



Influence Of Socio-Economic Factors And Gender On Business Education Students' Specialization In Federal Colleges Of Education, North - East Geo-Political Zone, Nigeria

Abdullaziz Mamman Saulawa

**Department of Office Technology and Management Education
Federal College of Education (Tech) Potiskum, Yobe State, Nigeria
08036354555/abdulazizmk9@gmail.com**

ABSTRACT

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

Keywords: gender, socio-economic factors, business education students

INTRODUCTION

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

Business education is a specialized component of vocational and technical education. It is offered in the Universities, Polytechnics and Colleges of Education. Business education programmes offered in the universities and colleges of education, however, has education components that give the graduates the options to teach in secondary schools or seek employment in other organizations. Graduates, especially from the universities can also function as administrative officers in the public and private sectors of the economy. Business education offered in the universities comprises accounting, marketing and office studies options while in colleges of education it has basically two options namely accounting and secretarial education (also known as Office Technology and Management Education).

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

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

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

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

Statement of the Problem

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

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

Objectives of the Study

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

1. Assess the influence of parental income on business education student's choice of area of specialization in colleges of education in North-East Geo-political Zone of Nigeria;
2. establish the influence of career prospect on business education student's choice of area of specialization in colleges of education in North-East Geo-political Zone of Nigeria;

Research Questions

This study will be carried out to provide answers to the following questions:

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

Research Hypotheses

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

- H₀₁ There is no significant influence of parental income on business education student's choice of area of specialization in colleges of education in North-East Geo-Political Zone of Nigeria.
- H₀₂ There is no significant influence of career prospect on business education student's choice of area of specialization in colleges of education in North-East Geo-Political Zone of Nigeria.

Theoretical Framework

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

Johns Holland's Vocational Personality

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

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

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

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

It has been employed as popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and Strong Interest Inventory. Dictionary of Holland occupational Code came as a result of Holland's work. John Holland created a hexagonal model that shows the relationship between the personality types and environments.

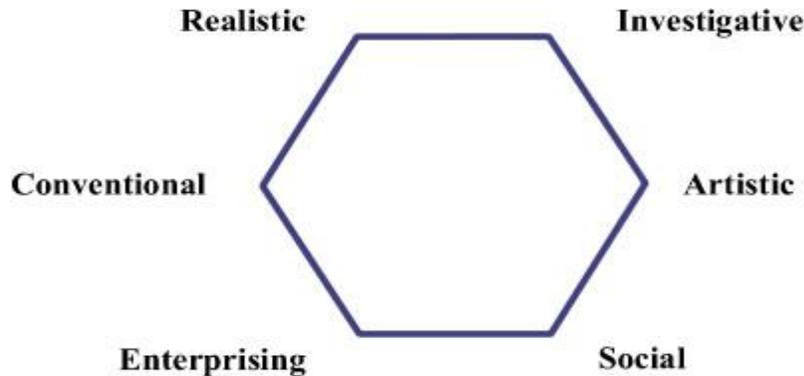


Figure 1: Holland Hexagonal Model

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

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

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

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

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

Concept of Business Education

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

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

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

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

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

Business Education is seen as a tool for development. Abdullahi (2002) believed that our society is going through a difficult period and we are in a complex web of decaying infrastructure, social reforms and the adoption of more scientific and technological mode of living and solving life's problem. The interplay of Business Education and technology will result in the much desired national development. In addition, Okoro and Ihimekpen (2003) put that it is today believed that Business Education will lead to self reliance, thereby, graduates will no longer wait to be employed by government establishments, instead they can set up business of their own and get others employed, thus improving the nation's economy.

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

Aliyu (2007) explained that Business Education as the intellectual and vocational preparation for earning a living in a contemporary industrial and business environment. This implied that Business Education is education for acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. Aluwong (2007) observed that Business Education is education for general knowledge of business practices. It could be deduced from this definition that Business Education is education about business and not for business if it is meant to give general knowledge of business practices.

Concept of Parental Income

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. Rothstein (2004) has asserted as follows: "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes."

Udida, Ukwai and Ogodo (2012) indicated that students/children academic performance is influenced by the socioeconomic background of their parents; as parents that earn high income can take absolute responsibilities of their children education compared to parents that earn meagre salaries. The financial and moral supports a child receives from parents affect his psychology, which is reflected in his performance in schools and career choice. Also, students whose parents have better jobs and higher levels

of education attainment and who are exposed to more education and cultural resources at home tend to perform better than their counterparts without such opportunities.

Concept of Occupation

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

Concept of Financial Income

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

Income has a great influence on career choice as some people work for about 40 years, so your choice of career should be based on carefully considered factors. Income potential is the first thing that comes to most people's minds. Everyone would like to earn a lot of money. Your income will affect your life style, since it will determine the type of home, cars, clothing and leisure activities you can afford. But some people consider other things more important. For example, the average annual income of a surgeon is #3.000.000, but they also work long, irregular hours, have a little time for family and leisure activities and deal with stress knowing that their skill may determine whether people live or die. Most artists do not earn much money but they get to spend their lives doing what they love to do.

Concept of Gender

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

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

Concept of Career Choice

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

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

Historical Development of Business Education in Nigeria

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

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

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

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

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

Objectives of Business Education

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

Business Education Students runs the course together without making any choice until when they reach NCE III. The first semester of NCE III is teaching practice, after the Teaching .Practice, they will come back to school to make the choice among the options available i.e. accounting option and office

technology and management option below are the courses offered in each of the options. **See Appendix iv**

Factors Influencing Choice of Specialization in Business Education

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

The factors to be discussed include parental influence, career prospect, financial income, and gender as follows: Many factors affect the process of teaching and learning in schools as well as performance of the teacher, learner and the school. Mommoh-Olle (2008) identified four factors that contributed to students’ academic and career choice achievement among which include:

- (a) Student factors (attitudes, individual differences, physical health and readiness and expectation.
- (b) Teacher/Instructional/Curriculum factors (teacher attitude to students, types of classroom control, curriculum content, teacher adequacy in professional qualification and preparation, instructional contents and presentation, use of relevant teaching aids.
- (c) Home, cultural and parental factors in which the motivational factors of the home background has been found to influence the learner’s academic achievement more importantly than the fixed material and economic conditions of the home.
- (d) Institutional factors (type of school, population, control, discipline, personnel interactions, admission and examination or evaluation policies.

METHODOLOGY

Descriptive survey research design was used for this study. Tafida (2008) stated that descriptive survey enables the researcher to describe event, situation or phenomenon as they are at the time of the study. This is in line with the view of Olayiwola (2017) who held that survey design allows the use of questionnaire and /or interviews for collecting data from a target population, if the population is not too large.

Area of the study

The area of the study will cover the six states of the North-east geo-political zone of Nigeria which include; Adamawa state, Taraba state, Gombe state, Bauchi state, Yobe state and Borno state.

Population for the Study

The population for this study is made up of 646 students in business education departments of the eight (8) Colleges of Education in the North-East Geo-political Zone of Nigeria. This population comprises of all the NCE III students of business education department in these eight (8) colleges of education from the North-East, Geo political zone of Nigeria. Table

3.1 Shows the summary of the population for this study.

Table 3.1 Population Distributed

S/N	Name of Institutions	State	Total
1.	Federal college of Education Yola	Adamawa	100
2.	College of Education Hong	Adamawa	50
3.	Aminu Saleh College of Education Azare	Bauchi	67
4.	Kashim Ibrahim College of Educ. Maiduguri	Borno	40
5.	Federal College of Education (T) Gombe	Gombe	119
6.	College of Education Zing	Taraba	90
7.	College of Education Gashua	Yobe	80
8.	Federal College of Education (T) Potiskum	Yobe	100
		Total	646

Source: Examination office and record office 2019/2020

Sample and Sampling Technique

The whole population was used as sample size to represent the sample population and a total of six hundred and forty six (646) will be drawn from the population of the study using Systematic random sampling technique which is the half of the total population of the study.. This will be made up of final year NCE III Students for 2019/2020 academic session

Sample size distribution

S/no	College	Accounting option		Office Mgt Tech. Option		Total
		Male	Female	Male	Female	
1	F.C.E. Yola	20	10	10	5	45
2	C.O.E Hong	10	5	10	10	45
3	C.O.E. Azare	10	5	10	5	30
4	Kashim C.O.E	5	10	5	3	23
5	F.C.E. (T) Gombe	20	10	10	5	45
6	C.O.E Zing	15	10	10	5	40
7	C.O.E Gashua	13	10	10	10	40
8	F.C.E. (T) Potiskum	20	15	10	5	50

Source: Departmental Records (2019)

Instrument for Data Collection

The instrument to be used for data collection will be a self-structured questionnaire. The questionnaire will be distributed to 323 NCE III students in the eight Colleges of Education in the North-East Geopolitical Zone, Nigeria. The questionnaire will be structured to require the business education students to respond on various items of the research questions. The questionnaire will be divided into two Sections, A & B. Section A will contain personal data of the respondents for example, gender. Section B contains information about the respondents’ opinions on the influence of socio-economic factors and gender on business education students’ specialization in colleges of education in the North-east geo-political zone, Nigeria. The research question one will have items 1-8, research question two items 9-16, research question three items 17-24, and research question four will have items 25-32. To enable the respondents to easily indicate their opinions and also facilitate statistical analysis, 4 points-scale rating instrument will be used for the study.

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

Validation of Instrument

The content validity of questionnaire items was established by comparing questionnaire items with the research questions. For the purpose of this study, the initial draft of the instrument was validated by three Experts in the area of Vocational and Technical Education unit lecturers not below the rank of senior lecturer in the College of Education or University. The corrections and suggestions will be incorporated in the construction of the final copy of the instrument.

Pilot Study

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

Reliability of the Instrument

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

Procedure for Data Collection

The researcher administer the questionnaire to all business education students in all the eight (8) Colleges of Education, with the help of research assistants. A total of 646 copies of the questionnaire will be administered to business education students of the eight (8) Colleges of Education within a period of eight (8) weeks, and only 646 copies of the questionnaire was retrieve for the statistical analysis.

Procedure for Data Analysis

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

Training of Research Assistants

Research assistants were trained on the ethics and attitude of a potential researcher that will be used to solicit for required data, also they were trained on confidentiality and sensitivity of the information they are about to collect and the challenges to be faced, and this will last for one week. The people to be involved comprise Lecturers and Non-academic Staff; this is to ensure maturity and use of appropriate manners during the conduct of the exercise.

RESULT AND DISCUSSION

Answering to Research Questions

Research Question One

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

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

Table 4.1 . Mean Response on the Influence Parental Income on Specialization

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

(Source: Result from field work 2021).

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

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

Research Question Two

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

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

Table 4.2. Mean Responses on the Influence of Career Prospect on Students' Specialization

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

(Source: Result from field work 2021).

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

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

Hypothesis One

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

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

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

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

(Source: Result from field work 2016)

The result of the data used to determine the influence of parental income on business education student's choice of area of specialization shows the Constant Beta value of 1.221 against the co-efficient value of 1.331 for parental influence. The calculate R value was .617 found to be greater than table value of 0.088. Hence the null hypothesis is therefore rejected.

Hypothesis Two

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

The result of test is shown in Table 4.7

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

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

(Source: Result from field work 2021)

Analysis of data used to test null hypothesis two shows the Constant Beta value of 1.221 against .1117 for career prospect. The R-calculated value was greater than the R-critical value (.622>0.088). In view of this, the null hypothesis is therefore rejected.

FINDINGS

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

1. Parental income has significant influence on business education students’ choice of area of specialization in Colleges of Education in North-East Geo-political Zone. This is because hypothesis one reveals that r-cal value of .617 > r-crit value of .088. This is also evident in the probability value of P>000, (see Table 4.1). In view of this, the null hypothesis was rejected.
2. Career prospect has significant influence on business education students’ specialization in Colleges of Education in North East Geo-political Zone. This is because the result of hypothesis two reveals that r-cal value of .622 > r-crit value of 0.088, (as it is shown in Table 4.3), hence the null hypothesis was rejected.

CONCLUSIONS

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

RECOMMENDATIONS

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

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

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