

PREDICTORS OF CAREER CHOICE IN MECHANICAL TECHNOLOGY EDUCATION AMONG UNDERGRADUATE STUDENTS IN NORTHERN NIGERIA

¹Umar Yunus, ²Ariyo Samson Oluwatimilehin, ³Akuh Emmanuel Enejo

¹Department Vocational Education and Skills Development, Federal Polytechnic Daura, Katsina.

^{2&3} Department of Industrial technical Education, University of Nigeria, Nsukka.

Abstract

The study was carried out to determine the factors influencing Mechanical Technology Education as a Career Choice by undergraduate students in Northern Nigeria. Three research questions were answered and corresponding null hypotheses were formulated and tested at 0.05 level of significance. The study adopted correlational design. The population for the study was 460 mechanical technology education students from three Universities in Northern Nigeria. Cluster sampling technique was adopted to draw a sample size of 160 for this the study. The parental support scale, and peer influence scale and the student personal interest questionnaire were adapted and administered to the respondents. The instrument for data collection was face validated by three experts from the University of Nigeria, Nsukka. The statistical methods used to analyze the data for the study were Pearson Product Moment Correlation Coefficient for the research questions and Regression analyses for the hypotheses. The findings of the study revealed a very strong and positive correlation exists between parental support and the selection of mechanical technology education as a career choice. Also, the findings revealed that Parental support and peer influence are significant predictor in the selection of mechanical technology education as a career choice. Based on the findings of the study, it was recommended among others that public sensitization workshops and intervention programs should be organized for parents and students' so that interest in technical education as a career choice will be increased.

Keywords: Interest, parental support, peer influence, career choice, mechanical technology

Introduction

For a country that is been faced with a challenge of high rate of unemployment and joblessness to make a reasonable move in alleviating those challenges, that country must embrace an educational system like vocational and technical education which has some applicability in day-to-day life activities. Ohanu and Ogbuanya, (2018), explained that Technical and Vocational Education is established to provide hands-on skills in different subject areas such as Agric Education, Business Education, computer and robotics Entrepreneurship Education, Home Economics, and Industrial Technical Education.

Industrial and Technical Education ITE refers to the field of education whereby students acquire industrial technical knowledge and skills through creative and problem-solving learning experiences in activities that include experimenting, planning, designing, constructing, and use of tools, machines, materials, and processes, focusing on practical skills, knowledge related to industrial processes, technology, and craftsmanship. Ukommi and Agha

(2015) explained that industrial technical education equips individual with the technical capability needed to drive rapid industrialization. In this study, industrial technical education is seen as the form of education offered in universities that prepare individuals for employment in a recognized occupation in which technical information is a vital factor for success. Industrial Technical Education in universities comprises of three main units that include; building and woodwork technology, electrical and electronic technology, and mechanical technology education.

Mechanical technology education is the integration of automobile and metalwork technology educational programs, which is one of the major units of industrial technical education taught in universities in which students acquire industrial technical knowledge and skills. According to Olasen and Olawale (2017), mechanical technology is an integration of two different areas of specialization in technical education. Explaining further as a combination of both automobile technology and metalwork technology. Automobile technology equips recipients with knowledge and skills in automobile maintenance, repairs, and troubleshooting, while metalwork technology equips recipients with skills and knowledge in forming, cutting, joining, and machining. Onyebuchi and Wogor (2019) explained that African society views this program as a program for the physically challenged indigent members of society, school dropouts, and for poorly gifted students. This has led to the decline in enrolment in mechanical technology education as a career choice.

Career choice means deciding what occupation or job to do for life. According to Nwamuo (2015), career choice is a developmental process that leads to occupations throughout a person's life. Career choice is the decision that determines the kind of profession that a person intends to pursue in life. (Njoki, Wabwoma, and Micheni 2016). Kennedy (2011) infers that students that are choosing career in vocational and technical education programs are few. People prefer courses in professions like Law, Medicine, Pharmacy, Nursing, and Engineering. It is there for important to determine the relationship of parental support, peer influence and interest of students in selecting mechanical technology education as a career choice.

Statement of the Problem

Mechanical technology was developed to impart the necessary skills and knowledge to individuals in becoming self-reliant or employed in the automobile and metalworking trades.

However, despite the potential benefits and importance of mechanical technology to individuals, communities, and national development as a whole, it was observed that the number of students' enrolment in the field remains a serious concern. The resulting low

enrolment of current and projected students has been noticed with alarm. The impact of low student enrolment in mechanical technology education has contributed to the high rate of joblessness and unemployment within the Northern States of Nigeria

The study therefore wants to examine the relationship between interest, parental support, peer influence, and choosing mechanical technology education as a career path by undergraduates.

Purpose of the Study

The general purpose of this study is to determine the relationship between interest, parental support, peer influence and choosing mechanical technology education students as a career path by undergraduate's students in northern Nigeria. Specifically, the study investigated:

1. The relationship between interest and selection of Mechanical technology education as a career choice?
2. The relationship between parental support and selection of Mechanical technology education as a career choice?
3. The relationship between peer influence and selection of Mechanical technology education as a career choice?

Research Questions

1. What is the correlation between interest and selection of Mechanical technology education as a career choice?
2. What is the correlation between parental support and selection of Mechanical technology education as a career choice?
3. What is the correlation between peer influence and selection of Mechanical technology education as a career choice?

Hypotheses

The following hypotheses guided the study:

- H₀₁.** Interest is not a significant predictor in the selection of Mechanical technology education as a career choice.
- H₀₂.** Parental support is not a significant predictor in the selection of Mechanical technology education as a career choice.
- H₀₃.** Peer influence is not a significant predictor in the selection of Mechanical technology education as a career choice
-

Literature Review

Parental support refers to the assistance, care, and guidance provided by parents or guardians to their children. This is why Echeche (2000) noted that the development of interest in career starts from the home as he further emphasizes that the individual's parental support influences the occupational choice of such an individual. However, Herbart (2005) opines that a child coming from an environment where he/she receives parental support and lives harmoniously is more likely to be dictated by them. In other words, children that come from a supportive background are more likely to be influenced by their parent/ guardian decisions. Parents as sole financiers are expected to have a real effect on the students' decision in higher examinations and in career choice. (Humayon et al., 2018). It is expected that when parents provide a necessary support to their children, especially financial support, a significant impact on student career decision making process is guaranteed.

Parental support is a provision of social capital in a parent-and-child relationship involving several types of support such as informational, emotional, and instrumental (Wohn et al., 2013). Parental support according to Sy et al. (2011) is a situation by which students receive emotional support from their parents in the form of encouragement, understanding, and faith in their pursuit to achieve a degree. This type of parental support does not require parents to have college experience or a degree to facilitate a positive outcome. Kolkhorst et al., (2010) suggested the types of support that parents can offer include messages of encouragement, frequent campus visitations, consistent telephone calls, and interest shown in the students' educational aspirations. According to McCulloh (2020) Parental support is influential in shaping students' decisions to remain enrolled in college. The presence of parental support results in a greater likelihood of success in higher education (Kolkhorst et al., 2010).

Peer influence, also known as peer pressure, refers to the impact that peers have on an individual's attitudes, behaviors, and decision-making processes. Peer pressure, as per the Longman Dictionary of Contemporary English (2009), is defined as a compelling sense that one should engage in similar activities as others of the same age to gain their approval. Similarly, the Cambridge Advanced Learner's Dictionary and Thesaurus (2016) describes peer pressure as the influence exerted by individuals of the same age or social class on one's behavior. This phenomenon refers to the significant impact a group, especially among children, has on its members to conform to the group's behavior. In the context of career decision-making among adolescents, peer pressure plays a pivotal role, contributing to both decisiveness and indecisiveness. Hirst (2013) outlined several implications of negative peer pressure, including victimization and bullying, anti-social behavior, substance/alcohol misuse, smoking, poor

educational outcomes, involvement in crime and gang culture, suicide, self-harm, oversexualization, and teenage pregnancy.

According to Naz et al. (2014) substantial role played by peers and friends in shaping individuals' behavior, influencing personality development, and contributing to the decision-making process concerning career choices. Salami (2006) highlighted the prevalence of misguided career decisions among Nigerian youth, attributing this to factors such as ignorance, lack of experience, peer pressure, and the influence of societal perceptions attached to certain occupations, all of which underscore the need for adequate vocational guidance and career counseling. Peer pressure is feeling pressure by an individual from other age-mates to do something (fruitful or harmful) for self and others especially to be accepted or liked by the peer or peer group (Kaur 2020). This may result in change of their attitude, values or behavior. However, Kaur (2020) findings revealed that peer group influence on career choice of secondary school students was low. By implication, students were not moved to choose a particular career because their friends were going into that profession.

Interest serves as a driving force, motivating individuals to explore, learn, and invest their time and effort in developing skills and knowledge related to their chosen career. Rounds and Su (2014) define interest as characteristics encompassing preferences for activities, the contexts in which activities take place, or the desired outcomes associated with favored activities, which in turn motivate goal-oriented behaviors and guide individuals toward specific environments. When individuals harbor a keen interest in a particular field, profession, or line of work, it significantly influences their decision-making processes related to career paths and occupational choices. According to Holland's "Career Typology" theory individuals tend to select career environments that align with their personality and interests (Holland, 1966). This alignment between personal interests and career choices is a foundational element of career development. In the context of students, interest refers to their personal inclinations and attractions toward their chosen professions (Liaw, Wu, Lopez, Chow, Lim, Holroyd, & Wang, 2017).

Interest has been identified as an essential precursor to career choice and is defined as “an emotion that arouses attention to, curiosity about and concern with...” (Akbulut & Looney, 2007). According to Ahmed (2014) interest in a career is according to the pattern of likes and dislikes of students. The interest of students in making choice of their career is of great significance. This is because student who has interest in their career are more likely to do better compare to those that have no interest in their career. Humayon, Raza, and Khan (2018) Explained that People could get greater satisfaction and happiness when working in the field

of interest if consider their personal interests because as People would do better in the field that interests them. They further conclude that personal interest has a significant positive impact on the student's career choice. However, Siddiky and Akter (2021) conclude that the students' personal interests are also influenced in choosing by the educational and training factors such as their academic majors, educational attainments and career development trainings.

Mechanical technology education, within the realm of industrial technical education, is designed to prepare young individuals for the workforce, offering a viable solution to the current socio-economic challenges faced by the nation, including declining revenue, social unrest, and a rising unemployment rate (Yavala & Emmanuel, 2019). According to Yavala and Emmanuel, this form of education holds the potential to furnish the necessary knowledge and skills for the development of manpower, particularly for the considerable number of unemployed and unemployable Nigerian youths. This, in turn, can contribute to viable economic activities, reduce dependence on foreign expertise, and decrease reliance on imported technologies, goods, and services. Mechanical technology education, as outlined by Ochogba & Amaechi (2018), focuses on providing comprehensive training and education to both young individuals and adults. The goal is to equip them with the essential skills needed for success in their chosen careers, emphasizing a skills-centered approach. Additionally, Bature, Ibrahim, and Abubakar (2019) note that one of the primary objectives of implementing mechanical technology education in vocational institutions is to instill in learners the capability to earn a living through practical skills development.

Mechanical technology education is a systematically planned educational program aimed at producing skilled human resources capable of leveraging the country's natural resources for economic development (Mucculloch, 2011). This form of education imparts theoretical, practical, and entrepreneurial skills in mechanical technology, empowering students for self-employment, wealth creation, and job generation (Victor & Anthony, 2019). Described as a branch of technical education, mechanical technology education focuses on developing competent workers by providing comprehensive knowledge and technical skills, thereby addressing issues of unemployment, underdevelopment, and misemployment. According to Elisha (2014), its introduction into the Nigerian education system was prompted by the awareness of its significance and potential for job creation. Bature and Abubakar (2019), Igharo, and Obed (2022) characterize mechanical technology as encompassing trades related to metal welding/forming and the servicing/repairs of machines or machine-related equipment and appliances. Their research underscores the necessity and utility of a mechanical technology program in training individuals for self-employment and further education in public schools.

Emphasizing its role in industrialization and economic enhancement, Robertson (2010) notes that mechanical technology education has the capacity to cultivate human resources that contribute to industrial development.

The term "career" has its roots in French and Latin. A straightforward definition by Geciki (2002) describes it as the occupational, commercial, or industrial activity an individual may pursue throughout their educational life or beyond. Geçikli further characterizes a career as a professional, marketable, or business activity adopted during one's study years until death. Xu (2021) sees a career as an ongoing process occurring during an individual's formative stages and throughout their life. In line with Xu's definition, a career encompasses all activities before, during, and after the selection of a particular profession. This includes the pursuit, attempt, and achievement of success during these periods, utilizing various resources (Hurst and Brantlinger, 2022). Choosing a specific profession, as highlighted by Kazi and Akhlaq (2017), is a pivotal phase in a student's life, significantly shaping their source of income, lifestyle, and future accomplishments. Numerous factors, as outlined by Noreen and Khalid (2012), influence this decision-making process for undergraduate students, with socio-economic, educational, and cultural backgrounds being key considerations. Identifying these factors provides insight for guardians, teachers, and industries into the aspects students prioritize in their career choices (Humayon et al., 2018).

Career choice is a developmental process that leads to occupations throughout a person's life. According to Maina (2013), career choice is the selection of a course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, and role model. Oke (2015) opines that Career choice is not just a matter of selecting an occupation that is good match with person's characteristics, rather, in reality the process is lot more complicated. Adding that Good career choice includes match between requirement for a job, aptitude, interests, personality of the youth and expectations from the parents. Good career choice leads to good career adjustment. The procedures associated with decision-making, preparation, active involvement, and advancement in one's career can be stressful and demanding of energy.

Methodology

The study adopts correlation design as it will allow the researcher to determine the relationship that exist among variables. The researcher intends to conduct the study in the northern Nigeria because of the resulting low enrolment of current and projected student. The population for the study is made up of 460 mechanical technology education students from the

universities that offer the program in northern Nigeria. Therefore, cluster sampling technique was adopted to draw a sample size of 160 for this study.

The instrument used for data collection for this study is a structured questionnaire adapt by the researcher. The instrument consist of two (2) section A & B. Section A is design to obtain respondent personal information while section B is design to measure the relationship that exist among interest, parental support, peer influence and selection of mechanical technology education as a career choice, The instrument was face validate by three expert of mechanical technology education profession.

The data obtained for this research was collected from the respondent with the help of research assistance from the various schools. However, the data collected from the respondents was analyze using Pearson Product Moment Correlation to answer the research questions while, the null hypotheses were tested using Linear Regression. At 0.05 level of significance. The analyses were done using the Statistical Package for Social Sciences (SPSS v.22). The strength of the relationship was determined using Evans' (1996) guidelines, where correlation coefficients of ± 0.00 – ± 0.19 were considered very weak correlation, ± 0.20 – ± 0.39 weak correlation, ± 0.40 – ± 0.59 moderate correlation, ± 0.60 – ± 0.79 strong correlation, and ± 0.80 – ± 0.99 very strong correlation.

Results

Research Question 1:

What is the relationship between interests and the selection of Mechanical technology education as a career choice?

Table 1: Correlation between interest and career choice

Variables	IT	CC
1. Interest (IT)	1	
2. Career Choice (CC)	.158	1

The result in Table 1 shows the relationship between interest and career choice. It can be observed that there is a positive correlation between interest and career choice of mechanical technology education students, however the value (.158) shows that the correlation between interest and selection of mechanical technology education as a career choice by students is weak. The positive correlation depicts the direction of the relationship, this implies that the variables move in the same direction to each other.

Research Question 2

What is the relationship between parental support and the selection of Mechanical technology education as a career choice?

Table 2: Correlation between parental support and career choice

Variables	PS	CC
1. Parental Support (PS)	1	
2. Career Choice (CC)	.807	1

The result in Table 2 shows the relationship between parental support and career choices. It can be observed that there is a positive correlation between parental support and career choice of mechanical technology education students, however the value (.807) shows that the correlation between parental support and selection of mechanical technology education as a career choice by students is very strong. The positive correlation depicts the direction of the relationship, this implies that the variables move in the same direction to each other. Therefore, an increase in parental support will also lead to an increase in the selection of mechanical technology education as a career choice.

Research Question 3

What is the relationship between peer influence and the selection of Mechanical technology education as a career choice?

Table 3: Correlation between peer Influence and career choice

Variables	PI	CC
1. Peer Influence(PI)	1	
2. Career Choice (CC)	-.125	1

The result in Table 3 shows the relationship between peer influence and career choice. It can be observed that there is a negative correlation between peer support and career choice of mechanical technology education students, however the value (-.125) shows that the correlation between peer support and career choice of mechanical technology education students is weak. The negative correlation depicts the direction of the relationship, this implies that the variables move in opposite direction to each other.

Hypotheses 1: Interest not a significant predictor in the selection of Mechanical technology education as a career choice

Table 4: Model Summary of Regression Analysis between interest and selection of mechanical technology education

Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²
B	Std. Error	Beta				
51.434	1.663		30.932		.406	.165
-.550	.063	-.406	-8.702	.000		

Table 4 highlights the model summary of regression analysis between interest and the selection of Mechanical Technology Education as a career choice. The value of R² is .165, which means that 16.5% of the variation in career choice is explained by students' interest. The table also provides details of the model parameters (Beta values) and significance levels. The unstandardized Beta value of .550 indicates that a unit increase in interest leads to a corresponding increase in career choice. This effect is statistically significant because $p < .05$. Therefore, the null hypothesis is rejected. It may be concluded that interest is a significant predictor of the selection of Mechanical Technology Education as a career choice.

Hypotheses 2: Parental support is not a significant predictor in the selection of Mechanical technology education as a career choice

Table 5: Model Summary of Regression Analysis between parental support and career choice

Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²
B	Std. Error	Beta				
-5.300	1.240		-4.276		.807	.651
.947	.035	.807	26.745	.000		

Table 5 highlights the model summary of Regression analysis between parental support and selection of mechanical technology education as a career choice. The value of R² is .651 which means that 65.1% variation in the selection of Mechanical technology education as a career choice is explained by parental support. The Table also provides details of models parameters (Beta values) and significance of these values. It is clear from the table that the value of unstandardized Beta is .947 which represents the gradient of regression line. Therefore, if the value of predictor variable (parental support) is increased by one unit, there is .947 unit increase in the outcome variable (career choice). This impact is statistically significant because sig.

value $p < .000$ which is less than .05 (95% confidence interval). Therefore, the null hypothesis is rejected. It may be concluded that parental support is a significant predictor in the selection of mechanical technology education as a career choice.

Hypotheses 3: Peer support is not a significant predictor in the selection of Mechanical technology education as a career choice.

Table 6: Model Summary of Regression Analysis between peer Influence and career choice

Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²
B	Std. Error	Beta				
29.674	.805		36.873		.125	.016
-.159	.065	-.125	-2.468	.014		

Table 6 highlights the model summary of Regression analysis between peer influence and selection of mechanical technology education as a career choice. The value of R² is .016 which means that 1.6% variation in the selection of Mechanical technology education as a career choice is explained by peer support. The Table also provides details of models parameters (Beta values) and significance of these values. It is clear from the table that the value of unstandardized Beta is .159 which represents the gradient of regression line. Therefore, if the value of predictor variable (peer influence) is increased by one unit, there is .159 unit increase in the outcome variable (career choice). This impact is statistically significant because sig. value $p < .000$ which is less than .05 (95% confidence interval). Therefore, the null hypothesis is rejected. It may be concluded that peer support is a significant predictor in the selection of mechanical technology education as a career choice.

Discussion of Findings

The study found that there was a very strong positive relationship between parental support and career choice. This implies that students who receive greater support, encouragement, guidance, and assistance from their parents are more likely to select Mechanical Technology Education as a career choice. The finding suggests that parents play a critical role in shaping the career aspirations and decisions of their children. This is in agreement with Neuenschwander and Hofmann (2021), who observed the important role parents have in adolescents' career decision-making. The study is also in line with Owusu,

Owusu, Fiorgbor, and Atakora (2021), who concluded that parents determine to a large extent the decisions that students make concerning the careers they may want to pursue. Equally, the findings of this study are in line with Ogunleye (2018), who stated that parents and peers exert influence on their wards' career choices, but parental influence predominates. The finding is also similar to Humayon et al. (2018), who observed that parental support has a significant positive impact on students' career choice and further stated that support from parents is an important factor influencing their children in choosing a career. The finding is also in agreement with Zhang, Yuen, and Chen (2015), who stated that parental support is essential for enhancing vocational students' career choice and for developing skills and attitudes that increase employability. The finding is also in accordance with Shumba and Naong (2012), who found that parental support is a significant factor influencing the career choice and aspirations of students. Similarly, Kazi and Akhlaq (2017) found that parental support was the most significant factor influencing students' career aspirations. The strong relationship observed in this study therefore underscores the importance of parental involvement in promoting Mechanical Technology Education as a viable career option among undergraduates.

The study found that there was a weak negative relationship between peer influence and career choice. This implies that peers have a limited influence on students' decisions to select Mechanical Technology Education as a career choice. The negative relationship further suggests that increased peer influence may not necessarily encourage students to pursue Mechanical Technology Education. This finding is in agreement with Kaur (2020), who revealed that peer group influence on career choice among secondary school students was weak. The finding is also in line with Mohd and Abdul (2015), who reported that peer influence was significant in career choice, although the degree of influence differed among students. Equally, the findings are consistent with Ogutu, Odera, and Maragia (2017), who observed that peer pressure influences students' career decision-making. The finding is also similar to Naz, Saeed, Khan, Khan, Sheikh, and Khan (2014), who found that peers and friends contribute to career decision-making among youths. Furthermore, the finding agrees with Walaba and Kiboss (2013), who indicated that peer interactions influence students in choosing careers through information sharing and social interaction. Although peer influence was found to be related to career choice, the weak negative relationship observed in this study suggests that its influence on the selection of Mechanical Technology Education is relatively limited when compared with parental influence.

The study found that there was a weak positive relationship between interest and career choice. This implies that students who have a higher level of interest in Mechanical Technology

Education are more likely to choose the programme as a career path. However, the weak nature of the relationship suggests that interest alone may not be sufficient to determine students' career decisions. The finding is in agreement with Nyamwange (2016), who reported that students' interest has a positive relationship with career choice. The study is also in line with Humayon, Raza, and Khan (2018), who concluded that personal interest has a significant positive impact on students' career choice. Equally, the findings are consistent with Rebecca et al. (2016), who revealed a relationship between personality types and career choice. The finding is also similar to Edward and Quinter (2012), who explained that personal interest is an important factor influencing career choice. The positive relationship found in this study therefore indicates that students' interest contributes to the selection of Mechanical Technology Education, although its influence is weaker than that of parental support.

Conclusion

Based on the findings of this study, it was concluded that interest, parental support, and peer influence are important factors associated with the selection of Mechanical Technology Education as a career choice among undergraduate students in Northern Nigeria. The study revealed that students' interest has a weak positive relationship with the choice of Mechanical Technology Education, indicating that personal attraction to the field contributes to career selection, although its influence is relatively limited.

Therefore, it is concluded that parental support is the strongest determinant of students' choice of Mechanical Technology Education among the variables investigated. Enhancing parental awareness of the career opportunities and economic benefits associated with Mechanical Technology Education may contribute significantly to increasing students' enrolment and participation in the program. Consequently, stakeholders in education, parents, career counsellors, and government agencies should work collaboratively to promote positive perceptions of Mechanical Technology Education as a viable and rewarding career pathway for sustainable national development.

References

- Ahmed, A. (2014). Factors influencing choice of career of business students. SSRN, Retrieved from
- Akbulut AY, Looney CA (2007) Inspiring students to pursue computing degrees. *Commun ACM* 50(10):67–71
- Bature Ibrahim, I., & Abubakar, U. (2019). Assessment of the Adequacy of Curriculum Content of Mechanical Technology Programme Implementation in Technical Colleges

- of Kaduna and Niger States, Nigeria. *World Journal of Innovative Research (WJIR)* , Volume-6(Issue-2, February 2019 Pages 93-99).
- Edwards, K., & Quinter, M. (2012). ' Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, Kenya'. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2 (2): 81-87
- Elisha, N.E. (2014). Innovative strategies for enhancing study of mechanical/metalwork technology in Nigerian higher education institutions. *International Journal of Scientific Research and Education* 2(11), 2391-2399
- Hirst, L.(2013). Peer pressure and Influence- its role in hindering and supporting resilience. Available at www.boingboing.org.uk/..1-resilience-forum-presentations?hirstfeb1
- Holland, J. L. (1966). The psychology of vocational choice: A theory of personality type and model environments. Waltham: Blaisdell
- Humayon, A. A., Raza, S., Khan, R. A., & Ansari, N. ul ain . (2018). international journal of organizational leadership Effect of Family Influence, Personal Interest and Economic Considerations on Career Choice amongst Undergraduate Students in Higher Educational Institutions of Vehari, Pakistan. *International Journal of Organizational Leadership*, 7, 129–142.
- Igharo, E., & Obed, O. (2022). Utilization of Material Resources for the Teaching of Metalwork Technology in Technical Colleges in Rivers State. & a Publications *International Journal of Contemporary Academic Research*, 3(1), 37–51.
- Kaur, A. (2020). Peer Pressure as Predictor of Career Decision making among adolescents. *International Journal of Research and Analytical Reviews*, 7(E-ISSN 2348-1269, P-ISSN 2349-5138).
- Kazi, A. S., & Akhlaq, A. (2017). Factors Affecting Students' Career Choice Institutionalization of Gender Sensitization and Gender Training Materials in Public Sector Universities View project Vocabulary Building through Read-Aloud Strategy of Primary Level Students in Pakistan View project. *Journal of Research and Reflections in Education* , Vol., No.2,(pp 187-196). Retrieved from <http://www.ue.edu.pk/jrre>
- Kennedy, O. (2011). Philosophical and Sociological Overview of Vocational Technical Education in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 1(2), 118–126. <https://doi.org/10.6007/IJARBS/v1-i2/8444>
- Kolkhorst, B. B., Yazedjian, A., & Toews, M. L. (2010). Students' perceptions of parental support during the college years. *College Student Affairs Journal*, 29(1), 47–63
- Liaw, S.Y., Wu, L.T., Lopez, V., Chow, Y.L., Lim, S., Holroyd, E. and Wang, W.(2017), "Development And psychometric testing of an instrument to compare career choice influences and perceptions of nursing among healthcare students"
- McCulloh, E. (2020). An Exploration of Parental Support in the Retention of Rural First-Generation College Students. *Journal of College Student Retention: Research, Theory & Practice*, 24(1), 144–168. <https://doi.org/10.1177/1521025120907889>
- Mohd, H. & Abdul, M. .E. (2015). Parental and peer influences upon accounting as a subject and accountancy as a career. *Journal of Economics, Business and Management*, 3, (2), 252-256
- Naz, A., Saeed, G., Khan, W., Khan, N., Sheikh, I., & Khan, N. (2014). Peer and Friends and Career Decision Making: A Critical Analysis. *Middle-East Journal of Scientific Research*, 22 (8), 1193-1197. IDOSI Publications. DOI: 10.5829/idosi.mejsr.2014.22.08.21993
- Neuenschwander, M. P., & Hofmann, J. (2021). Career Decision, Work Adjustment, and Person–Job Fit of Adolescents: Moderating Effects of Parental Support. *Journal of Career Development*, 49(1), 76–89. <https://doi.org/10.1177/0894845321995960>

- Njoki, M. M., Wabwoba, F., & Micheni, E. M. (2016) ICT definition implication on ICT career choice and exclusion among women
- Nwamuo, P. A. & Ugonna, C. E. (2015). Counselling for Occupational Development *Journal Education and Practice*, 6(35), 98-102
- Nyamwange, J. (2016). Influence of Student's Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya. *Journal of Education and Practice* , Vol.7, No.4,(ISSN 2222-1735). Retrieved from www.iiste.org
- Ogunleye, T. (2018). The Study of Peer Pressure And Parental Influence on The Choice of Career Among Secondary School Students In Ogun State. *International Journal of Educational Research*, 5(1), 2018–2147.
- Ogutu, J. P., Odera, P., & Maragia, S. (2017b). Self-Efficacy as a Predictor of Career Decision Making Among Secondary School Students in Busia County, Kenya. *Journal of Education and Practice*, Vol.8, No.11,(ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)).
- Ohanu, I. B., & Ogbuanya, T. C. (2018). Determinant factors of entrepreneurship intentions of electronic technology education students in Nigerian universities. *Journal of Global Entrepreneurship Research*, 8(1). <https://doi.org/10.1186/s40497-018-0127-1>
- Oke, A. (2015). Impact of Personality, Interest and Perceived Parenting on Effective Career Decision making. SNDT Women's University <http://hdl.handle.net/10603/27141>
- Olaseni, L. O., & Olawale, O. O. (2017). Entrepreneurial awareness and skills in mechanical technology among technical education students in Tai Solarin University of Education. *Makerere Journal of Higher Education*, 9(1), 65. <https://doi.org/10.4314/majohe.v9i1.5>
- Onyebuchi, G. C., & Wogor, E. (2019). Technical education and industrialization in africa. *unizik journal of business*, 2(1). <https://doi.org/10.36108/unizikjb/9102.20.0120>
- Owusu, M. K., Owusu, A., Fiorgbor, E. T., & Atakora, J. (2021). Career Aspiration of Students: The Influence of Peers, Teachers and Parents. *Journal of Education, Society and Behavioural Science*, 34(2):, 67–79. <https://doi.org/10.9734/jesbs/2021/v34i230306>
- Rounds, J., & Su, R. (2014). The nature and power of interests. *Current Directions in Psychological Science*, 23(2), 98-103.
- Salami, S.O. (2006). Influence of culture, family and individual differences on choice of gender-dominated occupations among female students in tertiary institutions. *Journal of Gender and Behaviour*, 4(2), 814– 833
- Siddiky, Md. R., & Akter, S. (2021). The students' career choice and job preparedness strategies: A social environmental perspective. *International Journal of Evaluation and Research in Education (IJERE)*, 10(2), 421. <https://doi.org/10.11591/ijere.v10i2.21086>
- Sy, S. R., Fong, K., Carter, R., Boehme, J., & Alpert, A. (2011). Parental support and stress among first-generation and continuing-generation female students during the transition to college. *Journal of College Student Retention: Research, Theory and Practice*, 13(3), 383–398. 10.2190/cs.13.3.g
- ukommi, A., & Agha, E. (2015). An evaluation on the role of technical education in nigerias industrial development. Retrieved from <http://dx.doi.org/10.36108/NJSA/5102/13>
- Victor Ikechukwu , O., & Anthony Osita , E. (2019). Potentials Possessed by Mechanical Technology Education Final Year Undergraduate Students of Universities for Self-Employment. *Journal of Education and Practice*, Vol.10, No.36, 2019(ISSN 2222-1735). <https://doi.org/10.7176/jep/10-36-08>
- Wohn, D. Y., Ellison, N. B., Khan, M. L., Fewins-Bliss, R., & Gray, R. (2013). The role of social media in shaping first-generation high school students' college aspirations: A

social capital lens. Computer & Education, 63, 424–436. 10.1016/j.compedu.2013.01.004

Yavala, M., & Emmanuel, K. (2019). Mechanical technology education for economic growth, development and social stability. *Global Scientific Journals*, 7(Online: ISSN 2320-9186).

Zhang, J., Yuen, M., & Chen, G. (2015). Career-Related Parental Support for Vocational School Students in China. *International Journal for the Advancement of Counselling*, 37(4), 346–354. <https://doi.org/10.1007/s10447-015-9248-1>