

# A STUDY ON FACTORS AFFECTING SELECTION OF COMMERCE STREAM

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## ABSTRACT

The Education in Commerce stream has been significantly influenced by a number of socioeconomic trends, including liberalisation, globalisation, and privatisation. Many people believe that one of the most important contributors to India's growing economy is the country's educational system. It is estimated that India's higher education industry brings in roughly \$40 billion per year. Education is broken up into several distinct categories in India. One of the most important ones is called Business Education. It is a dynamic practise that stands in stark contrast to the other disciplines in every possible way. Education in commerce is a field that teaches the necessary information, abilities, and attitudes for effective administration of commerce, trade, and industry. Education in the field of business can serve as a driving force behind the socioeconomic development of a country or region. Education in commerce provides students with the knowledge they need to meet the requirements of the increasingly competitive business world of today. Students and academics can benefit from receiving an education in commerce because it enables them to determine the best course of action for growth and survival. The rate at which Commerce Education is expanding in this area is evidence of its growing acceptability as a source of the development of skills, awareness, creativity, and prosperity; all of these things are vital preconditions for the economic success of any country. This article analyses significant roadblocks, actions taken by the government, and proposals for revitalising commerce education. The discussion centres on rising trends and improvements in commerce education in the United States.

**KEYWORDS:** University, Education, Commerce, India, Economic

## 1. INTRODUCTION

The main goal of education is to provide all students with an equal opportunity to learn and achieve in life. The ability to think critically, communicate effectively, become aware of the great amount and variety of our accumulated experience and knowledge, and master at least one subject thoroughly enough to comprehend its subtleties and complexity are only a few of the basic objectives of education. Eric Hoffer asserts that "the central task of education is to implant a will and facility for learning; it should produce not learned but learning people, and the truly human society is a learning society, where parents, parents, and children are students together." In Chennai, the first commerce school was founded in 1886 by the trustees of Pachiyappa's charitable organisations. In 1903, Presidency College in Kolkata began offering programmes in commerce. As a result of industrialization, economic growth, and the technological managerial revolution, education in commerce has become one of the most promising fields in the post-independence era. In most colleges, commerce has developed into a full-fledged faculty and has earned a prominent position among other academic fields.

Education in commerce has played an essential role in the expansion of both business and the economy in India. Education in business faces a great deal of competition from a variety of other fields. A nation's ability to generate wealth and create jobs is directly proportional to the level of education provided in its commercial sectors. The act of learning is essential to the development of any body of knowledge. Education and intellectual pursuits are of vital importance. The two components that are included in commercial education.

Commerce and management education have been impacted in a variety of ways as a result of globalisation, liberalisation, and privatisation. Additionally, the technological revolution has brought other dimensions ' The importance of e-banking, e-marketing, e-commerce, e-finance, e-investment, paperless trade, and governance has been expanding globally. The industries of outsourcing and contact centres, as well as the operations of small businesses and services based on information technology, amongst others, are simultaneously expanding at a dizzying pace. Because of these shifts, the traditional methods of instructing and being instructed need to be revised. It is necessary to acquire new skills and continue one's education in order to stay up with these changes. The improvements in technology must be included into the fundamental foundation of commerce education.

The goal of education is to instil a love of learning in students while also fostering the growth of their intellectual capacities and other attributes. Today, our challenge is not to give education to children, but rather to train them in the way of future needs.

Education in the fields of commerce and management are among the most sought-after qualifications for jobs in India. Education in areas such as management and commerce are vital to the prosperity of every company. This education lays a priority not only on the growth of the individual but also on making effective use of the resources that are already available. The growth of people's interactions with one another can be facilitated by the study of commerce. The field of commerce education covers a wide variety of subjects that are connected to business and society. Students who have an education in commerce are more prepared for

democratic living, responsible citizenship, and the management of resources. Students and society as a whole benefit from the education that is skill-based.

The role that teachers play and the level of student engagement in the educational process both directly and indirectly determine the quality of the commerce and management education that is received. The instructional aids such as library facilities, academic activities such as classroom seminars, field trips, and study tours, as well as extracurricular activities supplied by the college all have an impact on the learning process.

### 1.1 STATUS OF COMMERCE EDUCATION IN INDIA

The first institution for higher education in commerce was founded in 1913 and is now known as the Sydenham College of Commerce and Economics. Since then, it has expanded incredibly. Many universities have developed departments of commerce. The development of online education and e-commerce are the modern highlights. E-commerce: E-commerce, also known as electronic commerce, is a modern business practise that caters to the needs of corporate organisations. The practise of purchasing or selling products or services over an electronic medium like the Internet can be broadly defined as this. A user can use all of the internet's features while seated in front of a computer to buy or sell goods. Online learning: In India, one of the most sought-after job paths is in commerce. The foundation of business and national development is commerce education. Numerous facets of business and society are covered in commerce education. People receive business education to help them live democratically and use resources responsibly. It offers students and society education that is skill-oriented.

### 1.2 NEED OF RESTRUCTURING COMMERCE EDUCATION

Due to the pressure of demand, the primary branch of business education, i.e., commerce, has achieved the current stage and state by focusing on quantity rather than quality. Higher education produced a prototype of a workforce, but an expanding economy demanded people with a wider range of skills, thus there weren't enough qualified candidates for many occupations. The types of capabilities that are expected and those that are fostered in pupils by the educational system do not coincide. India opened a new market to the rest of the globe in 1991 with the implementation of new economic policy. Higher education now faces the issue of developing competitive and qualified human resources, necessitating the reform and diversification of undergraduate and graduate programmes. Instead of creating the courses in an all-encompassing manner without considering the market, if the courses are built according to the requirements and students are trained along those lines, the courses become relevant and product salable. In the past, the industry would hire them and teach them to meet its needs. However, people now prefer ready-made goods. Therefore, a computer lab, a commerce lab, field trips, practical reports similar to those in science classes, assignment records, practical training, leadership, etc. should also be available to commerce students. The best way to adapt the framework of business education is to elicit the needs and requirements of the sector.

### 1.3 CHALLENGES OF COMMERCE EDUCATION

The expansion of liberal arts and business education, in fact the expansion without discrimination, has resulted in the creation of a few disadvantages. There is no shadow of a doubt that a decline in quality has been brought about by an increase in quantity. As a direct consequence of this, a graduate of a commerce programme no longer has a significant edge over his contemporaries in terms of getting selected for roles that were historically regarded as being within the scope of his expertise.

In addition, the material that is now being taught does not effectively prepare pupils for the various competitive tests. The current system of education in commerce does not adequately educate students for employment that need either broad knowledge or technical or specialised competence. When it comes to finding work as a certified bookkeeper, having a degree in commerce is no longer even required to be considered for employment. As a consequence of this, he finds himself in the position of "no man's land," which means he is neither a generalist nor a specialist. Given the circumstances, it is only natural to assume that fewer people will enrol in the class in the future. Several states, notably rural communities, as well as urban areas, have started the procedure. The following is a list of the factors that contribute to the unpopularity and deficiencies of commerce education: In the majority of states, graduates of commerce degrees are ineligible for teacher preparation programmes such as the Bachelor of Education.

- A flawed admissions policy - Students who can't get into other classes frequently enrol in commerce to qualify for scholarships. In such a situation, it is useless to hope for miraculous results.
- Both the teacher and the students lack practical experience. The only practical subject that is theoretically taught without any real-world application may be commerce.
- Even the course materials (syllabus) are outdated.
- Even the most deserving commerce students are reluctant to enrol in competitive tests because of the unpopularity of commerce's syllabus.
- For employment or admission to professional programmes like C.A., CWA, CS, and M.B.A., commerce graduates are not given preference or exceptions.
- inadequate or nonexistent reading options in local media
- Inadequate teaching resources, including CTV-Video movies and commerce labs.
- Infrastructure problems: Occasionally, it is noted that many colleges resemble intellectual slums.
- Instead of expertise and experience, content is more important.

- It is lagging behind in terms of adjusting to the shifting business environment.
- Lack of business knowledge at the elementary school level due to the fact that many states do not mandate commerce education.
- Not enough money is being spent on upgrading.
- Numerous colleges' subpar instruction compels many students to pay tuition, adding additional expense and work.
- Obsession with studying medicine, engineering, management, and information technology.
- Teachers who are ill-equipped and underprepared.
- The commerce teacher is a jack of all crafts because he is the only one who is supposed to teach every topic.
- The communication and decision-making skills of commerce graduates are frequently found to be lacking.
- The ratio of students to teachers is high.

## 2. LITERATURE REVIEW

Radhika and Dr. Vazir SN (2014) talked about the new developments and aspects that are being incorporated into commerce education in India. According to the findings of the researchers, commerce education is currently facing new challenges and threats in relation to issues of quality, competition, technological advancement, and the accessibility of human resources. They advocate for an increase in the quality of commerce education in order to fulfil the demand of businesses for employable commerce graduates and postgraduates with acceptable skill sets. This is done in order to meet the demand of commerce graduates and postgraduates.

L. Nicolescu's (2009) research concentrates on the ways in which marketing principles might be utilised in the sphere of higher education. Then starts off with a concise overview of some of the most important marketing principles, and it wraps up with an analysis of how these ideas might be effectively applied to the higher education sector. The study identifies and explores the extent and limitations of their use, as well as which marketing concepts are now widely utilised in higher education and which still need to expand. Additionally, the study determines which marketing concepts need to be expanded and which are currently widely employed.

Dr. Kishor Mohari examined the challenges and potential benefits of obtaining a higher education in business, taking into account the most recent developments in both supply and demand as well as the trajectory of international commerce. The educational system seems to be very impressive. In order to make the most of the opportunities presented by the field of commerce, a great number of educational institutions that teach students about the subject of commerce while placing a focus on practical knowledge have been formed. Otherwise, the futures of the students will be put in jeopardy, which will have an effect on nation building, which is the primary goal of education. All stakeholders need to come together and work without regard for themselves to bring about positive changes that are in the best interests of the students.

Dhaval Desai (2013) examines the effectiveness of business education in light of the challenges posed by international competitiveness. However, it is important to recognise that business graduates and postgraduates are interested in gaining practical expertise. At this point in time, we are looking for a more hands-on approach to commercial teaching. Certain science and engineering universities have produced practically minded graduates and talented individuals, both of which are in high demand by various businesses and corporations. The standard of commercial education has emerged as a primary concern in today's rapidly shifting environment, which has implications for marketing. Students should have opportunities to gain hands-on experience in their chosen fields of study. We will be able to assist our students in becoming globally competitive if we provide an education in commerce that is both relevant and practical.

In his work, D. Obul Reddy (2007) discusses the goals of Commerce Education, as well as its difficulties, career prospects, quality, and relevance to the demands of our country at the present time. It is possible that the educated members will take advantage of this occasion to carry out an impartial investigation of Commerce Education, including its goals, challenges, career prospects, quality, and relevance to the requirements of the nation at the present time. Let it not be said that the men of our generation were unable to provide it with an appropriate pivot toward new meaning and utility at the appropriate time.

Dr. Nilesh and Gajjar (2013) emphasised how essential it is to receive a proper education in the field of business in the modern era. In addition, the researchers state that commercial education is a type of training that, while it does contribute to the accomplishment of the general educational goals at any given level, its primary objective is to prepare people to enter a business career or to advance from their current levels of employment in the commercial sector. As a direct consequence of this, there is an urgent requirement to strengthen the significance and significance of commerce graduation courses.

A research project named "Marketing Approach in the Management of Higher Education Institutions." was carried out by Mihaela Diaconu in 2011. The objective of this piece is to provide examples that highlight significant aspects of the marketing strategy that colleges employ in light of the present market conditions. Universities are in a truly unique position to solve concerns relating to the characteristics of stakeholders and the competition in the educational market. The author came to the conclusion that there is a significant body of specialised literature, particularly since the 1980s, that discusses marketing methods for developing viable competitive strategies as components of university management performance. This body of literature has grown substantially since the 1980s.

### 3. RESEARCH OBJECTIVE

1. To study the reforms of the commerce education in India.
2. To study the factors that influenced in making the selection of the commerce stream.
3. To study the perception of respondents towards commerce education.

### 4. SAMPLE SIZE

Researcher has taken 500 respondents from 4 cities of Gujarat having commerce education. 125 respondents each from Ahmedabad, Rajkot, Surat and Baroda have been targeted for this study.

### 5. DATA ANALYSIS

#### 1. Do you satisfy with the quality of commerce education?

##### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Do you satisfy with the quality of commerce education?	500	2.61	1.206	.054

##### One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Do you satisfy with the quality of commerce education?	-7.271	499	.000	-.392	-.50	-.29

H<sub>0</sub> : Respondents do not satisfy with the quality of commerce education.

H<sub>1</sub> : Respondents satisfy with the quality of commerce education.

#### INTERPRETATION

As per the above table it is seen that significance value is 0.000 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Respondents satisfy with the quality of commerce education.

#### 2. Do you believe E- technology reforms improves the teaching-learning process of conventional commerce education?

##### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean

Do you believe E-technology reforms improves the teaching-learning process of conventional commerce education?	500	2.14	1.005	.045
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**One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Do you believe E-technology reforms improves the teaching-learning process of conventional commerce education?	-19.131	499	.000	-.860	-.95	-.77

H0 : Respondents do not believe E- technology reforms improves the teaching-learning process of conventional commerce education.

H1 : Respondents believe E- technology reforms improves the teaching-learning process of conventional commerce education.

**INTERPRETATION**

As per the above table it is seen that significance value is 0.000 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Respondents believe E- technology reforms improves the teaching-learning process of conventional commerce education.

- 3. Do you believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students?

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Do you believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students?	500	2.22	1.086	.049

**One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

Do you believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students?	-16.021	499	.000	-.778	-.87	-.68
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H0 : Respondents do not believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students.

H1 : Respondents believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students.

**INTERPRETATION**

As per the above table it is seen that significance value is 0.000 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Respondents believe Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, especially employability of the students.

**4. Do you believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education?**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Do you believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education?	500	2.69	1.151	.051

**One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

you believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education?	-5.986	499	.000	-.308	-.41	-.21
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H0 : Respondents do not believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education.

H1 : Respondents believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education.

**INTERPRETATION**

As per the above table it is seen that significance value is 0.000 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Respondents believe biometric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education.

**5. City of residence \* Why have you joined "Commerce" course?**

**Crosstab**

Count		Why have you joined "Commerce" course?						Total
		Fees structure	Easy admission	Family background	I like commerce subject	Easy to get job	Can do study along with other activity	
City of residence	Ahmedabad	97	28	0	0	0	0	125
	Rajkot	0	86	39	0	0	0	125
	Surat	0	0	50	68	7	0	125
	Baroda	0	0	0	0	37	88	125
Total		97	114	89	68	44	88	500

**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1108.646 <sup>a</sup>	15	.000
Likelihood Ratio	1098.617	15	.000
Linear-by-Linear Association	450.558	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.00.

H0 : There is no significant relation between city of residence and reason for joining commerce education.

H1 : There is significant relation between city of residence and reason for joining commerce education.

**INTERPRETATION**

From the above Pearson Chi-Square statistic table it can be seen that  $X^2 = 1108.646$ . Significant p value is less than 0.05 which suggested that null hypothesis is rejected. So it is concluded that there is significant relation between city of residence and reason for joining commerce education.

## 6. City of residence \* What do you intend to do after completing the course?

Crosstab

Count		What do you intend to do after completing the course?				Total
		To join family business	Start own business	Appear for competitive examination	Proceed to higher studies	
City of residence	Ahmedabad	74	51	0	0	125
	Rajkot	0	90	35	0	125
	Surat	0	0	89	36	125
	Baroda	0	0	0	125	125
Total		74	141	124	161	500

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	815.004 <sup>a</sup>	9	.000
Likelihood Ratio	883.057	9	.000
Linear-by-Linear Association	425.734	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.50.

H<sub>0</sub> : There is no significant relation between city of residence and respondents' intention after completing commerce education.

H<sub>1</sub> : There is significant relation between city of residence and respondents' intention after completing commerce education.

### INTERPRETATION

From the above Pearson Chi-Square statistic table it can be seen that  $X^2 = 815.004$ . Significant p value is less than 0.05 which suggested that null hypothesis is rejected. So it is concluded that there is significant relation between city of residence and respondents' intention after completing commerce education.

## 7. City of residence \* Do you believe "wide scope of career" after commerce education?

Crosstab

Count		Do you believe "wide scope of career" after commerce education?					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
City of residence	Ahmedabad	91	34	0	0	0	125
	Rajkot	0	78	47	0	0	125
	Surat	0	0	92	33	0	125
	Baroda	0	0	0	48	77	125
Total		91	112	139	81	77	500

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	905.264 <sup>a</sup>	12	.000
Likelihood Ratio	961.433	12	.000
Linear-by-Linear Association	433.430	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.25.

H0 : There is no significant relation between city of residence and respondents' belief on wide scope of career after completing commerce education.

H1 : There is significant relation between city of residence and respondents' belief on wide scope of career after completing commerce education.

### INTERPRETATION

From the above Pearson Chi-Square statistic table it can be seen that  $X^2 = 905.264$ . Significant p value is less than 0.05 which suggested that null hypothesis is rejected. So it is concluded that there is significant relation between city of residence and respondents' belief on wide scope of career after completing commerce education.

### 8. City of residence \* Do you believe “easy admission process” intend you to select commerce education?

#### Crosstab

Count		Do you believe “easy admission process” intend you to select commerce education?					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
City of residence	Ahmedabad	95	30	0	0	0	125
	Rajkot	0	103	22	0	0	125
	Surat	0	0	88	37	0	125
	Baroda	0	0	0	48	77	125
Total		95	133	110	85	77	500

#### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1006.182 <sup>a</sup>	12	.000
Likelihood Ratio	1017.791	12	.000
Linear-by-Linear Association	442.406	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.25.

H0 : There is no significant relation between city of residence and respondents' belief on easy admission process intend to select commerce education.

H1 : There is significant relation between city of residence and respondents' belief on easy admission process intend to select commerce education.

### INTERPRETATION

From the above Pearson Chi-Square statistic table it can be seen that  $X^2 = 1006.182$ . Significant p value is less than 0.05 which suggested that null hypothesis is rejected. So it is concluded that there is significant relation between city of residence and respondents' belief on easy admission process intend to select commerce education.

## CONCLUSION

In an economy that is both competitive and growing, a significant portion of the expansion can be attributed to the tertiary sector, which is also known as the service sector. Because of this, the service sector is in particular need of the types of knowledge and skills that are taught in commerce-related classes. The Indian commercial market is extremely large, and the requirements that its customers have can vary greatly. As a consequence of this, it seems that a number of different paths, rather than a single predetermined one, are required. The pace of change is incredibly quick, and instructors in the commerce stream are expected to adapt their lessons accordingly. Because of the huge demand, open universities and course delivery via mail are becoming increasingly popular. It is advised that the development of microspecialties that are skill oriented or job oriented, together with the introduction of new nomenclature, should take place in selected colleges that are financially stable and have the necessary resources for the required infrastructure programmes. In an ideal world, such colleges would be required to have a link with the industry, which would be demonstrated by a Memorandum of Understanding with the industry about practical training, guest lectures, teacher training, and other activities.

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