineers, accountants etc than secretarial professionals discourage many students from choosing OTM option.	252	99	30	12	732	168	68	40	1251	150	3.6	Agree
39	The society believes that OTM education does not significantly contribute to national development and economic growth; therefore it does not encourage her wards to opt for the course.	148	96	74	10	204	288	186	80	736	350	2.7	Agree
40	Students opt for OTM in business education because the society appreciates the course.	112	36	136	112	148	145	260	272	441	780	1.4	Disagree
	Total									**6948**	**2672**	**2.9**	**Agree**