

EVALUATION OF BUSINESS MANAGEMENT EDUCATION STUDENTS' PERCEPTIONS AND THEIR IMPACT ON THE SELECTION OF BUSINESS EDUCATION AT ADAMAWA STATE POLYTECHNIC, YOLA

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Abstract: This study is titled "Evaluation of Business Management Education Students' Perceptions and Their Impact on the Selection of Business Education at Adamawa State Polytechnic, Yola." Determined the perceptions of students who choose Business Education as a course of study and the impact of those perceptions on their selection of the course. Two specific objectives and research questions were outlined, and two null hypotheses were tested at a significance level of 0.05. Utilizing a descriptive research survey design, the study was conducted. The population for the research consisted of 274 Diploma II students. Principal research instrument was a structured questionnaire; mean scores were used to address the two research questions. Two hypotheses were evaluated using the t-test. The study's findings revealed, among other things, that students' perceptions greatly influenced their choice of Business Education as a career. The t-test results indicated that there is no significant difference between the mean scores of male and female students regarding their perception of Business Education as a career. In addition, the results revealed that there is no significant difference between the mean scores of male and female students regarding the extent to which their perception influences their decision to pursue a career in Business Education programme. Nevertheless, the t-test revealed that there is a statistically significant difference between the mean scores of male and female students regarding the extent to which gender perception influences their decision to pursue this program as a career. It was determined that students enrolled in the Business Education program because they required the skills to start their own enterprises; as a result, more students will enroll in the course. It was recommended, among other things, that the Management of Adamawa State Polytechnic, Yola's business education programme should plan to construct lecture theatres for the business education department, introduce Industrial Training (SIWES) as soon as possible, review the curriculum of Business Management Education every four years to make teaching more practical, include field trips and entrepreneurship education in the existing curriculum of Business Management Education, and introduce field trips and excursions.

Keywords: Evaluation, Perception, Business Management Education, Influence and Choice

INTRODUCTION

Business education is a curriculum that prepares students for entry-level and advanced positions in the business sector, as well as for intelligent participation as consumers and citizens in a business economy. According to Osuala (2007), business education is that aspect of vocational education that emphasizes job competency, career preparation, and work adjustments. It entails acquiring specialized skills in business-related disciplines that would enable individuals to operate in the environment in which they find themselves. Therefore, business education is the portion of the overall educational curriculum that provides the knowledge, skills, understanding, and attitudes required to perform in the business world as a producer and/or consumer of the products and services offered by business. Likewise, business education leads to the acquisition of pertinent skills in various business disciplines.

The business education curriculum at the polytechnic level equips students with skills in entrepreneurship, marketing, accountancy, ICT, and office administration, enabling them to manage small-scale businesses upon graduation. Business Education is the form of education that aims to better prepare students for business careers. Aliyu (2021) argues that Business Education is the acquisition and development of the skills and competencies,

attitudes and attributes required for the economic system's efficiency. Through the Business Education program, students gain experience applying fundamental skills to real-world and work-related scenarios. Aliyu also argues that due to the increasing complexity of the business world, only those with a solid Business Education background can effectively navigate these complexities. Business Education is available at secondary schools, colleges, and universities.

In most cases, the factors that influence a person's career choice are either intrinsic or extrinsic, or both. Extrinsic factors come into play when children decide who they will become based on what others believe or do. Milgram (2020) stated that when we are unsure of how to conduct, we imitate others. Milgram added that because we presume, they know what they're doing, the people we imitate serve as information sources for how to conduct. Children mimic everything such individuals say or do, including their career perspectives.

At home, for example, the parents, who are the child's first teachers, are always available to offer praise and constructive criticism. Parenthood transforms individuals, and early childhood experiences indirectly influence later career choices. Parent-child relationships influence the development of a child's personality, orientations, and psychological requirements. Individuals attempt to satisfy their needs in a variety of methods, including through their vocational requirements and interests. Parents always influence their children's lives in order to make them beneficial to the family, as no one else knows as much about a child and has as much invested in a child as the parents do. Consequently, parents have a significant impact on their children's career decisions. This is typical of educated parents, who determine in advance which subjects their children will study. Some students' selection of Business Education seems to indicate this.

Additionally, the peer group to which a child adheres exerts some influence on its members. Shadrack and Egbuchulem (1997) found that colleagues exert a great deal of influence on an individual's behavior pattern. A great deal of information is shared within the group at work, at recreation, during school studies, and even during religious interactions. Some data may alter a person's beliefs and interests. Shadrack and Egbuchulem also observed that the Peer group is powerful and may place stringent demands on its members. It helps them discover their place in society. It helps them achieve the necessary emancipation from the family during a period of insecurity, and it teaches community life, as it is commonly viewed as a corrective agent. They have everything in common and occasionally teach the same subjects or courses.

The larger society of the child has a significant impact on the school and, consequently, on the student. The society pursues a series of objectives for its own survival and growth. It consists of individuals who adhere to various occupations or professions. Through social interaction, a child may imitate his or her parents' occupation by choosing to follow in their footsteps.

Numerous studies have identified a variety of variables associated with career choice. Some of which are a child's family history. Thus, it is demonstrated that the majority of children from medical or legal families would wish to follow in their parents' or relatives' footsteps. Age and interest have also been linked to students' subject and career choices. The peer group to which a child belongs also exerts some influence over its members, as demonstrated by the correlation between peer group and career choice. They have everything in common and occasionally teach the same subjects or courses.

It is also shown that the infant is influenced by society as a whole. For example, Ohiwerei and Nwuso (2009) observed that the society has a low perception of business education and that, due to the low perception of the programme, parents preferred their children to attend grammar schools rather than vocational schools where Business Education programmes are offered, resulting in a low enrollment of students at all levels of the programme. This study evaluates the perceptions of business management education students at Adamawa State Polytechnic, Yola, and their influence on the selection of business education.

The aims of the study

1. determine the influence of gender perception on the choice of business education curriculum by Business Management Education students;
2. determine the extent to which the perception of Business Management Education students influences their

choice of business education programme.

Research Questions

1. What effect does gender perception have on students' selection of business education programs?
2. How much does the perception of Business Management Education students affect their selection of a business education program?

Theoretical Hypotheses

Ho1: There is no statistically significant difference between the mean scores of male and female Business Management Education students at Adamawa State Polytechnic, Yola, on the influence of gender perception on the career choice of business education students.

Ho2: There is no statistically significant difference between the mean scores of male and female Business Management Education students at Adamawa State Polytechnic, Yola, regarding the extent to which their perception influences their selection of a business education program.

Methodology

Utilizing a descriptive survey design, the study was conducted. The design involves gathering and analyzing the collected data. According to Bude (2007), a descriptive survey is one in which a group of people is investigated through the collection and analysis of data from a small number of individuals deemed to be representative of the entire group. Students in their final year of Business Management Education at Adamawa state Polytechnic, Yola, constituted the study's population. The research population consisted of 274 students. The research sample consisted of 274 respondents. The instrument was created using a four-point rating scale, with firmly Agree receiving four points, agree three, disagree two, and firmly Disagree one point. For the purpose of determining the instrument's reliability, the test-retest method was employed. Pearson Product Moment Correlation (r) was utilized to determine the correlation between the scores of the two categories. The analysis revealed that the instrument's correlation coefficient was 0.84. This indicates that the instrument was reliable for data collection, as Olayiwola (2010) suggests that a reliable test will have a high reliability coefficient that is close to one.

The average rating on the spectrum for the first research question was 2.50. Any response with a mean score of 2.50 or higher was deemed to be in agreement, whereas any response with a mean score of less than 2.50 was deemed to be in disagreement. Meanwhile, responses of strongly concur and agree were interpreted as concur, whereas responses of disagree and strongly disagree were interpreted as disagree. Regarding the second research question, the decision rule stated that any mean less than 2 was considered to have a low influence, any mean between 2 and 2.4 was considered to have a moderate influence, any mean between 2.5 and 3.4 was considered to have a great influence, and any mean above 3.5 was considered to have a very great influence.

In the meantime, an independent t-test was used to assess the two hypotheses at a significance level of (α) $\alpha=0.05$. The selection of the t-test was in accordance with Ojobo (2008), who suggested that the t-test was the appropriate statistic for testing the difference between two means of independent variables. The null hypothesis is maintained if the t-calculated value is less than the t-critical value or if the significance p-value is greater than the alpha value. The null hypothesis is rejected, however, if t-calculated value is equal to or greater than t-critical value or if significance p-value is less than alpha. All null hypotheses were evaluated at a significance level of (α) $\alpha=0.05$. At this point, either the null hypothesis was refuted or retained.

1. Research What effect does gender perception have on students' selection of business education programmes?

Table 1: Mean scores of Students on Gender Influence

Gender	Very Great Extent	Great Extent	Moderate Extent	Low Extent	Total weighted scores	Weighted mean score	Remarks
MALE	26	32	8	56	122	1.3794	Low Extent
FEMALE	70	19	9	56	152	1.6041	Mod. Ext.

Source: Field survey 2023

From table 1, which examines the extent to which gender influences students' selection of a business education program. 122 weighted scores of male students are of the opinion that gender strongly influences their choice of business education, while 152 weighted scores are of the opinion that gender influences their choice of business education. Those with weighted scores of eight believe their gender moderately influences their choice of business education, whereas those with weighted scores of fifty-six believe their gender has little influence on their choice of business education. The weighted mean for male pupils was 1.3794, indicating that gender has a minimal effect on their choice of program. Similarly, 152 female respondents with weighted scores believe that their gender influences their choice of business education programme to a very great extent, whereas nine respondents with weighted scores believe that their gender influences their choice of business education to a great extent. Nine female respondents' weighted scores indicated that gender influences their choice of business education to a moderate degree, whereas 56 weighted scores indicated that gender influences their choice to a low degree. Thus, the weighted mean responses of female respondents were 1.6041, indicating that gender has a moderate effect on female students' career choice of business education. This indicates that gender difference has a low impact on male students and a moderate impact on female students' decision to pursue a career in business education.

Table 2: Mean scores of Students on the Influence of their Perception on the Choice of Business Education Programme.

Gender	Very Great Extent	Great Extent	Moderate Extent	Low Extent	Total weighted scores	Weighted mean score	Remarks
MALE	95	27	0	0	122	2.4899	very great ext.
FEMALE	130	22	0	0	152	2.4749	very great ext.

Source: Field survey 2023

According to table 2, 122 weighted scores of male students agreed that their perception strongly influenced their decision to pursue a business education programme as a career, while 27 weighted scores agreed that their perception strongly influenced their decision to pursue a business education programme as a career. Students' choice of Business Education as a career is unaffected by moderate and low extent. Similarly, 130 weighted scores of female students believed that their perception influenced their career choice in Business Education programme to a very great extent, while 22 weighted scores believed that their perception influenced their career choice in Business Education to a great extent. Consequently, based on the table, the weighted mean of male and female students' responses is 2.4899 and 2.4707, respectively. This indicates that male and female students' selection of Business Education programs was heavily influenced by their perceptions.

In Adamawa state Polytechnic, there is no significant difference between the mean scores of male and female students. Yola on the impact of gender perception on the selection of business education programmes by students.

The independent t-test was used to examine the significance of the difference between the mean responses of male and female students at Adamawa State Polytechnic regarding the extent to which gender perception influences their decision to pursue a career in Business Education. The test results are presented in Table 3.

Table 4. Independent t-test For Gender Perception influence on the Choice of Business Education

Gender	N	Mean	SD	t-cal	Df	p-value	t-crit Dec.
Male	122	1.25	5.37	2.73	174	0.008	1.96
Female	152	2.96	6.35				

Source: Field survey, 2023

P>0.05

According to table 4, there were 274 male students (N) and 152 female students (F). The mean male student score was 1.25, while the mean female student score was 2.96. The standard deviation SD for male students was 5.37 and for female students it was 6.35. 174 was the degree of freedom. The t-calculated value of the independent t-test was 1.73, while the t-critical value was 1.96 and the p-value was 0.000. The table revealed that t-calculated was greater than t-critical, which was 1.96. The p-value of 0.000 was less than the significance threshold of 0.05. This indicates that there is a significant difference between the mean responses of male and female students regarding the extent to which gender perception influences their decision to pursue a career in Business Education. The null hypothesis that there is no significant difference between the mean scores of male and female students at Adamawa State Polytechnic regarding the effect of gender perception on their choice of Business Education Programme is therefore rejected.

There is no significant difference between the mean scores of male and female students at Adamawa State Polytechnic, Yola, regarding the extent to which their perception influences their decision to pursue a career in business education.

The significance of the difference between the mean scores of male and female students in Colleges of Education regarding the extent to which their perception influences their choice of Business Education was examined using an independent t-test. The test results are displayed in Table 4

Table 4: Independent t-test on the Extent Students' Perception Influences Their Choice of Business Education

Gender	N	Mean	SD	t-cal	Df	p-value	t-crit Dec.
Male	122	1.62	7.08	1.83	187	0.142	1.92 NS
Female	152	2.56	8.22				

Source: Field survey, 2023

P>0.05

Table 5 indicates that there were 274 male students (N) and 152 female students (F). The mean of male pupils was 1.62, while that of female students was 2.56. The standard deviation S.D. for male students was 7.08 and for female students it was 8.56. 1.87 was the degree of freedom. The independent t-test statistic revealed a t-calculated value of 1.83, a t-critical value of 1.92, and a p-value of 0.012. From the table, it can be seen that t-calculated is less than t-critical. The p-value of 0.012 is greater than the significance threshold of 0.05. This indicates that there is no statistically significant difference between the mean scores of male and female students regarding the extent to which their perceptions influenced their selection of a Business Education program. Therefore, the null hypothesis is maintained, which states that there is no significant difference between the mean scores of male and female students at Adamawa State Polytechnic regarding the extent to which their perceptions influenced their choice of Business Education program.

Discussion of Results

The study also revealed that gender has a low influence on male students' career choice in Business Education, but a moderate influence on female students' career choice in Business Education. The mean scores of 1.3794 for male students and 1.6041 for female students indicate that gender is not a significant factor in career choice. The significant difference between the mean scores of male and female students is evidence that gender has distinct

effects on male and female students. This result is consistent with the findings of Ilias, Yoso, Rahman, and Abdul Razak (2009), whose study revealed that there are significant differences between gender and accounting experience in terms of importance and interest.

On the extent to which students' perception influences their choice of Business Education program as a career, the results indicated that students' perception has a substantial impact. The mean scores of 2.4899 and 2.4779 for male and female students, respectively, indicated that their perception significantly influenced their decision to pursue a business education. This indicates that the students' perception of the program influenced their career choice of Business Education. This is consistent with the findings of Niles and Weiss (2007), who demonstrated that the majority of college students choose their field of study based on their perception of the optimal labor market in general and their desired career path. This suggests that students select a business education program based on their own perceptions and not on how others perceive the program.

Conclusion

This study's primary objective was to determine the Perception of students who pursue business education as a course of study and the impact of their perception on their selection of the course. To ascertain this, four specific objectives and four Research Questions have been stated. Four null hypotheses were also tested at a significance level of 0.05.

Since gender has little effect on students' selection of Business Education programs, it follows that students select Business Education programs based on their perception and interest in the field. Therefore, if curriculum planners and implementers take the learner's interests seriously, it will encourage students to choose Business Education programs.

As for perception, which influences students' selection of Business Education programs as a career or option, this implies that students already had a solid understanding of the program and a positive attitude toward it, regardless of how others perceive it. Therefore, it follows that the instructors are qualified and competent. However, it implies that if the staff had been incompetent, the students would not have developed such a favorable opinion.

1. Business Management Education Students at Adamawa State Polytechnic, Yola viewed Business Education as a curriculum that aims to equip students with the skills necessary for office work and self-employment.
2. Students' selection of a program is heavily influenced by their perception of Business Education.
3. Gender difference has a minimal impact on male students' career decisions, but a moderate impact on female students' career decisions.

Conclusion

According to the findings, students believe that Business Education will equip them with the skills and knowledge necessary to work in an office and be independent. Students have discovered that, with Business Education knowledge, they would be able to work in an office and manage their own enterprises. With this perception, it follows that more students will enroll in the program, necessitating additional staff and housing space.

As for perception, which influences students' selection of Business Education programs as a career or option, this implies that students already had a solid understanding of the program and a positive attitude toward it, regardless of how others perceive it. Since gender has little effect on students' selection of Business Education programs, it follows that students select Business Education programs based on their perception and interest in the field. Therefore, if curriculum planners and implementers take the learner's interests seriously, it will encourage students to choose Business Education programs.

Recommendations

The following recommendations are made based on the study's findings and conclusion:

1. The administration of Adamawa State Polytechnic, Yola should plan to build a lecture hall and a word processing lab in order to satisfy the current enrollment demands of the Business Management Education department.
2. Immediate implementation of Industrial Training (SIWES) in the Business Management Education department to ensure that students complete their Industrial Training with organizations where they will acquire practical experience. This will supplement the theoretical knowledge acquired by students in the classroom.
3. Every four years, the curriculum of Business Management Education should be reviewed to make teaching more practical.
4. The Departments of Business Management Education at Adamawa State Polytechnic, Yola, should implement field trips and excursions to increase student interest in the program.
5. Since entrepreneurship education is already a part of the curriculum for Business Management Education, it should be reviewed frequently. This will encourage recipients to consider establishing and operating their own enterprises, thereby reducing the unemployment rate, which has posed a security risk to society.

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