

CONTRIBUTING FACTORS TO STUDENTS' REGISTRATION INTO BUSINESS
EDUCATION DEGREE PROGRAMMES IN RIVERS STATE
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Abstract

The study investigated the contributing factors to students' registration into Business Education degree programmes in Rivers State. The study employed the correlational research design. The population of the study comprised one thousand and two hundred (1,200) respondents, while the sample size of study comprised three hundred and sixty (360) Business Education undergraduate students selected from Rivers State University and Ignatius Ajuru University of Education. A simple random technique was adopted. A structured research instrument titled Contributing factors of Students' Registration into Business Education Degree Programmes Questionnaire were used for data collection in the study. The data collected were analyzed using statistical tools such as the mean, standard deviation and the Pearson's Product Moment Correlation Coefficient. The findings revealed that there a significant relationship between counseling services in Business Education and parental background influence in Business Education and students' registration into Business Education degree programmes in Rivers State. Sequel to these findings, it was recommended that government should provide functioning counseling services in high institutions of learning in Rivers State while that Business Education teachers should be trained and retrained through seminars and conferences and parents should be encouraged on how to educate their children on issues of choosing the course of studies.

Keywords: Contributing factors, Registration, Business Education, Degree Programmes

Introduction

The undergraduate Business Education degree programme is designed to prepare Business Education graduates to become professional Business teachers including middle grades and higher school teachers/trainers in business, industries and other business and industrial personnel in which applicants are required to have a business/teaching background. Business Education has a broad and comprehensive curriculum at the tertiary institutions of learning that provides students with meaningful instruction for and about business. Instruction in the programme encompasses business skills and techniques, an understanding of basic economics and attitudes necessary to enable students to participate in the economy as wage earners and consumers. Literature is replete with information on education and general education but little is known about Business Education prior to independence in Nigeria (Koko, 2010).

The Federal Republic of Nigeria (FRN, 2004) as an aspect of technical education recognized the importance of Business Education as a means of providing the much-needed manpower to handle the complexities of modern industries and commercial activities. Business Education provides practical knowledge, skills and techniques for its graduates at all levels of training. It is designed to provide for its graduates developing proficiency with principle and applications essential to effective participation in economic systems through studies that include business communications, business law and computer information systems. Business Education is also designed to provide an understanding of curriculum development and teaching methods in Business programme.

The emergence of Business Education in Nigeria is as old as Nigeria itself, the earliest form of education that can be linked to Business Education is the apprenticeship training; (Koko, 2010). Business Education is an integrated programme of study which derives its from the major areas of business (administration, management and studies). It is an aspect of vocational preparation, which equips students with the knowledge, skills and attitude necessary for gainful employment (Akpomi, 2011). Registration in Business Education or choice of Business Education as a course of study is influenced by some socialization agents.

The vocational guidance and counseling involving choices about the way individuals contribute to the community through paid and unpaid employment involves the exploration of self-concept, skills and talents, the consideration of relevant employment opportunities and ultimately the making of choice (Dambo in Obi, 2020). The counselor assists individuals solve the learning problems and making vocational plans and choosing courses (Popenoe in Udoh, 2015). Furthermore, this study explored certain factors which are thought to determine the students' registration into undergraduate Business Education degree programme in Rivers State.

Udoh (2015) indicated that for the student who is socially disadvantaged, the characteristics of his fellow students have more impact on his education than is the case for typical middle-class White student. Also students from families, which

could provide the least social and economic support for academic pursuits were sensitive to the environment created by their family members. In other words' their academic achievement was more easily affected in a positive or negative direction by the other students and friends with whom they attended school. Similarly, most students in Nigeria come from disadvantaged background and others come from the middle-class families. Most educationally advantaged family background was least likely to be affected by the differences in the schools' student body. Coleman in Miller, (2016) stated that the more socially disadvantaged the student, the more responsive he was to the quality of the school environment in his famous study on educational aspirations of Canadian youth, William in Udoh (2015) worked with 500 Canadian students, His questionnaire was based among other variables on intellectual ability, parents' expectations, it revealed that expectations of parents assumed the greatest influence followed by peers and teachers. Adeleye (2018) studied career aspiration and subject choice of some Nigerian adolescents. The study revealed that about 70% of the students were influenced by parents, 24% by teachers and 6 percent by peers in their choice of vocation.

In terms of range of vocational interests, Robert in Mallum ()2013 found that schools attended largely by adolescents from middle- and upper-class families are superior to another school attended largely by adolescents from lower class. In the former, physical facilities, quality of instruction, breadth of curriculum is usually better. Virtually, higher educational attainment influences vocational interest and choice. In most cases, the association of adolescents from poor families with association of those from rich families enhances the occupational aspiration of the former. Students from rich families aspire to prestigious occupations and influence their colleagues from poorer families to aspire to similar occupations.

Inyang (2009) identified parents' role to include provision of physiological needs, provision of learning resources, visit to school to view students' progress in the subjects they study and interaction with children to discuss academic matters. By discussing the vocational relevance and work value of business education, parents could get their children to embrace office education accounting trade and marketing education as well as computer studies. That is why Painter and Herbert in Nwaejie (2016) observes that students' opinion towards a course change in a positive fashion as it becomes clear that the course contributes to vocational goals or general explanations of the world. Ultimately, whether a course is applicable to individuals' vocation is dependent on the students' perception of his anticipated reference group or his social construction of reality.

Kane and Franzes in Miller (2016) surveyed 3,070 secondary school girls enrolled in 156 vocational technical schools in the United States. Students were asked to rank influence of various people in selecting their present educational programmes. The study revealed that mothers were the most influential followed by fathers and friends. The students rated counselors as more influential than teachers. Similarly, Gregory in Ubulom (2014) surveyed 2,760 college of agriculture students, over 75% of whom were males representing sixteen colleges. The result indicated

that fathers had the most influence in choice of college major, mother was second, brother averaged, eighth and sister tenth. School counselors ranked eleventh out of seventeen categories.

The choice, enrollment and study of school subjects in the area of business, arts or science is often influenced by the family members or guardian. To develop and acquire the needed vocational skills students are encouraged to spend a few hours with various professionals. Spending a day with office manager, accountant or physician demonstrates to students the realities of the work world. Perino and Perion in Uche (2014) opined that adolescent study subjects that they find practicable and involve in a job that is pleasurable more so as if the subject meets the educational expectation of parents.

Udoh (2015) indicated that most caring parents encourage their children to spend time in the study of vocational subjects. Such subjects like Typewriting and Shorthand, Commerce and Accounting, Agriculture and Computer add merit to their application. Parents often encourage children to enroll in extra classes that develop specific vocational competency and versatility that are transferable in a rapidly changing technology as experience in Nigeria.

Loy in Ubulom (2014), studied occupational aspiration and parental expectations of high school senior boys and girls and made a useful revelation. The study revealed that the immediate family occupation has the greatest influence on student education and occupational aspiration. Thus, if family members hold jobs in business related areas, the children will be encouraged to read business subjects because it will lead to occupation choice in Business Education area. The normal as well as talented adolescent, making realistic subject choice and career preference is more difficult than anyone expects. As adolescent, students' identity with a number of highly visible work roles such as teacher, physician or accountant yet there is no systematic way for the student to "try-out various occupations. Since students are frequently over whelmed with the problem of choosing the right school subjects, Gilbert (2022) stressed that, they would benefit from extensive advice and occupational information provided by family members. Enlightened parents also create occupation awareness and direct students' interest towards subject that would enable them adjust to the world outside school. Such subjects include commerce, accounting, agricultural science and office education. By so doing the father or mother resolve conflicts between the students' desires and needs of the society which are constantly shifting.

Parents' commitment to the education of their children facilitates the preparation for the demand which life will place on them. Fathers and mothers increase positive relationship with their children through frequent discussion of children's skills such as academic, vocational, social or independent living skills. If a child has difficulty in communicating his or her interest, she advised that parents may want to find out about personal future planning of his child. This is a process in which people who are important to your child does well, how he or she might like to live and what the child enjoys doing for fun. Rioux in Uche (2014) stressed that parents

review their children's progress in school, review available evaluative intonation such as testing vocational and interest inventories. Performance of this function enhances the actualization of different plans, which children have for the future.

In a related study Inyang (2009) stated that parents need keep open communication with teachers and students. This is the way parents provide suggestions to adolescents on the right subject to choose while in school. Parents who have open an honest relationship often help reduce difficulties children experience in choosing occupations and subjects that lead to it. Mallum (2013) observed that parents sometimes have scant understanding of socialization. Consequently, they overestimate adolescents' maturity level and allow their children much independence in dealing with academic pursuit and work plans. As a result, he observes that students make wrong choice of subjects, wrong choice of career and become frustrated instead of being successful in adulthood. Because of internal conflicts that both children and parents experience during adolescence, they often do not get along well. Parents have difficulty in coping with their children, while most children complain about their parents.

Statement of the Problem

There seems to be a persistent decline in the registration into Business Education degree programmes in higher institutions of learning in Rivers State. It is becoming more glaring that the reduction and lack of interest of some students to enroll into Business Education degree programme is generating criticism and controversy in higher of earning in Rivers State. The efficiency, intelligence, the supportive aid impartation of knowledge to Business Education students and Business Education teachers are fast fading away (Ubulom, (2014). What has been the cause and responsible for these developments? How does the registration of students into undergraduate degree programme affect Business Education students in higher institution of learning in Rivers State, such as Rivers State University and Ignatius Ajuru University of Education, Port Harcourt?

The West African Examinations Council (1998) reported that most secondary schools in Nigeria region do not teach business subjects. Students' registration in Business Education is negligible. This is caused by low students' preference for the course (Business ion), (Ekure, 2010), lack of competent teachers and business equipment, (Amaewhule, 2011). Moreso, there seems to be job dissatisfaction as a result of lack of interest and other pressure in early choice of the course. This therefore becomes a major issue of concern to the society in recent time. It is against these problems, that the researcher deems it necessary to look into the determinants of students' registration into the determinants of students' registration into Business Education degree programme in Rivers State.

Purpose of the Study

The major purpose of this study was to investigate the Contributing factors of Students' Registration into Business Education Degree Programmes in Rivers

State. Specifically, the study attempted to

1. identify whether the amount of counseling received by students can influence their Registration into Business Education Degree Programmes in Rivers State.
2. determine how parental background can influence students' registration into Business Education degree programme.

Research Questions

The following research questions guided the study.

- i How do counseling services influence students' registration into Business Education degree programme in Rivers State?
- ii How do parental backgrounds influence students' registration into Business Education degree programme?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

- H₀₁: There is no significant relationship between the counseling services and students' registration into Business Education degree programme.
- H₀₂: There is no significant relationship between parental background and students' registration into Business Education degree programme.

Methodology

The study employed a correlational survey research design. The study adopted a correlational design because it attempted to establish the relationship between the independent variables (counseling and parental background) and the dependent variables (students' registration into undergraduate Business Education degree programmes). The target population for this study consisted of 1,200 respondents from Rivers State University and Ignatius Ajuru University of Education, 638 students from Rivers State University and 562 students from Ignatius Ajuru University of Education, Port Harcourt. The sample size used in this study comprised 360 hundred Business Education students as respondents.

A structured research instrument titled: "Contributing factors of Students' Registration into Business Education Degree Programmes Questionnaire (COFSRIBEDPQ) was used to collect data for study. The instruments are of 4-point type of Likert scale. The research instrument was face and content validated. The research instrument was validated by three specialists in Business Education Department and Measurement and Evaluation all from the Rivers State University. To establish the reliability of the structured instrument. The instrument was pre-tested through test re-test method, using 20 Business Education students selected from University of Port Harcourt with the reliability coefficient of 0.72. The researcher employed the services of two research assistants to administer the instrument to the respondents. The research assistants were trained on how to

administer the instruments. The researcher ensured copies of the instruments adequately administered to the respondents were carefully filled, completely retrieved and used for the study. Data collected was analyzed based on item-by-item analysis. Mean and standard deviation scores were computed to answer the research questions, while the hypotheses for this study were tested using the Pearson's Product Moment Correlation at a significant level of $P < 0.05$. T-transformation was computed to determine the strength of the calculated r . the statistical instruments were used because they were the most appropriate tools suitable for the work.

Results

Research Question 1. How do counseling services influence students' registration into Business Education degree programme in Rivers State?

Table 1: Computed Mean and Standard Deviation Scores of Counseling services in Business Education Programmes (N = 360)

S/N	Statement (Items)	Total Resp.	Mean Score	Std Dev	Remarks
1.	My parents did not force me to study Business Education.	1,303.2	3.62	0.35	Positive
2.	My parents love Business Education as a course.	1,368	3.80	0.38	Positive
3.	My parents understand that Business Education can lead to self-employment.	1,116	3.10	0.30	Positive
4.	My Business Education with make me to replace my father as a teacher when he retires.	1,152	3.20	0.29	Positive
5.	Both my mother and father are teachers.	1,332	3.70	0.34	Positive
6.	Parents attitude are positively related career choice	1,260	3.50	0.33	Positive
7.	My parents are business merchants	1,008	2.80	0.26	Positive
8.	My parents love Business Education.	936	2.60	0.24	Positive
9.	My parent's wants' me to study law not Business Education.	828	2.30	0.22	Negative
10.	My father forced me to study Business Education. Peer croup influence in Business Education programme inventory (PEGINF:EPI)	864	2.40	0.23	Negative
Grand Mean (GX) = 2.96		* = Positive Influence			

Table 2 indicates that parents did not force their children to study Business Education ($x = 3.62$, $SD = 0.35$), that parents love Business Education as a course ($x = 3.80$, SD

0.38), though parents understand that it can lead to self-employment ($\bar{x}$ 3.10, SD 0.30). Business Education will help me to replace my parents career if they retire as a teacher and business merchants ($\bar{x}$ 3.20, SD = 0.29), because my mother and father are teachers ($\bar{x}$ 3.70, SD = 0.34), their attitude are positively to My career choice ($\bar{x}$ 3.50, SD = 0.33) though they are business merchants ($\bar{x}$ 2.80, SD 0.26) and they like Business Education as a course ($\bar{x}$ 2.60, SD 0.24) they contributed to students' registration into Business Education degree programme in Rivers State as the computed mean scores are higher than the average point of 2.5. Table 4.4 shows that my parents wanted me to study law and not business ($\bar{x}$ 2.30, SD = 0.22) and that their father forced them to study Business Education ($\bar{x}$ 2.40, SD = 0.22) do not constitute a contributing factor to students' registration into Business Education programme in Rivers State. The table indicated that the computed grand mean (GX) from the response scores regarding how parental background can influence students' registration into Business Education degree programme was 2.86, which is higher than the point of 2.5. This shows that parental background can positively influence students' registration into Business Education degree programme.

Hypothesis 1. There is no significant relationship between the perceived counseling services for Business Education graduates influence and students' Business Education degree programme.

Table 3: Computation of relationship between counseling services and students' registration into Business Education degree programme

Variables	Mean	Standard deviation	r-cal	r-crit	t-trans	t-crit
Perceived counseling services	0.03	0.136				
student's registration	2.30	0.136	2.63	±1.98	18.38	±1.990
N = 360	df = 358	P > 0.05				* = Significant

The mean and standard deviation scores of the respondents' responses regarding the relationship existing between counseling services and students' registration into undergraduate Business Education programme is presented in table 3. With N = 360, df = 358 and $p > 0.05$, the calculated r is 2.63 and the critical value of r was ±1.98. This means that the calculated r is statistically significant at p 0.05 since it is greater than the critical value of r. Therefore, the Hypothesis is rejected (that is, not accepted) and the conclusion is that there is significant relationship between counseling services and students' registration into undergraduate Business Education degree programmes.

Again, with N 360, df = 358, the transformation was 18.38 and the critical value of t was ±1.960. This implies that the t-transformation is statistically significant at p 0.05 which means that the strength of the calculated r is adequate.

Hypothesis 2. There is no significant relationship between parental background and students' registration into Business Education degree programme. In order to test this hypothesis, some items on the research instruments provided the data required. The respondents' responses are analyzed and the result is presented in Table 4.

Table 4. Computation of relationship between parental influence and students' registration into Business Education degree programme

Variables	Mean	Standard deviation	r-cal	r-crit	t-trans	t-crit
Parental influence in Business Education	3.06	0.332				
Students' registration	2.20	0.220	2.42	±1.98	19.22	±1.960
N = 360	df = 358		P > 0.05			* = Significant

The mean and standard deviation scores of the respondents' responses regarding the relationship existing between the parental background and students' registration into Business Education degree programme is presented in Table 4 with N360, df 358 and $p > 0.05$, the calculated r was 2.42 and the critical value of r was ± 1.98 . This means that the calculated r is statistically significant at $p > 0.05$ since it is greater than the critical value of r. That is, the hypothesis is rejected. therefore, there is a significant relationship between parental background and students' registration into Business Education degree programme. The calculated t-transformation is statistically significant at. P 0.05. Since it is greater than the critical value of t therefore the calculated r is significant.

Discussion of Findings

The study showed that counseling services were very effective in universities in Rivers State (that is Rivers State University of Science and Technology and Ignatius Ajuru University of Education). It encourages and helps students in the choice of their various studies. This was achieved by encouraging Business Education Departments and institutions at large to institutionalize and recognized the importance and necessity of a counseling cum departments in every tertiary institution of learning. The result of this study is to the citation of Nwajie (2016) who supports that the counselor provides students with vocational information which guide subjects they choose. The study also indicated that the quality of encouragement that students receive from competent school counselors through an organized Business Education conferences and seminars do enhance students interest in registration into undergraduate business education degree programme with the zeal of becoming competent professional Business Educator(s), this is in line with the findings of Cash (2011) that indicated that students interest is formed from the impression their counselors gave about a particular course of study.

The result of the study indicated that parental background has twice as much influence on students' registration into a programme. The result of the study agreed

with the findings of Smith (2015) who stated that, the choice, registration and study of school subjects be it in the area of business, arts or science is often influenced by the family members and parents. The result of the study also supports the findings of Obi (2020) who earlier discovered that motivational factors influenced mostly by parents and teachers. The result of the study supports that of Williams in Abdul in Obi (2020), who carried a study on 500 students among other variables on intellectual ability parents' expectations, indicated that expectations of parents assumed the greatest influence.

Conclusion

Based on the results and findings of this research work, the researcher therefore noted that the counseling services of the two universities were not functioning properly, therefore depriving students of the opportunity of being counseled. It was also noted that individuals' interests in choosing the course of study amongst the undergraduates in schools in Rivers State was instrumental to their doing well in their course of study. The study concluded that parental background did not affect students' decision in choice of course of study.

Recommendations

From the facts emanating from this study, it is evident that counseling service should be a sine qua non in guiding students' right. In the light of this, the researcher recommends the following:

- The Rivers State government or school authorities should provide functional counseling services in institutions of higher learning in the state.
- Parents, guidance, and counselors should consider the interest of the student in guiding him/her on the course to choose.

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