



## An assessment of factors militating against enrollment of students in the field of business studies education in senior secondary schools in Katsina metropolis, Katsina State, Nigeria

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### Abstract

**Purpose:** The paper assesses factors militating against students' enrollment in the field of business studies education in senior secondary schools in Katsina Metropolis, Katsina State, Nigeria.

**Methodology:** In the quest to obtain accurate data for the study, instrument for data collection was a structured closed ended questionnaire. The population of the studies was forty, which consists of nine examination officers, nine subject teachers and twenty-two SS1 students in total from nine selected senior secondary schools. A descriptive survey design was adopted for the study. The four (4) Likert's rating instrument was used for easy elicitation of respondents' opinions and subsequent analyzing of statistical data. Simple linear regression was used to test the null hypotheses at .05 significant level.

**Results and conclusion:** Findings of the study revealed that students' perception about business studies as a field of study, students' self-efficacy and parent socioeconomic factors have significant influence on students' enrollment in senior secondary schools.

**Implication of findings:** The findings of this study have curriculum and policy implications, school and teacher implications as well as parental and community implications. Based on the findings, recommendations were made, among which is that schools should boost students' awareness of career prospects in business studies by establishing business-related clubs, societies and competitions.

**Keywords:** Business studies, Enrollment, Private school.

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### 1. Introduction

The growing and increase demand for quality education by Nigerian citizen's call for cooperative involvement of all stakeholders. This demand paved way for the establishment of different private primary and secondary schools. A private school is an educational institution owned and managed by individuals, organizations, communities, operating independently of government control while complementing government efforts to increase access to quality education, improve academic outcomes, and contribute to national development. They are independent schools that are supported wholly by the payment of fees, schools that are not administered by local, state or federal governments, the schools retain the right to select their students (Omede, 2015). In Katsina State, private school education is becoming increasingly very popular largely due to the contribution it has been making in the provision of standard education and creating employment/job opportunities to many graduates of higher institutions of learning and much more fundamental those who are trained as professional teachers which the government failed to employ into public schools (Wycliff, 2017).

The secondary school level of education is a very fundamental stage in the life of the students because it gives them a firm foundation on which they can opt for job and be self-reliant or proceed to the higher institutions of learning for further studies. According to National Policy on Education FRN (2004) the broad goal of the secondary school education is to prepare individuals for useful living within the society and higher education. To achieve this objective, secondary school education in Nigeria has six years'

duration given in two stages – three years of junior secondary school followed by three years in senior secondary school. Adewuyi (2022) emphasized that the beginning of Business subject (Business studies) in Junior Secondary School serves as a pre-requisite for providing youth with educational knowledge which prepares them with saleable skills and competencies. Adewuyi further said that business studies is a vocational subject taught in Junior Secondary School in Nigeria which is targeted at providing youths who may wish to continue through Secondary School to graduate with the necessary pre-vocational skills that will allow them to be useful to themselves and to the community in which they find themselves.

The curriculum designed for senior secondary school is comprehensive and broad based, aimed at broadening students' knowledge and outlook. The new senior secondary education curriculum as structure by Nigerian Educational Research and Development Council (NERDC), (2025) comprises of: a) A group of five compulsory core subjects that must be offered by all students, b) four field of studies, c) a group of 35 trade/entrepreneurship subjects and d) elective subject. The field of studies at senior secondary education is in four categories: a) Senior Secondary Science & Mathematics, b) Senior Secondary Technology, c) Senior Secondary Humanities and d) Senior Secondary Business Studies.

This paper focuses on Senior Secondary Business Studies, because it is the area of study that the researcher wants to investigate. The Philosophy of the new Senior Secondary Education Curriculum is to ensure that, at the end of senior secondary education, grandaunt should have been well prepared for higher education as well as, acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation; and in the process strengthened further the foundations for ethical, moral and civic values acquired at the basic education level. The goal of the business subjects' curriculum are to enable students to: (i) gain an understanding of business concepts through the study of subjects such as accounting, entrepreneurship, Information and Communication Technology (ICT), International Business, Marketing and Business Leadership; (ii) achieve business, economic, financial digital literacy; (iii) develop the skills, including critical thinking skills, and strategies, required to conduct research and inquiry and communicate findings accurately, ethically, and effectively; (iv) apply the knowledge, skills and attitude required through the study of business to a diversity of learning tasks and related them to business phenomena on the local, national and global level. To achieve these objectives, students need to have basic knowledge of the field and subjects right from junior secondary school level through the study of Business Studies as a subject.

Business studies as a subject involves the acquisition of basic business skills and literacy, it is a fundamental component of commercial literacy, playing a crucial role in the junior secondary school curriculum in Nigeria. Ahmed (2015) reported that business studies are an integral part of vocational education which has encourages the use of the head and the hands in acquiring specific practical training required in business and industry at the junior secondary school level. Oluwalola (2018) affirmed that learning of business studies in Junior Secondary schools required technical, psychomotor and critical thinking skills for effective learning to take place. If these skills are acquired, it will enable the learner to have necessary skills to be self-reliant after their secondary education rather than looking for employment.

The researcher observed a downward trend in the enrollment of students in the field of business studies at senior secondary school in private schools in Katsina metropolis, and this is of great concern to the study. It is unfortunate, however, that these secondary school students are not taking this global challenges seriously. They prefer studying science or arts subjects to commercial subjects. For this study,

the total population was twenty-two SS1 students from nine senior secondary schools which indicates an alarmingly low enrollment rate in the field of Business Studies, highlighting a pressing concern that warrants investigation. As observed in WAEC enrollment of students in nine selected private senior secondary school from the year 2020 to 2023, in 2020 total number of students that registered and sat for WAEC in the nine schools was 992, out of which 668 were science students representing 67.3%, 227 were Humanities students representing 23% and 97 were from the field of business studies representing 10%. In the year 2022 total number of students that registered and sat for WAEC from the nine schools were 988, out of which 668 were science students representing 68%, while 221 were Humanities students representing 22% and 99 were from the field of business studies representing 10%. In the year 2023 total number of students that registered and sat for WAEC from the nine schools was 914, out of which 619 were science students representing 68%, while 235 were Humanities students representing 26% and 60 were from the field of business studies representing 06% (see Table 1). This record has a negative impact on graduates of business education as school proprietors/proprietresses of some private schools disengaged their teachers with the argument that they cannot pay teachers with less than ten students. Thereby' creating unemployment. During a discussion with each school subject teacher, examination officer and the students, some of the examination officers complained of parents influencing the decision of students on subjects to offer in line with their career choice while some reported that lack of interest in the discipline.

On the subject of subject teachers, they expressed bitterly that student's lack interest in the field which could be as a result of their parent influence, or experience from family and friends or thinking of their ability to cope with some of the subjects offered under the field especially financial accounting. On the part of the students, they have a misconception about the field of study due to lack of adequate information and orientation, which prevents them from choosing subjects under the field of business studies. This problem posts a great danger to graduate of business education because the field of studies is gradually facing off in most private schools in Katsina state, Nigeria. The main objective of this study was to assess the major factors militating against students' decision enrolling in the field of business studies in senior secondary schools in Katsina metropolis.

## 2. Literature review

This section reviews existing literature related to the study. Olamide (2024) carried out a study, the purpose of the study was to determine the level of teachers' and students' perception towards business studies in public junior secondary schools in Ondo State. Two research questions guided this study. The design of the study was a descriptive research design; Simple random sampling technique was used to select four (4) secondary schools out of the seventeen (17) public secondary schools in Owo local government area of Ondo State. The instrument for data collection was a structured questionnaire. The instrument was rated using a 4 - point scale, ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The data collected were analyzed. The findings showed that the persistent decline in the academic performance of Business Studies students in public junior secondary schools in Ondo State of Nigeria was as a result of factors which include students' interest, societal attitude, peer group influence and instructional facilities/equipment among others.

A study was conducted by Oguejiofor et al. (2021), the study investigated the relationship between business career opportunities and students' choice of business education career in secondary schools in Anambra state. The study adopted correlational research design. Instrument used for data collection was a structured questionnaire. Sample sized three hundred public secondary school students were used for the study. The Pearson Product Moment Correlation was used to answer the research questions and test

the null hypotheses. Findings of the study showed that job and business career opportunities have a very high positive relationship on students' choice of business education career at secondary schools.

A study was conducted by Obitoye (2019) the study aimed to find out factors affecting students' attitude towards business education in secondary schools in Ibadan North Local Government in Oyo State, Nigeria. The study adopts descriptive survey design. Business Education Attitude Questionnaire (BEAQ) was the instrument used for the study. The population consisted of all business teachers in all junior and senior secondary schools in Ibadan North Local Government in Oyo State. Sixty-four teachers were eventually randomly used for sample research. Chi Square Analysis was used to test the two alternate hypotheses formulated. The findings revealed that shorthand and typewriting are sending students away from business studies in secondary schools  $\chi^2$  of 8.256:  $df = 1$  significant  $p < .05$  level. It was therefore concluded that shorthand and typewriting was sending students away from business studies. It was finally recommended that measures should be taken to further stimulate the interest of students, teachers should adopt student-centered methodologies in their teachings and government should increase the funding of business education in secondary schools.

Muhammed et al, (2019) studied influence of peer group relationship and parental socio-economic status on business studies students' academic achievement in junior secondary schools in Adamawa State. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The study employed a mixed research design, combining elements of descriptive survey and ex-post facto approaches. The population of the study was 69,487 students which were drawn from upper basic education across the five educational zones in Adamawa State. A simple random sampling technique was used to determine the sample of 382 students for the study. A structured questionnaire of 25 items was used to collect data and the data collected were analyzed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The major findings of the study include the following: peer group relationship and parental socioeconomic status have a significant influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. It was concluded that peer group interaction and parental socioeconomic status positively influenced their learning. It was indicated in the findings that if the teachers use the peer group effectively for classroom interaction and participation it will motivate students to do well academically. The researchers recommended that parents should work hard to provide enable environment and all other learning materials to their wards such as home libraries, books, and other necessary materials for better academic achievement and students should endeavour to form or join groups that are study inclined and encourage learning so that their learning would be effective.

- H1: Students' perceptions of business studies do not significantly influence their enrollment in senior secondary schools
- H2: Students' self-efficacy in business-related skills has no significant effect on their enrollment in business studies in senior secondary schools.
- H3: Parental socio-economic factors have no significant influence on students' enrollment decision to study in the field of business studies in senior secondary schools.

### **3. Methodology**

A descriptive survey design was employed, focusing on nine private senior secondary schools in Katsina metropolis. These schools were purposely selected as they represent a significant proportion of private

schools in the area offering business studies at senior secondary, and their SS1 students are at the inception of senior secondary education, making them ideal respondents for assessing the status of Business Studies education. The population of the studies consists of nine examination officers, nine subject teachers and twenty-two SS1 students in total from nine selected senior secondary schools, reflecting a disturbingly low uptake of business studies education among the students. The whole population were considered for the study. The SS1 students were purposely selected because they are at the initial stage of senior secondary education, where they are about to embark on subject specialization, making them a relevant group for assessing the status of education in business studies. Data was collected through the use of closed-ended structured questionnaire, the questions were adapted from existing literature on factors influencing students' enrolment in business studies (Johnstone, 2018; Adeyemi, 2020), with modifications made to the wording and context to fit this specific research study. The questionnaire contained question items related to the research questions in three categories. A simple percentage was used to answer the research questions. The four (4) Likert's rating instrument was used for easy elicitation of respondents' opinions and Simple Linear Regression Analysis was used to test the three null hypotheses formulated. For ease of the analysis the study considered strongly agreed and agreed to be agreed, disagreed and strongly disagreed to be disagreed.

*Analysis of structural questions on students' perception of business studies*

**Table 1: Students' perceptions of business studies in senior secondary schools in Katsina metropolis**

S/N	Questions	SA %	A %	SD %	D %
1	Lack of scholarships limits student's enrollment in business studies	45	25	17.5	12.5
2	Perception of job prospects and salary potentials drives interest in business studies	37.5	45	10	7.5
3	Government policies and lack of economic incentives affect student's enrollment in business studies	25	37.5	12.5	25
4	Lack of business-related field experience opportunities discourages students from enrolling in business studies	37.5	37.5	12.5	12.5
5	Prestige attached to the profession in business studies influences student's enrollment	25	45	20	10

**Source:** Author's Computation, 2026.

As indicated in Table 1, the result revealed that 82.5% of the respondents agreed that perception of job prospects and salary potentials drives interest in business studies. In addition, 75 % of respondents concurred that Lack of business-related field experience opportunities discourages students from enrolling in business studies enrollment. Moreover, 70% of the respondents agreed that lack of scholarship limits students' enrollment in business studies Furthermore, 70% of respondents agreed that prestige attached to the profession in business studies influences students' enrollment. Lastly, 62.5% agreed that government policies and lack of economic incentives affect students' enrollment in business studies.

**Analysis of structural questions on student's self-efficacy in business related skills**

**Table 2: Students' self-efficacy in business-related skills in senior secondary schools in Katsina metropolis**

S/N	Questions	SA %	A %	SD %	D %
6	Students' confident in handling business-related problems influence their enrollment decision	12.5	25	50	12.5
7	Interest in business and entrepreneurship motivates student's enrollment in business studies	50	37.5	5	7.5
8	Students' ability to cope with business-related skills affects their enrollment	37.5	25	25	12.5
9	Perception of financial accounting as a challenging subject deters students' enrollment	50	37.5	5	7.5
10	Career aspirations and goals drive students' interest in business studies	25	25	37.5	12.5

**Source:** Author's Computation, 2026

Information from Table 2 showed that 87.5% of the respondents agreed that interest in business and entrepreneurship motivates students' enrollment in business studies. More so, 87.5% of the respondents agreed that students' perception of financial accounting as a challenging subject deters students' enrollment in business studies. Furthermore, 62.5% of the respondents signifies students' ability to cope with business-related skills affects their enrollment in business studies. Also, 50% of the respondents agreed that career aspirations and goals drive students' interest in business studies. Notably, 37.5% agreed that students' confidence in handling business-related problems influences their enrollment decision in business studies.

**Analysis of structural questions on parent socioeconomic factors limiting students' enrolment**

**Table 3: Parent socio-economic factors limiting students' enrollment**

S/N	Questions	SA %	A %	SD %	D %
11	Parental education level affects students' enrollment in business studies	37.5	50	7.5	5
12	Cultural values and societal expectations shape students' choices	25	12.5	50	12.5
13	Peer occupation affects students' enrollment decisions	37.5	25	25	12.5
14	Family business background influences students' interest in business studies	50	20	17.5	12.5
15	Parental income influences students' choice of business studies	45	25	15	15

**Source:** Author's Computation, 2026.

According to information found in Table 3, 87.5% of the respondents agreed that parental education level affects students' enrollment in business studies. Besides, 70% of the respondents agreed that family business background and parental income level influences students' choice of enrollment in business studies. Also, 62.5% of the respondents agreed that peer occupation influence students' enrollment decisions in business studies. Additionally, 37.5% of the respondents agreed that cultural values and societal expectations shape students' choices of enrollment in business studies.

4. Results and discussion

Table 4: Linear regression result on students’ perception of Business Studies

Model	Unstandardized Coefficient Values		df	T	R-values			Sig.
	$\beta$	S.E.			R	R <sup>2</sup>	Adj.R <sup>2</sup>	
(Constant)	10.27	1.305		7.873				
Perception	.39	.023	400	17.011	.648	.420	.418	.000

*P*<.05

Students’ perception of Business Studies does not significantly influence their Enrollment in Senior Secondary Schools. The results of the regression indicated that the predictor (Students’ perception) explained 42% of the variance in the influence (Adj.R<sup>2</sup>=.418, t=7.873, 17.011, P=.000) under 400 degree of freedom. This indicated that students’ perception significantly influenced students’ enrollment into Business subjects in senior secondary schools ( $\beta = 10.27$ ). However, the coefficient values ( $\beta$ ) showed the contribution of independent variable explained that the predictor variable (enrollment) accounted for 39%, implying that, as students’ perception in Business Studies increased, the enrollment of the students into the subject studies will increase by 102.7% units. Equally, the observed P = value was less than the alpha value (P<.05), hence, the hypothesis was rejected. This findings of this study agree with the assertion of Olamide (2024) which revealed that the persistent decline in the academic performance of Business Studies students in public junior secondary schools in Ondo State of Nigeria was as a result of factors which include students’ interest, societal attitude, and peer group influence.

Table 5: Linear regression result on students’ self-efficacy in Business studies

Model	Unstandardized Coefficient Values		df	T	R-values			Sig.
	$\beta$	S.E.			R	R <sup>2</sup>	Adj.R <sup>2</sup>	
(Constant)	11.352	1.463		7.760				
Self.Efficacy	.359	.026	400	13.976	.573	.328	.326	.000

*P*<.05

Students’ self-efficacy in business related skills has no significant influence on their Enrollment in Business studies in senior Secondary schools. The results of the regression indicated that the predictor (Students’ self-efficacy) explained 32.8% of the variance in the influence (Adj.R<sup>2</sup>=.326, t=7.760, 13.976, P=.000) under 400 degree of freedom. This indicated that students’ self-efficacy significantly influenced students’ enrollment into Business subjects in senior secondary schools ( $\beta = 11.3$ ). However, the coefficient values ( $\beta$ ) showed the contribution of independent variable explained that the predictor variable (enrollment) accounted for 36%, implying that, as students’ perception in Business Studies increased, the enrollment of the students into the subject studies will increase by 102.7% units. Equally, the observed P = value was less than the alpha value (P<.05), hence, the hypothesis was rejected. Findings of this study agree with Oguejiofor et al. 2021, they noted that job and business opportunities have a positive relationship on students’ choice of business education at secondar schools.

**Table 6: Linear regression results on parental socio-economic factors on students' enrollment decision**

Model	Unstandardized Coefficient Values		df	T	R-values			Sig.
	$\beta$	S.E.			R	R <sup>2</sup>	Adj.R <sup>2</sup>	
(Constant)	8.459	2.405		11.834				.000
Occupation	.045	.070	398	.642	.536	.287	.282	.521
Education	.921	.259		3.550				.000
Income Level	.009	.266		.033				.974

$P < .05$

Parental socio-economic factors have no significant influence on students' enrollment decision to study in the field of business studies in senior Secondary schools. The results revealed that *parental occupation* contributed to 4.5% of the influence, parental education contributed to 92.1% and parental income level contributed to 0.9% of the influence.

The results of the regression indicated that the predictor (*parental socio-economic factors*) explained 28.7% of the variance in the influence (Adj.R<sup>2</sup>=.536, t=11.834, .0642, 3.550, .033 P=.000) under 398 degree of freedom. This indicated that parental socio-economic factors significantly influenced students' enrollment into Business studies in secondary schools ( $\beta = 10.27$ ). However, the coefficient values ( $\beta$ ) showed the contribution of independent variables explained that the predictor variable (parental socio-economic factors) accounted for 845%, implying that, as either of the parental socio-economic factors increased, the enrollment of the students into the study will increase by 845% units. Equally, the observed P = value was less than the alpha value ( $P < .05$ ), hence, the hypothesis was rejected. Finding of this study agrees with Muhammed et al (2019) which reported that peer group relationship and parental socioeconomic status have a significance influence on students' learning in Business Studies.

## 5. Conclusion and Recommendations

The assessment of factors militating against enrollment of students in the field of business studies education in senior secondary schools in Katsina metropolis reveals critical insights. Students' perception about the course, their self-efficacy, and parental socioeconomic factors significantly impact low enrollment in Business Studies at senior secondary schools in Katsina metropolis. To address this:

- i. Schools should enhance students' awareness on career prospects through establishment of business-related clubs, societies and competitions.
- ii. The curriculum should include real-life cases, practical training to enable build students' confidence.
- iii. Internship should be part of business studies program at senior secondary schools.
- iv. Parents should engage in the value of Business Studies through PTA meetings. Business professionals should be invited to highlight the benefits and career prospects of business studies.
- v. Open Houses. Schools are encouraging to allow students to showcase their skills and projects to parents and guests during their speech and price giving day.

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