

**STUDENTS PERCEPTION AND ATTITUDE
TOWARDS BUSINESS EDUCATION AT
FEDERAL COLLEGE OF EDUCATION
(TECHNICAL) GOMBE**

BY

**FAUZIYA MUHAMMAD IDRIS
13/32335/D/GM/6**

NOVEMBER, 2017

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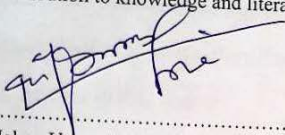
13/32335/D/GM/6

**A RESEARCH PROJECT SUBMITTED TO SCHOOL OF UNDERGRADUATE STUDIES
FEDERAL COLLEGE OF EDUCATION (TECHNICAL) GOMBE IN AFFILIATION WITH
ABUBAKAR TAFAWA BALEWA UNIVERSITY BAUCHI, FOR THE AWARD OF
BACHELOR DEGREE IN BUSINESS EDUCATION (B.TECH ED) ACCOUNTING**

NOVEMBER, 2017

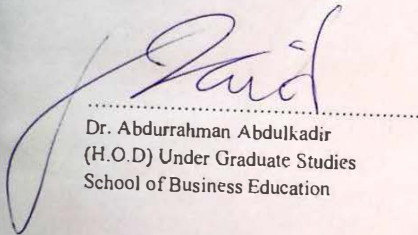
APPROVAL PAGE

The project titled "Impact of Motivation on Human Performance in an Organization (A Case Study of Gombe State University)" by Mohammed Salisu, meets the requirement for the award of Bachelor Degree of Technology (B.Tech. Ed) Business Education (Management) in affiliation with Abubkar Tafawa Balewa University (ATBU) Bauchi and is approved for its contribution to knowledge and literature presentation.



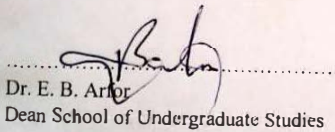
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DEDICATION

I dedicate this research project to Almighty Allaah and also to my parents' late Hon justice, Muhammad Idris, Hajiya Hauwa Muhammad Idris (Adda) and my late sister Zainab Muhammad Idris (Ummi). For their financial, spiritual and moral support. I also dedicate the project to my lovely Husband Hon. Manu Adamu Gidado, my sister Aishatu Muhammad Idris and my son Adamu Usman (Adnan) and my daughter Hauwa Usman Adamu (Amira) as well as all members of my family for their endless support

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All praise be to Allah (S.W.T) the one, the noble, the supreme, the most forgiving and the most merciful. May peace and blessing be upon our noble prophet Muhammad (S.A. W), the seal of the prophet and the leader of all messengers, his family companions and those who follow his food steps till the judgment day.

I would like once again to thank Almighty Allah for giving me opportunity and strength to accomplish this significant study. There was never lack or want. Throughout this entire study, He took care of everything that would have stopped me in my tracks and strengthened me even through my most difficult times.

No human endeavor is ever achieved without the contribution of other people; this research work is no exception. I owed much too many people in numerous places who have contributed immensely to the successful completion of this project. I am also indebted to Anas Ibrahim for the role he played in guiding me during the entire research period.

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On this vein therefore my profound gratitude goes to my beloved parent, Late Hon. Justice Mohammad Adamu Rtd Hon Grand Khadi of Gombe State Idris. Late Hauwa'u Moh'd Idris (Adda) and Malama Zubaidatu Yahaya Ahmed, Aunty Fatima for immeasurable and great contribution to make this work reality.

I would like to extend my gratitude to the following people of my family; my Goggo's Goggo Addayi, Goggo Fendo, Goggo Goggoji, Bappah Bako without forgetting my Noble Uncles: Uncle Muhammad, uncle Usman, uncle Abdulmalik who in one way or the other contributed in my academic goal.

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ABSTRACT

The purpose of this study was to determine the Students perception and attitude towards Business Education at Federal College of Education (T) Gombe. The population of the study was (240) students in N.C.E III where 60 students were randomly selected for the study. Four research questions were formulated to guide the study; twenty (20) items questionnaire were used to collect the relevant data from the respondents. The instrument was validated by lecturers and my supervisor from School of Business Education at F.C.E (T) Gombe. The findings of the study revealed that students' perception and attitude toward Business Education in F.C.E (T) Gombe is positive. It prepares them to teach Business Studies, it requires hardworking and both male and female were treated equally. The study also recommends that both the home and school environment should be made exciting and conducive for learning to the students. Other educational requirement such as library, laboratories, teaching materials and workshops should be provided and equipped by parents, teachers and government.

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CHAPTER ONE

INTRODUCTION

1.1 Background Of The Study

Formal business education in Nigeria was established in the early 1914 as a response to the needs created by the setting up of a colonial administration and the opening of business centres. M.A Mkpa (2004). It started with the establishment of private secretarial studies school that trained young men and women in specific skill such as Book – Keeping, Filing stenography and office procedures. From a humble beginning, business education in the country kept on growing and waxing stronger and stronger yearly. With the introduction of 6-3-3-4 system of education by national policy on education in 1977, Anyanwu et al (1999), business education found its rightful place in the scheme. It is therefore the desire of every Nigerian interested in business to know the extent to which this aim of education has gone. Business education as a subject in tertiary institutions is aimed at developing a balance understanding of the nature of business, typewriting, shorthand, office practice, book keeping, economics, English language , communication, management business law, mathematics, computer appreciation among others, In addition to these courses, business education students in the college of education take educational courses such as method of teaching, psychology, principle of education, curriculum studies, primary education, teaching practice in order to prepare the participants for teaching business subjects in secondary schools.

The Nigerian Certificate in Education (NCE) business programme last for (3) three years (Odey, 2000). It will be pertinent to take a cursory look at the perception of

business education in Nigeria, before attempting to bring to light its true meaning and definition.

Commenting on some Nigerian people on the perception of business education Udo, (1994) stated that to such people business education is to trained student to become a typist or all the information student acquired to become successful in business, still to them business education has often been conceived as education for the drop outs or slow learners or education for the disabled.

Some Nigerians look at business education as education for the less privileged. Because of these, they tend to look down on business education. no wonder business education suffered a set-back in the past during colonial era and immediately after independence Babat, (2008).

Agbionu, (2002) sees business education being synonymous with any education for entrances in to the business work given at any educational level. The business education programme is a skill based one. Business education is considered to have a positive impact on the recipients, their families, society and the nation at large. Although, the programme was regarded as inferior one attended by never do well, but now the programme is very popular and its demand is increasing tremendously. Aliyu (2001) stated that this trend can be observed from the demand in our tertiary levels of education.

According to osuala (2004), Business education is a programme of instruction which consists of two parts:

- (a) Office education: being a vocational education programme for office careers thought initial, refresher and upgrading education leading to employability and advancement in office occupation.
- (b) General business education: being a programme of instruction to provide students with information and competencies which are needed by all managing personal business affairs and in using the service of the business world. According to Udo (1994), some of the students interviewed believed they will make it in the business world. They also revealed that they do not want to teach but do business at the end of their training programme. Basic business education can be defined as the deals with a nation's economic system. It identifies and explains the rate of business contentment and experiences that prepare individuals for the effective participation as citizens, workers and consumers.

Osuala (1998) state that it is abundantly clear that business education is part of general education aimed at preparing young people to be intelligent consumers of the goods and services available and also to enable them take their rightful place in the world of work. It also prepare individuals to enable them organize and manage business of their own if no one has employed them. Business education is therefore an educational endeavor that provides young people with the experience and the opportunity to prepare for carriers in business.

1.2 Statement Of The Problem

It can be observed that certain proportion of students expressed undesired and negative attitudes towards business education. This may be due to wrong perception of the course by the students.

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1.2 Statement Of The Problem

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According to Undo (1994) some people perceived business education as education for the drop out, slow – learners and disabled. However, those who had little or no idea about the course feel that it's for those students with less than average intelligence, while some view it as a course exclusively for woman.

Odey (2002) in addition some students shown negative attitude in their perceptions of shorthand does not help matters at all, the above statement lead the student show lack of interest and poor perception attitudes toward the business education. The attitude of students toward learning business education could be worrisome as finding indicates that Students have shown undesired and unfavorable attitudes towards learning the course. At their earlier stages some viewed it as the type of course for the slow – learner or is mainly for woman only this lead to show the negative attitude to the course (Udo 1994 and Yahaya, 1989).

The situation therefore prompted the researcher to carry out a study on the student's perception and attitude towards business education in Federal College of Education (Technical) Gombe (F.C.E.T).

1.3 Purpose Of The Study

The main purpose of the study is to investigate student's perception and attitude towards business education at Federal College of Education (T) Gombe. Specifically the study tends to investigate:-

1. Whether student gender differences influence their perception of Business Education in F.C.E. (T) Gombe.
2. students attitude towards Business Education in F.C.E. (T) Gombe as the purpose

3. Whether students/teachers relationship influence their attitude toward Business Education in F.C.E. (T) Gombe.

4.

1.4 Research Question

1. Does a gender difference influence the student's perception toward Business Education in Federal College of Education (T) Gombe?
2. What are the attitudes of students toward Business Education in Federal College of Education (T) Gombe?
3. Does student/teacher relationship influence student's attitude toward Business Education in Federal College of Education (T) Gombe.

1.5 Scope Of The Study

The scope of this study will only be limited to Business Education students in Federal College of education (T) Gombe. Only N.C.E III students will be involved in the study.

1.6 Significance Of The Study

When completed the study will give an insight on the student's perception and attitude toward Business Education in F.C.E (T) Gombe. The findings from this study will give useful advice to appropriate quarters with the view to develop positive attitude towards learning the course to the students in the area under consideration, the entire state and the nation in general.

Also teachers and lecturers can benefit from the study by adopting a better method of attracting students toward learning the Business Education. Finally, it will

also benefit the parents, society and the researchers to reveal some problems that influence the perception and attitude of students towards Business Education..

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is reviewed and organized under the following sub headings:

2.1 Theoretical Frame work of the study

2.2 Factors that influence students attitude toward Business Education courses.

2.3 Motivational level of the business education

2.4 The influence of student Teacher relationship on student attitude toward Business Education

2.5 Some interest available in leaning Business Education.

2.1 Theoretical Framework of the Study

Attitude is probably the most widely used conceptual term in social psychology. Abiri (1996) defined Attitude as acquired tendency to react whether covertly or overtly in a manner which is an expression of a certain degree of favorability or in relation to certain objects, person ideas to a situation in the environment. Mukherjee (1979) suggested three component of attitude; cognitive, effective and behavioral. Also believe that attitude and behavior of an individual manifest consistently if such balance is achieved.

Schwarz and Bohner (2001) defined attitude as the opinion and feeling that you usually have about something. It also sees attitude as the way you behave toward someone.

Perception is a mental process by which experience is both simplified and organized. Perceiving involves more than the reception of stimuli from the five senses. Perceptions result when a person gives meaning to sensation. People base their actions on the way they believe things to be. The experienced aviation maintenance technician for example, perceives an engine malfunction quite differently than those an inexperienced student. Real meaning comes from within a person, even though the perceptions which evoke the meaning result from external stimuli. The meanings which are derived from perception are influenced not only by the individual's experience but also by many other factors. Knowledge of the factors which affect the perceptual process is very important to the aviation instructor because perceptions are the basis of all learning.

It operates at two levels.

1. The level of sensory abstracting in which form, color and motion are responded to as percepts and internalized as non-verbal perception regularities and
2. A more advanced perceptual level in which interpretive patterns are developed by the learner as an overall gestalt or an integrative guide to observation. These ideas guides are often referred to as: Frames of references. The world perception means many things both to untrained students and specialists.

Bindra (1978) postulated that all learning is basically perceptual in that perceptual guesses become meaningful as predictors.

Bruner (1973) makes three very important points about perceptions.

1. Perception is not only dependent on the stimulus attributes of what is being perceived but is also determined by the perceiving individual's experiences, intentions and social needs. Thus in an experiment done with birds.

- Good man, Bruner showed that when children did (1947).
2. The perceiver is not a passive and indifferent organism but one who actively selects information and forms perception and decided what precisely is happening.
 3. Perception is an activity that is fundamentally of the same nature as concept attainment on the higher mental process. Thus our perceptual process help us to build up our model of the world so that we can anticipate future happening and deal with them appropriately.

2.2 Factors That Influence Student Perception and Attitude toward Business Education.

According to Aliyu (1975), the factors that negatively influence student's attitudes toward the course are ignorance and lack of awareness of what the course is all about. Most students are out of ignorance of the importance of business education courses tend to show non-chaplain attitude toward the course simply because they believe that business education programme are meant for students who are drop out of the school system. Idih (1998) showed that the employment of unqualified business teachers in Nigeria secondary schools has also contributed of the student towards learning the courses.

Akamu (1988) stated that some of the topic/course like shorthand is very difficult to understand and pass. It is viewed that the unfavorable student's attitude may be due to all or any of the following students of inadequacy in English Language and lack of background in shorthand from the secondary schools. In addition, the environment in which learning takes place and also the

facilities available for the learning is not adequate can influence learning difficulties.

Njoka (1977), also opined that faculty admission exercise causes, students who do not possess entry requirement for JAMB and S.S.C.E those with less than average are admitted in to the course. This is the result of quota system catchment area and preliminary programs.

2.3 Motivational Level of the Business Courses

Awoyokun (1999) stated that the teacher is given every assistance in each topic of the course which contains facts on the subject matter discussion session, activities exercises for the class to do; this format is aimed at getting the students directing involved in the learning process. Taiwo (1973) recognized that students are equipped to find a job if they get the training in cluster of skills rather than in a single specialized skills. The aim of the subject course (Business Education) is to educate in a cluster skills for numerous specific jobs. This is because of the belief that such skills will enable students to be minimally competent in any topic which are proper attitude to service that area acquired in business of fice.

2.4 The Influence of Students-Teacher Relationship on Students Attitude toward Business Education.

According to Menicol (1977). "A teacher can only be seen to be effective if the students can learn with greater ease and perform well with help than without his help". Teacher attitude can hinder learning to be poor. If he does not adopt participation and discussion methods especially when he presents himself as a highly intellectual and

formidable person. The learning environment is not good and also the facilities are not available for the learning. A programme like typewriting is the skilled oriented and therefore require adequate facilities for its effectiveness, where these are lacking frustration an diversion sets in leading to negative attitude toward leaning the courses by (Mai 2000).

Okeke and Ngozi (1985), sees why do people regards it as education for intelligent, defined and drop out? Why should education and elites show a lukewarm attitude and claim could not be made the entrance examination i.e. Jamb into higher school? In another school of thought it is believed to be a programme for supply of middle man power. Zumuk (2001) lack of effective efficient and dedicatedly trained instructors and lecturers, when business education finally come to limelight, it ran into problem of lack of an effective, efficient and dedicated teachers, instructions, reason being that most of the teachers trained even those through the Technical Teacher Training Programme (TTTP) where lost to various business corporations, firms and banks are contributed immensely to the Negative attitude to students towards learning the course.

2.5 Some Interest Available In Learning Business Education Courses.

Business study is a set of knowledge inculcated business into learners to enable them perform an expected business tasks which lead to relevant productivity, communication and social skills from part of the above courses of study so as to facilities idea interaction with the prospective workers social set up i.e the world of job. Men and woman who occupy position in accounting, finance, marketing, and personal industries relation, general, general management and secretarial position thereby satisfy their ambition and to get the head of the work.

Lawal (1991) opined that the major aim of teaching business education at higher level is to provide a through orientation to the basics in commerce, accounting and typewriting. Eno (1998) stated that business education is like any other discipline has it is general objectives lined up towards the development of basic skills in office occupation. Uniform (1982), simply viewed business education for business or training in business skills which are acquired for use in business office, clerical occupation and business policy analysis the training of total education experience that is the universal education as provide by the Church, the military, the school or the home through the business education programmes, student experience the practical application of basic skills for real world and real work situation.

Obikoya (1976), an effective involvement with the business world result where certain linkages are in place, linkages which provide desirable avenues for interaction among business person, educationist and student. However, in practice most students irrespective of the numerous importance of business education course, as indicated above, still exhibit favorable and unfavorable attitude toward learning business course, it is obvious that business course has important towards learning business course. It is obvious that business course has important role to play in the economy and technological development of a country like Nigeria. Business education course is a deport of human resources that can be effectively utilize for the development of a nation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Research Methodology

This chapter described the research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, method of data collection, and method of data analysis.

3.1 Research Design

The research design for this study was a survey design. According to Nworgu (1991), sees survey survey as a design that described the nature of an event by collecting and analyzing data from a sampled group or items considered to be representative of the entire group.

3.2 Area of the Study

The area of the study was Gombe Local Government in Gombe State. Also the Local Government derived its name from the Gombe district which litter to serve as the administrative centre of many villages. Gombe Local Government shares boundary with Yamaltu-Deba Local Government to the South and Kirfi Local Government in Bauchi State to the extreme west.

3.3 Population of the Study

The population of the study consists of all 240 N.C.E III Students in the Business Education Department Federal College of Education Technical Gombe.

3.4 Sample and Sampling Techniques

The sample of this study consisted of sixty (60) students for each of the three (3) groups of all N.C.E Students of business education department. And random sampling techniques in drawn that each members of the population has a probability of being included.

3.5 Instrument for Data Collection

The instrument for data collection was a structured questionnaire developed by the researcher for the study. It was divided in to two sections (A and B). A was a personal data of the responded. While section B are questionnaire items using 5 point scale.

Scale	Abbreviation	Points
Strongly agreed	SA	5
Agreed	A	4
Undecided	U	3
Disagreed	D.A	2
Strongly disagreed	S.D	1

3.6 Validation Of The Instrument

The instrument was validated by three lecturers from the School of Business Education Federal College of Education (Technical) Gombe.

3.7 Method of Data Collection

The data was gathered and collected directly from the respondent by the researcher using the questionnaire through personal contact.

3.8 Method of Data Analysis

The data was analyzed using mean statistics and percentage. However, age and sex were compared in order to analyze the respondent variable so as to find out their attitude and perception toward business education whereby multiple options are weighted as follow:-

Disagreed = 5. Agreed = 1. for decision rule, a cutoff point 3.0 is going to be accepted while any item with a mean 2.99 and below will be rejected.

The mean of each item will be analyzed using the formula below:

$$X = \frac{\sum fx}{N}$$

Where

X = mean

\sum = sum

N= Number of case

F= Frequency

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Data Presentation and Analysis

This chapter deals with the analysis of the data collected. The responses of the total sample of 80 students were analyzed, so as to find out their views on the attitude and perception of students toward business education.

Table 1: Age distribution of respondents

Age range	Frequency	Percentage of score %
20-23	32	40%
24-26	29	36%
27-above	19	24%
Total	80	100%

Table 1 above shows that 40% of the respondents were within the age range of 20-23 years old, 36% of the respondents were within age range of 24-26 years and 24% of the responded are within the age range of above 24 years the highest percentage of score are within the age range of 20-23 years based on the analysis of student in Business Education department of Federal College of Education (T) Gombe.

Table 2: Sex distribution

Sex	Frequency	Percentage of score
Male	60	75%
Female	20	25%
Total	80	100%

Table 2 show that out of 80 students used as sample for the study, 60 (75%) of the respondents were male, while 20 (25%) were female. This means that most of the respondents were male.

Research Question One

Table 3: Student perception towards Business education in F.C.E (T) Gombe

S/N	Questions	X	Remarks
1	Business education is one of the most interesting course in this college	4.4	A
2	Business education prepares student to teach business studies	4.0	A
3	Business education require hard work	4.3	A
4	I dislike business education most in this college	2.1	DA
5	Business education lecturer make his/her teaching easy for me to understand	4.2	A

The table above shows that the respondents agreed with items 1, 2, 3 and 5 which have mean of 4.4, 4.0, 4.3 and 4.2 respectively and disagreed with item 4 of which has a mean 2.1 The grand mean of 3.8 which is above the 3.0 for decision rule implies that the perception of the students towards business education in F.C.E CT) Gombe is positive.

Research Question Two

Table 4: Influence of gender differences on student perception towards Business Education

Questions	$X_1(m)$	Remarks	$X_2(f)$	Remark	Mean total	Remark
I received the same encouragement from lecture as other students do	3.95	A	4.4	A	4.18	A
The lecturer gives as much attention to my questions as to other students questions	3.75	A	4.25	A	4.0	A
I get the same attention of help from the lecturer as do other students	3.7	A	4.2	A	3.95	A
I am treated the same as other students in business education course	3.6	A	4.1	A	3.85	A
The performance of male students in business education course	2.5	DA	2.45	A	2.48	DA
Grand Mean	3.69			A		

Table 4 shows that the respondents agree with all the items in the table with an exception of item 10 which is having a mean of 2.48. The Grand mean of 3.69 which is above the 3.0 for decision rule implies that lecturers are not favoring one side of the

gender. So gender difference does not influence student's perception toward business education students in F.C.E (T) Gombe.

Research Question Three

Table 5: Students attitude towards Business Education in F.C.E (T) Gombe

S/N	Item Question	X	Remarks
11	Business education is among the course boring me in this college	2.73	DA
12	Attending business education lecturer always is a waste of time in this college	2.0	DA
13	Most of the business education students do assignment and home work if given any	4.2	A
14	I enjoy studying business education in this college	4.2	A
15	Most of the students participate activity in classroom discussion or work	4.0	A
	Grand Mean	3.43	A

Table 5, above shows that the respondents agreed with the mean scores of 4.2, 4.2 and 4.0 respectively and disagreed with items 11 and 12 with mean of 2.73 and 2.0 respectively. The grand mean of 3.43 which is above the 3.0, for decision rule implies that the attitude of students toward business education in F.C.E (T) Gombe is positive.

Research Question Four

Table 6: Influence of students or teacher relationship towards Business Education at F.C.E (T) Gombe

S/N	Item Question	X	Remarks
16	The lecturer takes personal interest in me	2.76	DA
17	The lecturer goes out of his/her way to help me	3.48	A
18	The e-lecturer consider my feelings	3.36	A
19	The lecturer help me when I have trouble with the work	3.35	A
20	The lecturer is interest in my problems	3.5	A
	Grand Mean	3.29	A

The 6, above shows that the respondents agreed with items 17, 19, and 20 which have a mean of 3.48, 3.35 and 3.5 respectively and disagreed with only item 16 with the mean score of 2.76. The Grand mean of 3.29 which is above 3.0 for decision rule which implies that students teacher relationship does not influence student's attitude toward business education in F.C.E (T) Gombe.

4.1 Major Finding of the Study

The major findings of this study are:

1. Students perception towards Business Education in F.C.E (T) Gombe is positive.
2. Gender influence is not a factor that influences students' perception towards Business Education in F. C. E (T) Gombe.
3. Student attitudes towards Business Education in F. C. E (T) Gombe is positive.

4. Student-teacher relationship does not influence students attitude toward Business Education in F .C. E (T) Gombe.

4.2 Discussion of the Findings

From the findings, it was discovered that Business Education requires hard work which dispute the statement made by Udo (1994). Another response in question one where students agreed that Business education courses prepares them for teaching Business Studies, which tally with the finding of Odey (2000).

However, in gender differences both female and male respondents showed that they are treated equally with agreed mean of 3.69 which implies that lecturers are not favoring one side of the gender. So gender difference does not influence student's perception toward Business Education.

Also in the area of student attitudes toward business education majority of the student showed positive attitude toward the course because the students are committed themselves by attempting assignment and home work with the Grand mean of 3.43 which implies that the attitude of student towards Business Education in F.C.E (T) Gombe is positive.

Finally, in the area of students/teacher relationship in Business Education does not influence student's attitudes toward Business Education in F.C.E (T) Gombe.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main purpose of the study was students' perception and attitude towards Business Education at F.C.E. (T) Gombe. The statement of the problem, research questions and purpose of the study were presented with regard to the topic. Research questions were formulated in order to guide the study, the significance of the study, scope limitation of the study were all presented.

Relevant literatures that will provide basic for this study were reviewed. Also the research work focuses on the methodology. population consist of the whole N.C.E III students and 80 students were used for the research. A close ended questionnaire with 20 items were used as the instruments for data collection and was distributed by the researcher, the returned questionnaire was analyzed based on the research questions.

5.2 Conclusion

From the findings of the study, it was discovered that Business Education requires hard work which in disagreement that the statement made by Udo (1994). Also the study showed that there is a significant relationship between the student's perception and attitude toward Business Education.

5.3 Recommendation

The findings of the study have revealed the students' perception and attitude toward Business Education at F.C.E (T) Gombe. The following recommendations are proposed

to improve student's perception and attitude toward business education at F.C.E (T) Gombe.

1. The school environment should be made exciting and conducive for learning to the students and others educational requirement such as library should be made adequate; supply of materials should be made by the government. Government should organize conference, seminar. and workshops to teachers on effective teaching techniques.
2. Parents should improve their assistance to their children in encouraging them by paying their school fees in time and provision of learning materials.
3. There should be reward for good conduct for both the government and the parent.
4. Business education students should acquire educational endeavor that provide young people with the experiences and the opportunity to prepare for carries in business.

5.5 Suggestion for Further Study

The study was limited to Business Education students in F.C.E (T) Gombe. Gombe State is located in North Eastern geopolitical zone and it does not cover all the aspect of student's perception and attitudes toward business education of the zone. It is expected that further study will be carried out in the remaining parts of the zone.

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Appendix i

**School of Undergraduate Studies Federal College of Education (Technical) Gombe,
In affiliation with Abubakar Tafawa Balewa University Bauchi State, Nigeria.**

Dear respondent,

My name is Fauziya Moh'd Idris, an undergraduate student from the above named institution conducting a research on the topic: *Student's Perception and Attitudes Towards Business Education at Federal College of Education (Technical) Gombe*. I hereby need your assistance filling this questionnaire. All information provided will be kept confidential and only used for the purpose of this work.

Yours faithfully,

Fauziya Moh'd Idris

Appendix ii

Section A: Demographic information

Sex: Male [] Female []

Age: 15-25 [] 26-36 [] 37-47 [] 48 and above []

Section B

Please respond to these questions by ticking the appropriate columns for answers:

Key:

SA= Strongly Agree A = Agree U = Undecided DA = Disagree SD =Strongly Disagree

Q1. What are perceptions of students toward Business Education in FCE (T)

Gombe?

S/N	Item Questions	SA	A	U	DA	SD
1	Business Education is one of the most interesting course in this college					
2	Business Education prepares students to teach business studies					
3	Business Education requires hard working					
4	I dislike Business Education most in this college					
5	Business Education lecturer make his/her teaching					

easy for me to understand							
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Q2. Does gender difference influence the student's perception of Business Education in FCE (T) Gombe?

S/N	Item Questions	SA	A	U	DA	SD
1	I am treated the same as other students in Business Education course					
2	The lecturer gives as much attention to my questions as to other students questions					
3	I get the same attention and help from the lecturer as other students					
4	I receive the same encouragement from the lecturer as other students					
5	The performance of male students is lower than female students in Business Education course					

Q3. What are attitudes of students towards Business Education in FCE (T) Gombe?

S/N	Item Questions	SA	A	U	DA	SD
1	Business Education is among the course boring me in this college					
2	Attending Business Education lectures always is waste of time in this college					
3	Most of the Business Education students do assignment and homework if given any					
4	I enjoy studying business education in this college					
5	Most of the students participate actively in classroom discussion or work					

Q3. Does students/teachers relationship influences student's attitude towards Business Education at FCE (T) Gombe?

S/N	Item Questions	SA	A	U	DA	SD
1	The lecture takes personal interest in me					
2	The lecturer goes out of his/her way to help me					
3	The lecturer consider my feelings					
4	The lecturer help me when I have trouble with the work					
5	The lecturer is interested in my problem					