

Factors Influencing Secondary Students' Choice of Business Studies as an Elective Subject

Narayan Kumar Budhathoki

Lecturer and Head of Department (Centre for Research and Publication)

Hetauda School of Management and Social Sciences, Hetauda, Nepal

E-mail: narayanbudhathoki216@gmail.com

narayan@hsmsonline.edu.np

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Abstract

This study examines the elements that influence the choice of Business Studies as an elective for Nepalese secondary students, focusing on intrinsic and extrinsic motivators and broader socio-economic and global influences. The study provides practical references to educators and policymakers to align their offerings with Nepalese students' needs and demands. A quantitative approach was used to collect data on students from both private and public schools. Data were analyzed by using descriptive statistics and t-tests to identify significant differences between private and public schools. The findings reveal that intrinsic factors such as career goals and personal interests significantly influence students selecting Business Studies. Similarly, extrinsic factors such as job prospects and supportive government policies positively influence students' choices. Students are less curious about the business world and have low perceptions of global opportunities for business studies. The study is limited only to the secondary students in Hetauda, Nepal. The study's reliance based on self-reported data from respondents may introduce bias and hence limiting the generalization of the findings. Also, the result is limited to the analysis of present data. It does not provide past trends and longitudinal studies over time. The study offers practical references for educators and policymakers to make Business Studies more appealing through career counseling, and parents' participation to align curriculum with economic opportunities. It also recommends the need for government subsidies and targeted support to promote business education. The study with the primary data from secondary students in Hetauda, Nepal, provides a unique and context-specific understanding of students' decision-making processes. The findings are helpful for educators and policymakers pursuing enhancing the relevance and appeal of Business Studies in Nepal.

Keywords: Business Studies, intrinsic factors, extrinsic factors, socio-cultural factors, global and economic, secondary students, Hetauda, Nepal

Introduction

The Curriculum Development Centre of Nepal justifies the introduction elective courses in Nepalese curriculum, which provides more freedom and scope to students for pursuing their interests and career goals. Scholars (Christenbury, 1983; Hassen, 2023; Hussar et al., 2020) also highlighted the importance of elective subjects for a learner-centric approach to education for inspiring creativity, critical thinking, self-motivated learning and employability. Elective subjects provide opportunities for students to explore their interests beyond the standard curriculum.

Elective subjects, especially business studies, play important roles in shaping students' academic journeys and future goals. However, choosing the right elective courses remains a challenge for secondary students, influenced by both intrinsic and extrinsic factors. extrinsic factors like perceived employment opportunities, and peers, parents, and teachers (Bashir et al., 2013; Al-Lawati et al., 2017), and intrinsic factors, like self-motivation and personal interest (Saayir & Bosu, 2021; Lamichhane et al., 2022). In addition, the choice of business studies as an elective course is further complicated by the socioeconomic factors and desires of students to pursue education or work abroad (Toader, 2022; Lewis, 2016; Abu et al., 2023). Although the global contexts revealed these dynamics, there is still a significant gap in Nepalese contexts, with little attention given to how the distinct socio-cultural, economic, and global structures after Nepalese students' choices. The study addresses the gap by examining the elements that influence the choice of Business Studies as an elective for Nepalese secondary students, specifically focusing on intrinsic and extrinsic motivators and the broader socio-economic and global influences. The result of the study provides practical references to educators and policymakers to align Business studies offerings with Nepalese students' distinct needs and demands of the growing labor market.

Literature Review

Electives offer students with diverse opportunities to explore their interest and career. These courses are the core-competencies to boost all-round development. The literature examines the intrinsic and extrinsic factors that influence secondary students' choice of Business Studies as an elective course in Nepal, emphasizing how personal interests, career goals, external influencers affect students' decision-making. Based on South Asia and international literature the findings are contextualized, and provide insights on the basic reasons and societal influences that shape student choices, thus highlighting considerable gaps in Nepal-specific literature.

Intrinsic Factors

Entrepreneurial Aspirations

Lamichhane (2023) highlighted Nepalese students' select Business Studies to become an entrepreneur rather than employment. The above findings resonate with the study in India, where self-interest and perception to become entrepreneur are the prominent influencers to choose Business studies (Saayir & Bosu, 2021). Reflectively, the European studies have addressed the job prospects and the versatility of Business Studies plays a pivotal role (Kochung & Migunde, 2011).

This presents the regional divergence with Nepali and Indian students driven by Entrepreneurial aspirations while European by career perspectives.

Personal Interest and Motivation

Lamichhane et al. (2022) and Thetsane et al. (2019) indicated the importance of personal interest and future goals to the students' decisions for Business Studies. Likewise, Hedges et al. (2014) reported the better educational engagement and higher performance from self-motivated students. This finding suggests that intrinsic factors such as personal interest are important factors for guiding students' decisions. Identifying these intrinsic factors helps to guide students in better decisions for selecting elective subjects.

Extrinsic Factors

Job Prospects

In Nepalese jobs are reflected as the secure and prestigious aspects. Business education is perceived as the pathway for achieving them. This has a significant influence on Nepalese students' decisions. However, there is a notable lack of comprehensive research specifically addressing the factors that influence this choice among students in Nepal, while a study in India suggests that the perception of Business Studies as a pathway to higher education is a strong motivator for students (Saayir & Bosu, 2021). Also, jobs with high salaries and economic incentives are the motivators that push students toward Business-oriented subjects (Bashir et al., 2013; Javed, 2018). Similarly, a study in Bangladesh also hinted at job prospects and parental influence as major factors. Students in Bangladesh assume government jobs for stability and prestige (Chowdhury, 2019; Rahman et al., 2022). Likewise, Bandara et al. (2024) and Somaratna (2020) in Sri Lanka had similar conclusions with students influenced by the job and financial securities. Granitz et al. (2014) pointed out that students are driven by a global set-up where they assume to have superior job opportunities. This situation matches with Nepalese contexts where students' decisions are guided by the abroad study and global job trends. This indicates the need for study how Nepalese students are influenced by the global prospects.

Parental Guidance

In the Nepalese context, family structure has a strong role in students' decisions. Parents and family members maintain direct control and influence on their children especially up to secondary level. They impose their expectations based on their occupation, income, and social value and guide children in selecting elective subjects. The above statements are supported by Bashir et al., (2013) in India and (Akter & Biswas, 2022) in Bangladesh, who pointed out strong and impactful stress from family occupation and income over students' choice. Likewise, the result in Ghana also had a similar outcome where Abu et al. (2023), highlighted students' dependent on their parents and family guidance for decisions. Al-Rfou's (2013), in Jordan, added the impact of family and parental opinion that determines the job direction in the Middle East. The above study suggests that the family structure and their expectations in Nepal may have a crucial role in shaping students' decisions.

Socio-Cultural Values

Socio-cultural structure in Nepal still follows the traditional norms. These norms may have some biases in gender, social identity, family opinion, and societal values. These setups certainly influence the individual behavior which ultimately impacts their decision-making process. A similar context has been forwarded by (Javed, 2018), who highlighted the cultural elements where males are inclined toward business-related careers, and females appreciate socially admired roles. Furthermore, in Europe, studies from Bachan (2004) and Webb (1993) also support the prior argument, highlighting gender differences playing a prominent role in subject choice. In Bangladesh, Chowdhury (2019) indicated students' choice of elective subjects highly depends on family opinion and social norms. However, Saayir & Bosu (2021) argue that cultural diversity may have a more profound influence on the selection of Business Studies than gender alone. In Nepalese contexts, changing gender roles, family, and educational expectations having a strong influence on individuals' decisions, may also have an impact in subject choices. Hence, the above study highlights the need for further research.

Conclusion and Research Gaps

The review of the literature provides valuable insights into the global prospects. In the Nepalese context, there remain gaps. The studies from South Asia and Europe do not address the specific socio-cultural, economic, and global influence on Nepalese students. This study aims to address the gaps by examining the intrinsic and extrinsic factors and the broader socio-economic and global influences to understand the comprehensible perception of decisions in Nepalese students.

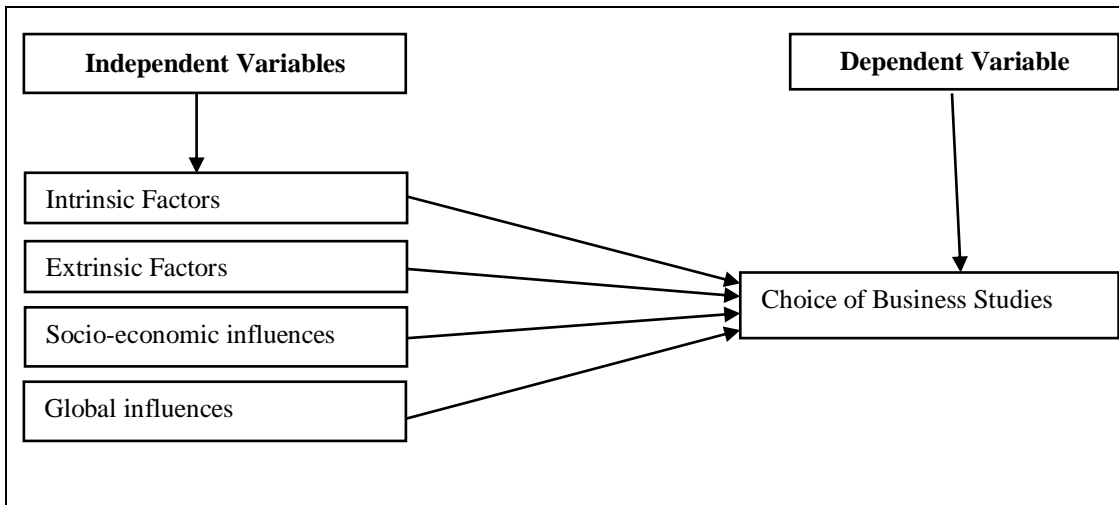
Research Framework

The choice of elective subjects helps in shaping the future career goals. But decision in selecting the right elective courses always remains a challenge for secondary students. The decisions are affected by both intrinsic and extrinsic factors along with socio-economic and global influences.

The intrinsic factors such as personal interest, future career goals, personal interest, self-confidence, curiosity and extrinsic factors as socio-cultural factors such as family support, future job opportunities, future job opportunities, career counseling, likewise government policies, global career opportunities play important roles in subject choice.

This research framework attempts to establish connection between these factors guiding students' decisions for selecting the Business Studies as an elective subject.

Figure 1: Relationship of Intrinsic & Extrinsic Factors with Socio-economic & Global Influences with Choice of Business Studies.



Research Methods

Research Design

This study employed quantitative data collection methods. Quantitative data offers objective findings and generalizes results through measurable numeric data. The Secondary students from Public and Private schools enrolled in the business program were chosen as participants in the study. They were chosen through the Stratified Random Sampling method as used in other studies (Pyrzszak & Tcherni-Buzzeo, 2018). A stratified random sampling method divides the population into subgroups (strata) based on types of institutions (public vs. private). This approach ensures that each subgroup is proportionally represented in the total population.

Sources and Nature of Data

Primary data were collected to ensure validity, originality, and reliability. The quantitative data were collected through structured questionnaires. The participants were students from various public and private institutions, studying business programs. Likert scale was used in the questionnaire for quantitative data, following the guidelines of Chyung et al. (2018). A Likert scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).

Population and Sample Size

The study targeted secondary-level students from management faculties in Hetauda. The sample included students from both public and private institutions, covering business programs. The total 1000 students were considered as a total population.

The sample size was calculated by using sample size calculator for finite population. With a 95% confidence level and a 5% margin of error, the sample size for this study was calculated to be 278 secondary students from Private and Public institutions in Hetauda. A total of 278 questionnaires were distributed, of which 260 were returned. After excluding 14 incomplete responses, the final sample consisted of 246 students, with an 88.48 percent response rate.

The formula to determine standard sample size for definite population;

$$n = \frac{N \cdot z^2 \cdot p \cdot (1 - p)}{e^2 \cdot p(N - 1) + z^2 \cdot p(1 - p)}$$

Where, n = sample size

N = population size

Z = Z-score (the no. of standard deviation from the mean based on the desired confidence level.

P = estimated proportion of the population that has the attribute of interest (commonly 0.5 is used if the attribute is unknown)

C = margin of error (expressed in decimal)

Data Analysis Method

The quantitative data are analyzed using statistical tools such as descriptive statistics to summarize and describe data. A t-test is used to examine the significance of the data.

Results and Analysis

Intrinsic Factors

This section examines the intrinsic factors influencing secondary students' decisions to major in Business Studies, with data collected from Private and Public schools. Descriptive statistics, including mean, and standard deviation values, are summarized in Table 1.

Students from Private schools are significantly influenced by their interest in selecting Business Studies, reflected by a mean score of 3.45 (SD = 1.11). Self-confidence also plays significant role, with a mean score of 3.38 (SD = 1.08). Likewise, students perceive Business studies as closely linked to their career aspirations, with a mean of 3.36 (SD = 1.11). Personal academic motivation indicated by a mean score of 3.27 (SD = 1.13) is more influential than external pressures. In contrast, curiosity about the business world and current economic trends appears to have less impact on students' decisions, with a mean of 2.91 (SD = 1.34). This suggests that while some students are influenced by external economic factors, many may not fully recognize their relevance to their educational and career paths.

For public school students, career goals and personal interests emerge as the most significant factors influencing their choices, with a mean score of 3.65 (SD = 1.03) for the former and a mean score of 3.35 (1.11) for the later. These results indicate a strong interest in a business background for better future career opportunities. However, other factors such as motivation based on personal academic interest, self-confidence, and interest in learning about business concepts had a lesser impact on subject selection.

To summarize, it appears that both private and public-school students prioritize career aspirations and personal interests when deciding on Business Studies, while curiosity about the business world and economic trends play a minimal role, particularly for private school students.

Table 1
Descriptive Statistics for Intrinsic Factors Influencing Subject Choice

Variables	Private Mean	Public Mean	Private SD	Public SD
Personal interest in choice of business studies	3.45	3.35	1.11	1.11
Influence of Business Studies to future career goals	3.36	3.65	1.11	1.03
Motivation based on personal academic interest rather than	3.27	2.84	1.13	1.19
Influence of self-confidence to perform better in Business	3.38	2.86	1.08	1.17
Interest in learning about business concepts	3.14	2.73	1.15	1.16
Curiosity about the business world and current economic	2.91	2.68	1.34	1.16

Note: SD = Standard Deviation. Responses based on Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree)

Correlation Analysis (t-test)

To determine the significance of differences between private and public schools' students regarding intrinsic factors influencing their choice of Business Studies, a t-test was conducted on the mean scores of each intrinsic factor.

Table 2
t-tests Results for Intrinsic Factors Influencing Subject Choice

Variables	Private Mean	Public Means	t-value	p-value
Personal interest on choice of business studies	3.45	3.35	0.654	0.514
Influence of Business Studies to future career goals	3.36	3.65	-2.124	0.035*
Motivation based on personal academic interest	3.27	2.84	2.350	0.022*
Influence of self-confidence	3.38	2.86	3.567	0.001*
Interest in learning about business concepts	3.14	2.73	2.561	0.011*
Curiosity about the business world	2.91	2.68	1.204	0.236

(* indicates statistically significant results at $p < 0.05$)

Note: significance difference is determined from the mean value of intrinsic factors of private and public-school students

The result in Table 2 shows the distinctive differences for the intrinsic factors between private and public-school students. Where, public school students are more directed towards their career goals more than the private school students significantly. Equally, private school students are more influenced by personal interest and personal academic motivation, highlighting the strong intrinsic derive for choosing Business Studies.

In addition, private school students are significantly confident in their personal ability for Business courses and are motivated in acquiring business concepts. This suggests that the private schools can enhance better connection to the subject through engaging academic environment and optimizing the of resource uses.

However, the curiosity about the business world for both private and public-school students is insignificantly low. This result can be the hint for the academician to introduce the real-world

business exposure and practical based learning opportunities. This would certainly assist to nurture curiosity and engagement of the students with business related courses.

Extrinsic Factors

Socio-cultural aspects

This section explores the Socio-cultural factors that influence secondary students' decisions to choose Business Studies as a major elective subject from both Private and Public schools. The summarized results are presented below in Table 3, with mean, median, and standard deviation.

The results from Private schools in the table indicate that the future job prospects are significant for students selecting Business studies, with a mean of 1.72, and a Standard deviation of 1.06. This suggests that students view job opportunities as a primary motivation. However, other socio-cultural factors as per the respondents' view have limited influence on their decision making.

Additionally, the findings reveal a lack of encouragement from parents for students in Hetauda to pursue Business Studies. This trend is even seen in schools, where management and teachers do not provide substantial support for this subject choice. Schools encourage students from the grassroots level to take Computer Science instead.

Similarly, the results from the public schools and colleges indicate that future job prospects are viewed as significant motivating factors for students, with a mean score of 4.14, and a Standard deviation of 1.24. This suggests that students view job opportunities as a primary motivator in their choice of subjects.

However, other socio-cultural factors appear to have limited influence on decision-making. Notably, parents of students in public schools and colleges in Hetauda show minimal encouragement for pursuing Business Studies. This trend is also observed in school environments, where both management and teachers provide insufficient support for this subject choice, as evidenced by a mean of 1.70, and a standard deviation of 0.82.

Overall, while job prospects strongly influence students' decisions, the lack of support from family and educational institutions reflects concerning trends that could impact students' engagement with Business Studies.

Table 3

Descriptive Statistics for Socio-Cultural Factors)

Variables	Private Mean	Public Mean	Private S.D.	Public S.D.
Parents or family support/influence	1.72	1.92	1.06	0.87
Influence of Friends' Choices	1.75	2.16	1.01	1.05
Future job opportunities	3.66	4.14	1.14	1.24
Career Counseling/guidance/support from school/teachers	1.73	1.70	1.08	0.82
Perceived Business Studies as a prestigious subject	2.25	2.51	1.46	1.07

Note: SD = Standard Deviation. Responses based on Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for socio-cultural factors

Correlation Analysis (t-test) for Socio-cultural Factors

The t-test assesses the significance of differences between private and public schools regarding socio-cultural factors.

Table 4
t-test Results for Socio-Cultural Factors

Variables	Private Mean	Public Means	t-value	p-value
Parents or family support/influence	1.72	1.92	-	0.212
Influence of friend's choices	1.75	2.16	1.251	0.066
Future job opportunities	3.66	4.14	-	0.005*
Career counseling/guidance/support from school/teachers	1.73	1.70	1.876	0.758
Perceived Business Studies as a prestigious	2.25	2.51	-	0.261
(* indicates statistically significant results at $p < 0.05$)			2.865	
			0.309	
			-	
			1.124	

Note: *significance difference determined from the mean value of socio-cultural factors of private and public-school students*

Interpretation of t-test Results

The t-test results in Table 4 reveal key differences in sociocultural influences among public and private school students concerning their choice of Business Studies.

Future job opportunities are the most significant factors for both public and private school students, with public students conveying remarkably higher importance to these aspects with ($p = 0.005$). This highlights career-oriented decision-making attitude predominant among the secondary students. The policymakers, academicians should design the programs like fairs, internships, and job market exposure to help students understand business-related career opportunities.

In contrast, parents or family and peers have low influences for both public and private school students. The result shows public school students have slightly more family and peer support compared to private school students but differences are not statistically significant ($p = 0.212$) for family support or approaches statistical significance ($p = 0.066$) for peers. These factors especially in the context of Hetauda are not primarily determining factors for subject choice. The result suggests that the awareness programs should be designed for parents/family so that they encourage their children to pursue Business Studies.

Interestingly, career counseling and the prestige of Business Studies have no significant differences. This indicates the inadequate support and promotion from institutions. These findings highlight a need for increased family and institutional support to enhance their interest among students in Business studies.

Economic and Global Aspects

This section examines the economic and global factors affecting secondary students' decisions to choose Business Studies as a major elective subject from both Private and Public schools. The summarized results are presented in Table 5 with mean, median, and standard deviation values.

The findings from the Private schools reveal that the government policies, especially, supporting agro-based industries and providing subsidies are seen as encouraging factors for gaining Business knowledge. This is reflected in the results summarized and presented in Table III, with a mean of 3.41, and a standard deviation of 1.38.

In contrast, students perceive a low value for Global career opportunities from a Business Studies background, with a mean of 1.95, and a Standard Deviation of 1.15. This suggests that many students with a business background do not see any job opportunities abroad. This has contributed to a significant decline in enrollment in Business faculties in recent years.

The findings indicate that economic uncertainty in Nepal plays a significant role in students' reluctance to pursue Business Studies. With a mean of 3.89, and a standard deviation of 1.38, it's clear that the current economic climate affects decision-making. Key factors include weak government policies aimed at improving economic conditions, inadequate industrial development strategies, and limited job opportunities.

Moreover, students with a business background feel there are few career prospects in the global market, reflected in a mean score of 1.95, and a standard deviation of 1.15. Consequently, there has been a noticeable decline in enrollment in Business Studies in recent years. This trend highlights growing perceptions among students that pursuing this field may not offer promising career opportunities, further driving them away from Business Studies.

Similarly, the findings from the analysis of public schools indicate that government policies, particularly supporting agro-based industries and offering subsidies, are perceived as encouraging factors for gaining Business knowledge. This is evidenced by results in Table V, showing a mean of 4.05, a median of 5.00, and a standard deviation of 0.99.

In contrast, students assign low importance to Global career opportunities linked to Business Studies background. The mean score of 2.24, and a Standard Deviation of 1.30 suggest that many students do not perceive viable job opportunities abroad, contributing to a decline in enrollment in Business faculties in recent years.

Additionally, economic uncertainty in Nepal negatively impacts students' willingness to pursue Business Studies. With a mean of 4.05, and a standard deviation of 0.99, it is evident that the current economic climate significantly influences their decision-making.

Moreover, students believe that a business background offers limited career prospects in the global market, as reflected in a mean score of 2.24, and a standard deviation of 1.01. This perception has led to a noticeable drop in enrollment in Business Studies, highlighting concerns that pursuing this field may not yield promising career opportunities, further discouraging students from choosing it.

Table 5
Descriptive Statistics for Economic & Global Factors

Variables	Private Mean	Public Mean	Private SD	Public SD
Influence of economic uncertainty (negative)	3.89	4.05	1.38	0.99
Government Policies related to business sector	3.41	4.05	1.14	1.01

Global career opportunities	1.95	2.24	1.15	1.30
Effect of the current economic condition of family/region	2.73	2.59	1.47	1.07
	2.68	2.81	1.40	1.05
Impact of International Business Trends				

Note: SD = Standard Deviation. Responses based on Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for economic & global factors

Correlation Analysis (t-test) for Socio-cultural Factors for Economic & Global Factors

The t-test assesses the significance of the results for Economic and Global aspects in between private and public schools/colleges regarding socio-cultural factors.

Table 6

t-test Results for Economic & Global Factors

Variables	Private Mean	Public Means	T-value	p-value
Influence of economic uncertainty (negative)	3.89	4.05	-0.59	0.56
Government Policies related to the business sectors	3.41	4.05	-1.95	0.028*
Global career opportunities	1.95	2.24	-0.75	0.46
Effect of the current economic condition of family/region	2.73	2.59	0.36	0.72
	2.68	2.81	-0.33	0.74
Impact of International Business Trends				
(* indicates statistically significant results at $p < 0.05$)				

Note: significance difference is determined from the mean value of economic & global factors intrinsic factors of private and public-school students

Interpretation of t-test Results for Economic and Global Aspects

The t-test results in Table 6 show key influencing factors between Public and Private school students among various economic and global factors. Only Government Policies show the students in Public and Private Schools have a significant influence with a p-value of 0.028. This indicates resilience on government-driven programs among the students in public school. The government and private schools should collaborate to incorporate awareness programs about government incentives.

Global Career Opportunities are perceived as relatively low important for both private and public with no statistical significance ($p=0.46$). Likewise, Current Economic Conditions of family ($p=0.72$), and International Business Trends ($p=0.74$) have low to moderate influence. For this the policymakers should design programs to improve regional economic opportunities. Academician and curriculum developer could incorporate global market scenarios and international trade practices into the curriculum. This helps to address the gap and encourage students towards Business Studies.

However, Economic uncertainty with no statistical significance differences ($p=0.56$), have negative influence in students' perceptions. This emphasizes need for educational and institutional involvements to address concerns about financial stability and career security.

Discussion

The study reveals several intrinsic and extrinsic factors that influence secondary school students' choice of business studies in Nepal.

As intrinsic factors, personal interests and career goals emerged as primary factors of motivation in students. Private school students are significantly driven by personal interest (mean = 3.45, SD = 1.11), self-confidence (mean = 3.38, SD = 1.08), signifying that students are motivated by internal factors such as personal motivation and internal capability to choose Business Studies. Public school students are motivated by career goals (mean = 3.65, SD = 1.03). In contrast, students from both schools were less curious about the Business world with a mean score of 2.91 (SD = 1.34) and 2.68 (SD = 1.16) respectively. This indicates the limited exposure of students to the real-world business scenario which can be addressed by the policymakers and academician by integrating the practical learning opportunities while designing the curriculum. The t-test results highlight significant differences in personal interest ($p = 0.022$) and self-confidence ($p = 0.001$) with private school students scoring higher in both areas.

Extrinsic motivator, job prospects as a socio-cultural factor, has a dominating role in students' decisions. The average rating ($p = 0.005$) higher in the public-school students (mean = 3.66, SD = 1.24) than that of private school students (mean = 4.14, SD = 1.14). Whereas, family and institutional support was minimal in both groups, with a mean score of 1.72 for private and 1.92 for public school students, highlighting the lack of external encouragement.

Economic aspects, specially, Government Policies for public school students have significantly higher influence a p-value of 0.028, a mean score of 4.05 to 3.41 for public and private schools. This suggests public school student are more resilience on government-driven programs. The government and private schools should collaborate to incorporate awareness programs about government incentives. Both groups perceive global career opportunities as relatively low important with mean score of 2.24 and 1.95, for public and private schools with no statistical significance ($p = 0.46$).

Economic uncertainty with no statistical significance differences ($p = 0.56$), have negative influence in students' perceptions. This issue should be addressed with a collaborative effort of educational and institutional involvements concerning financial stability and career security.

Conclusion

Both intrinsic and extrinsic factors significantly influence Nepalese secondary students' choice of Business Studies. Personal interest and self-confidence as intrinsic factors play the driving role for private school students, while Career goals influence highly to the public-school students. In contrasts, students' low curiosity about the business world, highlighting the need for exposure to the real-world experiences. Extrinsic factors such as job prospects and government policies especially for supportive roles in agro-based industries are critical motivators for public school students. Students have very limited support from family and institutions. Economic uncertainty

and low perceptions of global opportunities also hurt students. This indicates the need for bridging the gap with specific targeting and applying motivational strategies for attracting students towards Business Studies and the business world. The education institutions should integrate business related exposures to encourage students towards business world.

Implications

Educational institutions should add non-accredited courses as programs other than academics for career counseling and building self-confidence in students, and bridge the gap between theoretical and practical application. Policymakers should make Business Studies more appealing to align with their career goals, especially in global contexts. Government policies, especially support for agro-based industries have a positive influence on students. The government can target business education sectors with subsidies for encouraging students towards business-related subjects. Even the parents and community should be aware of the role of Business Studies in supporting their children's careers. This may encourage them to motivate their children to select Business Studies.

This research study is cross-sectional and focuses on data from within the research period of secondary students in Hetauda. The longitudinal research studies can be done to examine how factors influencing the choice of Business Studies evolve over time.

Research Limitations

- The research study is limited to the secondary students from private and public schools in Hetauda. Hence, the result may not be generalized to other regions and levels.
- The study is based on self-reported data collected from a structured questionnaire. The respondent can overstate or understate while responding to the questionnaire.
- The study is based on the data from within the research period only. The results from the findings only provide the present scenario. Hence, it cannot depict the trends in the past and over time.
- The results have shown that students perceived Business Studies to have low career opportunities in the global context. It can be explored through further study in the future.
- The study has only focused on the Business Studies as an elective subject. The study could have been more effective if it had covered other elective subjects and disciplines.
- The study employs the quantitative method for data collection and analysis. A mixed method approach would have been effective, which provide a complete and reliable analysis for comprehensive understandings.

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