

**RELATIONSHIP BETWEEN BUSINESS CAREER OPPORTUNITIES AND  
STUDENTS' CHOICE OF BUSINESS EDUCATION CAREER IN SECONDARY  
SCHOOLS IN ANAMBRA STATE**

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**Abstract**

*The study investigated the relationship between business career opportunities and students' choice of business education career in secondary schools in Anambra State. One research question and one null hypothesis guided the study. The study adopted correlational research design with a population of 147, 208 students in 261 public secondary schools in Anambra State. The sample size of 300 students was selected using stratified proportionate sampling technique. 11 item structured questionnaire face validated by three experts in the field of Business Education and Measurement and Evaluation were used for data collection. Trial-testing was used to obtain the reliability of the instrument and data was analyzed using Cronbach Alpha method which yielded reliability index of 0.79. The Pearson Product Moment correlation was used to answer the research question, and test the null hypothesis at .05 significant level. The analysis was carried out using SPSS version 23.0. Findings showed that business career opportunities have a very high positive relationship On students' choice of business education career. Based on the findings of the study, the researchers concluded that students' choice of business education as a career is dependent on their knowledge, of business- opportunities inherent in the programme. It was recommended among others that; Anambra State government through the State Ministry of Education should organize regular career awareness programmes for secondary school's students to create more awareness on career opportunities inherent in business education programme.*

**Key Words: Business Education, Career Opportunities and Career Choice**

## **Introduction**

Education is the bedrock for survival, growth and development of any society. As a concept, it has generated a lot of controversies over the years. However, its relevance to individual and societal growth shows its significance to the economic, social, political and cultural development of human society world-wide. According to Wokocha (2011), every society has its way of educating its citizenry. Business Dictionary (2010) explained that education is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provides an understanding of something. The education system in Nigeria is divided into primary, secondary and tertiary levels.

Secondary school education in Nigeria is that form of education received by children after primary education and before tertiary level, with the broad aims of preparation the children for useful living within the society and preparation for higher education as stated in the Federal Government of Nigeria (2009). This level of education is a very fundamental stage in the life of students because it gives them a firm foundation on which they can opt for a job and be self-reliant or proceed to higher institutions of learning for further studies

In secondary school education in Nigeria, Business Education came into existence as a result of the introduction of junior secondary school (JSS) in the 6-3-3-4 system of education in 1981, with five specific subject areas namely; office practice, book-keeping/accounting, typewriting, shorthand and commerce. Due to the need to transform the secondary school system to be in tune with global and national demands, the FRN through NERDC made typewriting an elective subject while insurance, marketing and store management were added to business studies in the year 2008. Business education takes place at pre-vocational, vocational and professional level development of the society (Federal Republic of Nigeria (FRN), 2013), and forms a means of laying foundation for national, technological, economical advancement and for higher education. According to Ezenwanne (2020), Business Education equips its recipients with personal skills, consumer skills and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities, and these skills made them to be job creators rather than job seekers.

In order to achieve the objectives of business education, certain factors in teaching and learning processes have to be considered. These factors include career opportunities, choice and career development. Career refers to one's lifework (Eremie and Ibifari, 2018). In other words, career is

one's profession, which includes a number of occupation, vocations or jobs one engages in during one's working life. Career development is the lifelong process of managing

learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (Career Development Association of Alberta, 2012). The process of career choice is the key to success of any given profession as the students who are studying, are the future of the profession. In other words, it is assumed that career choice will have effect on the performance of student's (both male and female) study of business education (Ezeani, 2013).

Career choice is one of such important decisions students make in determining future plans. The selection of a career is one of the many important choice secondary school students make in determining future plans. The decision to take on the type of career they choose today will impact on the students either positively or negatively throughout their lives (Ushurhe, 2015). The career choice of students could depend on career opportunities available to them. Career opportunities are very vital in the field of business education. The researcher observed that secondary school students (urban and rural) in Anambra State and Nigeria in general, need career opportunities to enable them to understand self and the world of works.

The essence of who the student is or want to become will revolve around what the student wants to do with their life-long work. This decision will affect them throughout their lives. Ikoyo (2016) noted that the choice of career has been a serious problem among secondary school students in the world and Nigeria in particular. Porfeli and Lee (2012) stated that youth career decision-making is required to go through a process of understanding by defining what they want to do and exploring a variety of career options with the help of guidance and planning. Proper handling of the process affirms individual identity and fosters wellbeing, job satisfaction and stability (Kunnen, 2013). Howard and Walsh (2011) observed that Younger children are more likely to offer answers about their ideal career which may represent their envisioned utopia and phenomenal perceptions about what they want to do when they grow up. The choice of career irrespective of age is an important question for everyone to answer. Many secondary school students believe that they are bound to succeed in future. They equally believe that as soon as they finish secondary school education, they would be able to work in public or private establishments. Therefore, making suitable career decisions implies less wastage of resources in education and training.

The researcher has witnessed that in Anambra State, many secondary school students go into unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counseling. Consequently, many of them are unsuited for their careers as they usually find themselves in jobs where they could not satisfy their value needs. When this occurs, they constitute nuisance to themselves and their employers. They are usually unable to contribute meaningfully to the society and ultimately become liability to the nation. Therefore, prospective students and practitioners of business education require guidance of the guidance counselling and professional business educators before taking career choice decision, as these relate to professional and job commitment of business educators.

There are several jobs opportunities open for the survival of graduates of Business Education. They include; establishment of business centers, consultancy (giving expert advice), establishment of private vocational schools, supplying and distribution, product advertising and promotion services, estate agent, petty trading, opening of stationery shop, GSM business, sales of office machines and equipment, secretarial duties, office work or paid employment such as teaching, cashier, secretary, bank officer, receptionist, marketer, computer operator, bank clerk, mail carrier, account clerk, postal clerk, purchasing agent, telephone operator, manager, public relation officer, insurance agent typist, bank cashier, accountant, bank manager, sales manager, administrative manager, administrator, salesman etc.

With the rate of unemployment soaring high, the hope of survival left for graduates of any discipline is self-employment. Business education is a type of education that offered to students with the aim of developing relevant and saleable skills' and knowledge necessary to function effectively in the world of work (Ezenwanne, 2020). It is therefore, necessary to develop and restructure Business Education curriculum to include Entrepreneurship Education or Career education so that Business Education products can gain employment, establish vocational business outfit or combine both. Okereke and Okoroafor (2011) asserted that entrepreneurial education and ICT skills have been acknowledged worldwide as potent and viable tools for self-empowerment, job and wealth creation”.

Student’s prior knowledge of the above career opportunities can influence students’ choice of studying business education in secondary school because Business courses contribute to a workforce that is prepared to lead, collaborate, and innovate. Students that study business and acquire business skills and knowledge help to strengthen the economy. However, business education course makes a significant and vital contribution to the academic and career preparation of all students by providing rigorous and relevant courses of study aligned with the common core standards, (<http://www.corestandards.org>).

It is on this background that the study investigated business career opportunities on students’ choice of business education career in secondary schools in Anambra State.

### **Statement of the Problem**

Business education was incorporated into educational system right from secondary school to equip Nigeria students with vocational skills for self-employment, It has been observed by the researchers that in Anambra state, many secondary school students go into unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counselling. Consequently, many of the students are unsuited for their careers as they usually find themselves in jobs where they could not satisfy their value needs. When this occurs, students constitute nuisance to themselves and their employers. In addition, with little or no knowledge about self and job options in the world of work, students face a lot of problems in the choice of subjects that would lead them to the future careers. Since students career choice plays an important role in their life. Career choice decision making is not an easy task, yet at one point or the other, students are faced with the issue of career choice, preparing for it, starting it and nurturing it to a

successful end. This choice is undoubtedly the most critical stage in a student's life. This is because making a wrong career choice can destroy a student's happiness in life; spell doom not only to the student but to the entire community (Ezeani, 2013; korir, 2012, Ushurhe, 2015.) It is on this basis that the researcher sought to determine specifically .the relationship between business career opportunities and students' choice of business education career in secondary schools in Anambra state.

### **Research Question**

One research question was formulated to guide the study;

1. What is the relationship between business career opportunities on students' choice of business education career in secondary schools in Anambra State?

### **Hypothesis**

One null hypothesis was tested at .05 level of significance:

1. There is no relationship between knowledge of business career opportunities on students' choice of business education career in secondary schools in Anambra State.

### **Research Method**

The study adopted a correlational research design, and was carried out in public secondary schools in Anambra State. The population of the study comprised 147, 208 students in 261 public secondary schools in Anambra. State (Anambra State Ministry of Education, 2019). The sample for this study was 300 students, selected using stratified proportionate sampling technique. 11 item structured questionnaire titled; Knowledge of Business Career Opportunities and Students' Choice of Business Education Career (KBCO-SCBEQ) was used for data collection. The instrument was structured on a 5-points rating scale of strongly agree (SA) =5, Agree (A) = 4, undecided (U) = 3, disagree (d) =2 and strongly disagree (SD) = 1.

Face validity of the instrument was established by three experts from Business Education and Measurement and Evaluation. The reliability of the instrument was obtained through trial-tested questionnaire and data collected were scored and analyzed using the Cronbach Alpha method which yielded reliability indices of 0.79. The researcher used direct delivery method to administer the instrument to the students with the help of two research assistants properly briefed and guided on the modalities for administration and collection of the questionnaire. The Pearson Product Moment correlation was used to answer the research question, and test the null hypothesis at .05 significant levels. These analyses was done using SPSS version 23. The decision rule for the null hypotheses was such that the hypothesis with P-value higher than .05 was rejected and the hypothesis with P-value lower than .05 was also rejected.

## **Results**

### **Research Question 1**

What is the relationship between business career opportunities on students' choice of business education career in secondary schools in Anambra State?

**Table 1: Summary of Pearson Product Moment Correlation (PPMC) test for relationship between of business career opportunities on students' choice of business education career**

Variables	N	$\bar{X}$	SD	r.	Remark
Business career opportunities (X)	284	27.36	1.83	0.83	Very High positive relationship
Students' choice of business education career (Y)	28.85	1.87			

Table 1 shows the summary of the Pearson Product Moment Correlation (PPMC) test for relationship between business career opportunities students' choice of business education career. The result shows that the calculated r-value is 0.83, indicating a strong positive relationship between business career opportunities on students' choice of business education career. This shows that business career opportunities have a very high positive relationship to students' choice of business education career.

### Hypothesis 1

There is no relationship between business career opportunities on students' choice of business education career in secondary schools in Anambra State.

**Table 2: Summary of PPMC Significant Relationship Test for business career opportunities on students' choice of business education career**

Variables	$\bar{X}$	SD	df	r	p-value	Decision
business career opportunities (X)	27.36	1.83	282	0.83	0.00	Significant
Students'choice of business education career (Y)	27.36	1.83				

\* $p < .05$ ;  $df = 282$ ; critical  $r = 0.83$

Table 4 reveals that at 0.05 level of significance and 282 df, the calculated r is 0.83 with P-value of 0.00 which is less than 0.05. Therefore, the first null hypothesis is rejected. Thus, there is a significant relationship between business career opportunities on students' choice of business education career.

### Discussion of Findings

Findings of this study revealed that there is a high positive relationship between business career opportunities on students' choice of business education career in secondary schools

in Anambra State. The findings of this study agree with the assertion of Ezeani (2016) which revealed that secondary school students' career opportunities open to them can influence their future career choice. Esene (2015) earlier noted that one of the challenges facing business education at secondary school level is inadequate information about career opportunities available to students which result to students making wrong career choices. Amoor and Aliyu (2014) reported that many Nigerian students still perceive business education as a programme with little career opportunities which affect their choice of business education as a career. Additionally, Ikoyo (2016) noted that the choice of career in Nigeria is linked to career guidance and occupational information especially at secondary school levels. The findings of this study further revealed that there is a significant relationship between business career opportunities on students' choice of business education career in secondary schools in Anambra State. The finding implies that business career opportunities are determinant factor on students' choice of business education career. In support, Amoor and Aliyu (2014) reported that how the society views business education career as occupation can affect students' choice of business education career.

### **Conclusion:**

Students who are deciding about their future professional careers may be attracted by business Education programme, which offers the opportunity to overcome the social economic burdens of Nigeria such as unemployment, underemployment, poverty, and insecurity. Career choice is one of many important choice business education students make in determining their future plans and proper choice of careers can affect students positively throughout their lives. There is a strong positive relationship between business career opportunities and students' choice of business education career. Based on the findings of this study, the researcher concluded that students' choice of business education as a career is dependent on their knowledge of business opportunities inherent in the programme.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Anambra State government through the State Ministry of Education should organize regular career awareness programmes for secondary schools students to create more awareness on career opportunities inherent in business education programme.
2. Business education teachers should guide their students in their career choice and aspirations in their performances in various subjects.

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