

Research Article

Possibilities of Using the AIP Test in Discovering Professional Interests in the School Context

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Abstract

The field of professional interests is broad and complex, circumscribed by different theoretical and technical perspectives, with an impact on the construction of individuals' careers. Specifically, psychological assessment in Professional and Career Guidance aims to generate results for reflection and self-knowledge so that the client can realize their potential and rewrite their life story. The research was based on the quantitative method and involved a probabilistic accessibility sample of 100 participants who are 12th grade students at the general secondary level. Where in this sample of participants it ranged from the following age groups (17-18 years old) to females, which had fifty-nine (59) participants, which is equivalent to fifty-nine percent (59%), in the same female gender it ranged from nineteen to twenty two (19-22) years old, of the forty one participants who corresponded to forty one percent (41%), of which the AIP test (research) was applied. Regarding the results of the study, it was found that in the SS dimensions, females have the highest average of 4,625, while males have 4,250. Not only does the study reveal that in all dimensions in SS, those of sex F are in averages higher than those of the M sex, and in the GP dimension, the same. However, high school students are at a stage where they want to define themselves as a person, through the experiences that occur at all times, it is a period of internal conflicts and crises that reflect externally, especially in family relationships.

Keywords

Assessment of Professional Interests, Professional Vocational Guidance, Professional Choice

1. Introduction

The field of professional interests is broad and complex, defined by different theoretical and technical perspectives, impacting individuals' career development. Specifically, psychological assessment in Professional and Career Guidance aims to generate results that foster reflection and self-awareness so that the mentee can realize their potential and rewrite their life story. Self-awareness empowers the mentee to make decisions about professions and careers that are aligned with their individuality. It fosters (through its methods and instruments) the understanding of the psycho-

logical dynamics and analysis of each individual involved in the process of self-awareness for decision-making regarding professional choices [2].

Therefore, this study presents the following theme: Possibilities of using the AIP test to discover professional interests in secondary school students. The aim is to evaluate the feasibility of using the AIP test with secondary school students.

High school students are at a stage where they strive to define themselves as individuals through ongoing experiences. It is a period of internal conflicts and crises that are reflected

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externally, especially in family relationships. At this stage, families and society expect young people to make a career choice, as this is the period of life when general education ends. Parents in this context can facilitate or hinder young people's entry into academia and the job market, as they exert significant influence over their children.

However, [13], argues that, since vocational assessment/intervention instruments are standardized for students in regular programs, it is necessary to address the issue of how to intervene early on in populations with different educational paths. The study also aims to compare the results with those of vocational intervention instruments, in this case the AIP (Assessment of Professional Interests) test, to assess how vocational interest choices are made at this school, with the aim of proposing the use of AIP to discover students' vocational interests. The results will then be described, concluding with a discussion and implications for intervention.

The study, argues that career interests have been a dilemma in the school context, which has impacted individuals' professional performance in the workplace [2]. Argues that the current Portuguese education system maintains diverse pathways from the first cycle onward, promoting not only academic learning but also contact with the world of work. However, since vocational assessment/intervention instruments are standardized for students on regular paths, it is necessary to address the problem of how to intervene at the beginning of the second or third cycle, in populations with different educational paths [2].

Options for entering the job market do not depend solely on a degree from a higher education institution. There is a range of options, such as: entering military service, taking technical courses (which can, in most cases, be taken in conjunction with regular high school) [5].

It is understood that regular high school aims to train teachers for elementary school education. The numerous technical course options offered by various institutions (a quick option for those seeking a more immediate financial return), entering the job market as a freelancer, and pursuing an academic career are just some examples. However, it is not a lack of information that generates the vast majority of doubts about career choices, but rather a lack of responsible guidance and appropriate guidance for students.

Poor guidance can also be attributed to the growing number of university dropouts and transfers. It's a fact: increasingly young, immature, and lacking any guidance, students enroll in courses, regardless of their professional field, without the slightest understanding of what they will work on throughout their academic careers, without any guidance whatsoever. Often, they only learn about their chosen field of study over the years, already within the academic environment, which may or may not lead to a series of frustrations. Thus, the process ends up happening in reverse order: first, the practical experience of the course, then, the knowledge about the functions and responsibilities of the field in question [16].

In Mozambique, the number of Technical and Professional

Education institutions has increased, and the challenges that arise are based on training young people capable of responding to the dynamics of a globalizing society and the constant evolution of information technologies [18].

However, given the role of the school as a transformative agent in the behaviors and attitudes of students around OVP, it becomes important since, in Mozambique, more and more technical and professional education institutions and higher education institutions are being opened, and with this whole scenario, adolescents and young people are increasingly attentive to the job market and employment opportunities that may be contributing to making vocational and professional choice an even greater challenge [18].

According to Law No. 18/2018 of December 28, 2018, the objective of general secondary education is to develop professional guidance that allows for harmonization between the country's needs and individual aptitudes.

However, according to Mozambique, professional training for young people takes place in Vocational Training Institutes, which provide skills and qualifications in technical and professional areas for the country's socioeconomic development [11].

Although studies on the discovery of professional interests in General Secondary students are a subject poorly researched in Mozambique, this study offers a new perspective on the possibility of using the AIP test to discover professional interests in General Secondary students. It also assesses the possibility of using the AIP test as a form of vocational guidance in the school context, raising questions about the impact of career guidance on these students. This study hopes that the use of IPA with secondary school students can awaken their vocational skills, enabling them to identify their future professions based on their competencies, skills, and biopsychophysiological characteristics.

From perspective, a profession is the exercise of a monopoly of knowledge, autonomy, and service provision that presupposes competence and specific knowledge acquired through training. Thus, according to profession is understood as the art of performing an activity using knowledge acquired in a specific area to serve society. To better perform these activities with zeal, professionalism requires young people to have better professional guidance [4].

Career Guidance (PC) is an intervention that aims to support and empower students through interpersonal interaction with teachers to consider their professional aspirations, develop career paths, and select a profession [9]. Still from the perspective of Grings and professional guidance is a set of guiding concepts and methods that help identify each individual's aptitudes, duties, and tasks so that they can have the possibility of success, achieve results that satisfy themselves, and benefit society [7].

Career Guidance

Define career guidance as a more comprehensive process that concerns not only information about professions, but also the entire search for knowledge about the individual's per-

sonal, family, and social characteristics, fostering a connection between their affinities and what they can achieve in the form of work [7].

Thus, according to vocational development, according to these authors, occurs on a dynamic plane, translated into experiences that must be lived, experiences that must be cognitively processed, and experiences that must be integrated logically and psychologically [18]. Psychological assessment can be understood as a process of building knowledge about the psychological aspects of an individual or group of individuals, allowing for an understanding of their psychological dynamics [20].

The AIP is an inventory of professional interests and, as its name suggests, an objective technique. Composed of 200 questions, it asks the examinee to choose a specific work activity from two presented alternatives [14].

Thus, the AIP test is understood as a scientific instrument that aims to understand an individual's biopsychophysiological capabilities regarding their professional interests.

Factors that influence professional choice in Mozambique

Professional choice is influenced by various factors and can be grouped into: biological factors, psychological factors, subjective factors, educational factors, social factors, economic factors, and political factors. However, this study will focus on family factors [17].

Most young people are influenced by the life trajectories of their family members and also by the opportunities life offers them.

Psychological factors - These factors are extremely important when choosing a career, as career decisions are influenced by psychological characteristics of the personality that must be properly explored and evaluated by the professional advisor. There are several psychological factors, namely: temperament, character, aptitudes, interests, and values [17].

Subjective factors - Among these factors, we highlight the subjective image of the profession, which refers to the set of socio-professional representations acquired or formed within the social context [19].

Educational factors - These relate to the curriculum, the institutions, and the quality of services they offer, and to some extent influence individuals' career decisions. Good academic results, exposure to the subjects, and the teacher themselves as a role model are elements that influence professional choice. In many cases, self-perception of aptitudes discovered through academic results will determine the career decision of many students [6].

Economic factors - These economic factors relate to the labor market, globalization and computerization of professions, lack of opportunities, unemployment, difficulty in becoming employable, lack of economic planning, the decline in middle-class purchasing power, and all the consequences of the neoliberal capitalist system in which we live. Political factors—political factors determine the relationship between supply and demand and are directly linked to a country's

economic policy. This influences the entire career choice process, as it impacts schools, the curriculum, and the job market [6].

2. Methodology of the Study

For the purposes of this study, a quantitative and basic approach was chosen, which involves translating opinions and information into numbers for classification and analysis. The analytical objective will facilitate the search for major factors that influence the professional interests of general secondary students through the application of the AIP test, which may shed light on the phenomena that hinder students' understanding of the fundamental tools for choosing their career interests.

This study had a total population of one hundred (100) general secondary students. In this research, an accessibility sample of 100 respondents was chosen, representing general high school pre-university students. In the Literature section, 8 men and 10 women participated, for a total of 18; in the Science with Drawing section, 4 women and 8 men participated, for a total of 12 participants; in the Science with Biology section, 14 men and 20 women participated, for a total of 34 participants; and in the Science with Geography section, 23 women and 13 men participated, for a total of 36 participants. The period ran from August 4th to the 6th of the same month of the current academic year. The eligibility criteria were: inclusion, being a 12th-grade pre-university student at the school in question, as they were graduating from 12th grade, and the study will ensure the achievement of the objectives only for this grade.

Regarding the data collection technique, the AIP model research questionnaire was applied. The questionnaire adapted to the AIP test was developed by the researcher to align the test with the reality of the Mozambican education system curriculum.

Considering that this study uses a questionnaire as its data collection technique, the following data collection procedures were chosen:

Pre-Analysis: In this phase, the researcher focused on describing the information collected through the questionnaire administered to 12th-grade students according to the question categories that constitute the questionnaire, as well as the information.

Material Exploration: In this phase, the researcher reviewed the information and sought to connect the questionnaire data. This involved looking for points of convergence in the respondents' responses, where responses were compiled, and thus grouping the survey responses into summary notes. Codes for study participants were also created, for example: Iq1- A1. Where Iq1- reads: Research one (1) and A1- reads: student one (1). In turn, it will be administered to one hundred and ninety-six (196) students.

Analysis of Results: In this phase, the researcher mapped the questionnaire data to develop Chapter IV of the work and

mapped the scientific literature to discuss the results found in the body of the work.

Data Analysis Techniques

The data for this research will be initially organized using spreadsheets provided through Excel® version 19 for data entry. The Statistical Package for Social Sciences 20.0 (SPSS version 20) was used to create new variables in the Transform platform, and JASP version 0.14.1.0 was useful for analysis. To determine the sample profile, simple descriptive statistical analysis (frequencies, means, and standard deviations) will be used to structure the student profile based on sociodemographic questions, to assess the possibility of using the AIP test with 12th grade students, as well as to present, analyze, and discuss the results. The development of this study prioritized official registration, which involves the field researcher presenting their credentials to the secondary school administration to display their credentials. These credentials are official documents issued by the Academic Records Department, in this case, from the Faculty of Education and Psychology at Save University, to prevent hindrances to students, faculty, and researchers in fieldwork and data collection.

Other ethical considerations to be considered include the

open participation of respondents in the research, guarantee of anonymity, and professionalism in the processing of the information obtained. As an ethical aspect, we recommend identifying participants using a code (Arabic letters and numerals), for example: Iq1- A1. Where Iq1- reads: Research one (1) and A1- reads: Student one (1).

3. Presentation, Analysis, and Discussion of Result

Sociodemographic and Academic Profile of Participants

To describe the profile of the respondents, this section presents the characteristics of the surveyed population, considering information on the course, sections, semester, age, and gender. It can be seen that there were a total of 100 respondents to the instrument administered, from four different sections of General Secondary Level classes: Science with Biology, Languages, Science with Drawing, and Science with Geography.

Table 1. Characterization of the sociodemographic profile of the participants.

Variables		Number	%
Sex	Feminine	64	64
	Masculine	36	36
	Total	100	100
Sections	Science with Biology	34	34
	Letters	18	18
	Science with Drawing	12	12
	Science with Geography	36	36
Age	15 to 18 years old	59	59
	19 to 22 years old	41	41

Source: Research results (2025).

Presentation of Questionnaire Results

The questionnaire consisted predominantly of closed-ended and open-ended questions, with students indicating the answer that best suited their school's needs. It is also important to emphasize that the responses provided by respondents are presented in tables that demonstrate numerical inferences regarding the level of understanding of the AIP test at the General Secondary Level. Data collected at the research site were also cross-referenced with sources

that evidenced previous studies addressing vocational and professional guidance.

AIP Scale Results by Dimension

This section aims to understand student satisfaction according to the sections they chose to study using the AIP test. This was understood through the AIP scales, aiming to capture this perception through the dimensions that determined each student's level of satisfaction.

Table 2. Scale Results by Dimension.

	Satisfaction with Section	Profession Group	AIP
Validos	100	100	100
Perdidos	46	46	46
Media	3.122	3.237	3.183
DP	0.707	0.824	0.715
Mínimo	0.875	0.000	0.412
Máximo	4.625	4.556	4.412

Source: Research results (2023).

Combining this with the data illustrated in Table 2, it reveals that the application of the AIP test to 12th grade students presents a level of satisfaction with the Professional Group Section of total agreement (good). Of the 100 valid students in the sample, they had an average of 4,625, with 46 missing sections. Due to this data, the AIP test scales provided a balanced level of total agreement with an average of 3,122, which are results of students seeking satisfaction with the sections. In this way, the AIP test obtained good results when relating to the choices of sections they attend, thus demonstrating that these students choose future professional careers based on their sections. This makes it clear that with good, standardized guidance for these students, they would have already determined their professional interests by the 12th grade, which would not impact their entry into the fields of study and would have attended courses without dropping out. Not only would ideal, professional guidance at the OEP have avoided these consequences for these 54 students who revealed they were lost when choosing a career path.

Based on ideas, professional guidance in Mozambique is still a pipe dream. There are no clear career guidance policies in the country [17]. Consequently, career choices are dictated by life trajectory, family history, financial concerns, and often by the current situation. Second, [20], states that young people from low-income families are generally influenced by their families when choosing which courses to take, a fact confirmed by the survey data, with 57% of the 60 young people interviewed (corresponding to 34 young people) strongly agreeing that they had help from family members in choosing their courses.

Description of Students' Professional Interests by Gender through the AIP

This section seeks to explain how the AIP test provides results on the sample's professional interests by gender, understanding how gender variation or particularities can influence career choices and how the use of the AIP test determined the professional interests of ESM students in their career choices. This provides an ambiguous relationship with Table 2: Scale Results by Dimensions, revealing the

satisfaction of these students.

Table 3. Description of Students' Professional Interests by Gender through the AIP.

	SS ¹		GP	
	F	M	F	M
Valid	54	46	54	46
Losts	0	0	0	0
Media	3.211	3.018	3.326	3.133
DP	0.627	0.785	0.802	0.846
Minimum	1.938	0.875	0.056	0.000
Maximum	4.625	4.250	4.556	4.556

Source: Research results (2025).

The AIP (Assessment of Professional Interests) seeks to offer psychologists who work with vocational guidance an effective and up-to-date instrument in the assessment of professional interests, looking at various professional fields, namely: Field of Sciences with Biology, Field of Sciences with Geography, Field of Sciences with Drawing, Symbolic / Linguistic Field, Field of Mathematics, Sciences and Technologies, Socioeconomic Sciences, Languages and Humanities, Legal / Social Field, Professional Courses and among other fields. According to the results presented in Table 4: Description of students' professional interests by gender through AIP, we can see that gender specificities are fundamental in career choices, both in the OVP work carried out by psychologists, and this particularity must be taken into account. However, the study results support that in the SS dimension, females have the highest average of 4.625, while males have 4.250. The study also reveals that in all SS dimensions, females are on average higher than males, and the same applies to the GP dimension. In conclusion, male students are more satisfied with SS and GP, but the involvement of permanent OVP services for females is necessary to awaken the professional interests of this gender.

In line with thinking, in many cases, gender becomes a barrier and imposes significant limitations on the career choice process and career development. It can also be seen that gender patterns are important factors in delimiting daily activities and defining the status of a person's place within the family structure, conditioning the formation of social bonds [12].

The social constructions of gender, which include a sexist upbringing, in an androcentric society, indeed influence the professional choices of both men and women. Thus, although

¹ **Legenda:** SS- satisfação com a secção; GP- grupo de profissões; F-feminino; M-masculino.

women and men currently perform equal work activities, their careers unfold differently, with distinct plans, promotions, and positions, as well as with work hours outside and inside the home, a reality still predominantly female [7].

Group of Professions with Highest Preferences through AIP

Based on the results obtained through the AIP test, a more integrated perception of the processes underlying the psychological differentiation of men and women was found. This perception is based on their original social meanings, but also has a strong psychological dimension, as each individual reworks this set of ideas through the mediation of their own subjectivity. Such meanings strongly influence the professional choices of adolescents who are in the process of defining their professional identity.

Therefore, women in the Humanities section obtained results for professional choices in the following areas: Geography Teaching, Language Teaching, Law, Human Resource Management, and Public Administration. These preferences were based on the 10 respondents in the test under study. Furthermore, for men, the AIP test provided the following career preferences, such as: Law, Physical Education Teaching, and International Relations. These preferences were obtained from a total of 8 respondents in the study sample. In the Science with Biology section, women presented the following preferences: Teaching Biology, Chemistry, Applied Biology, and various fields of Medicine (20 respondents in the study sample). However, men presented preferences for the following career fields: Accounting and Teaching Mathematics, Physics, Mineral Engineering, Electrical and Hydraulic Engineering (14 respondents in the study sample).

In the Science with Drawing section, women presented the following preferences: Teaching Visual Education, Surveying, Fashion Design, and Traffic Police (4 respondents in the study sample). For men, the AIP test revealed the following preferences: Engineering (8 respondents in the study sample).

Finally, for the Science with Geography section, the AIP test revealed the following career choices among women: Surveying, Hospitality and Tourism, Teaching Geography, and Law (20 respondents in the study sample). For men, the following preferences were found: Geography Teaching, Engineering. This was done through 16 respondents in the study sample.

For since occupations are not considered sexually neutral, and are still considered more or less "masculine" or "feminine," one must consider how adolescents integrate this valuation into their occupational identity, since cultural standards regarding the roles of men and women are internalized throughout the stages of the process of identity formation as a whole and occupational identity in particular [1].

In another study, analyses show that among male subjects, a solitary work model prevails, often distanced from their emotional lives, with a preeminence in the sense of

professional dedication and qualification [8].

Impact of the AIP test on career choice based on student section

When developing a given study, it is important to consider its impact on its target group. However, this section is reserved for understanding the impact of the AIP test on career choice based on student section, specifically: (Cb; L; Cd; and Cg).

Table 4. Impact of the AIP test on career choice based on student section.

	AIP2			
	Cb	L	Cd	Cg
Valid	13	63	13	11
Losses	0	0	0	0
Media	2.907	3.316	3.002	2.960
DP	1.026	0.635	0.653	0.688
Minimum	0.412	1.824	1.588	0.971
Maximum	4.382	4.412	3.971	3.412

Source: Research results (2025).

Looking at the data regarding the impact of the AIP test, it is clear that students had a significant adjustment regarding their career choices. In the Language and Literature section, the 63 valid students achieved a maximum average of 3.316 with a SD of 0.635, and all conditions required a maximum average of 4.412. Considering these dimensions of the AIP test's impact, it is clear that its application in this study was beneficial, as it was able to spark these students' professional interests. Therefore, administering the test is extremely crucial for guiding students' future lives after completing their general education, enabling them to develop fundamental life skills.

And this language and literature section prevailed significantly in the AIP test administration. Regarding the Cg, 11 students qualified for the study. This class had few participants, but there were zero (0) students. This confirms that most of these students were not lost in the sections. Therefore, they achieved an average of 2.960 for their adaptability, which judges their satisfaction with the section selection. However, it is clear that adequate VPO will be a significant contribution to improving the psychophysiological skills and professional lives of these students.

In Mozambique, vocational technical education emerges as a way to respond to the increasingly demanding market, given the dynamic nature of the market, and the state's priority in

² Avaliação de Interesse profissionais.

education is to ensure that all children complete 7th grade with essential skills to continue with training that prepares them for their entry into adulthood and the workplace. Furthermore, for admission to the ETP, the criterion established by Ministerial Decree No. 86/2018 of September 24th is that the minimum required is to have completed 7th grade [11].

Vocational Technical Education (VTE) is a professional training program designed to create a skilled workforce, essential to stimulating the country's development and growth [11].

The wrong choice impacts students' motivation and performance, potentially leading to mood swings and anxiety levels, which ultimately lead to changing classes or schools,

involving their entire families. This same issue impacts the school and the entire high school administration, which includes the allocation of students to classrooms, the distribution of curriculum, the hiring of teachers, the purchase of teaching materials, and the overall dynamics of this entire process [15].

Dimensions in Relation to Sections

This section is reserved for presenting data describing the situation regarding the dimensions in relation to satisfaction with the section participants chose during their 12th grade studies and relating them to satisfaction with their GP choice, in order to explore the relationship with satisfaction with their future professional career.

Table 5. *Dimensions in Relation to Sections.*

	Satisfaction with the section				Profession Group			
	Cd	L	Cd	Cg	Cd	L	Cd	Cg
Valid	13	63	13	11	13	63	13	11
losts	0	0	0	0	0	0	0	0
Media	2.918	3.191	3.115	2.972	2.897	3.427	2.902	2.949
DP	0.967	0.709	0.613	0.388	1.140	0.671	0.777	1.021
Minimum	0.875	1.750	2.250	2.000	0.000	1.889	1.000	0.056
Maximun	4.188	4.625	4.063	3.375	4.556	4.556	4.111	3.500

Source: Research results (2025).

In the case of the Professional Group dimension scales, the results obtained through the AIP test range from 4.556 as the maximum average. The professional fields that obtain the lowest reliability coefficients are Social Sciences-Humanities and Social Sciences-Legal, which are subject to the data collection instrument, with values ranging from 3.375 to 4.625 for the satisfaction dimension with the GP section. The highest coefficients were for teaching and law professions, ranging from 11 to 63 participants.

According to the study, the teacher's reaction when approached by students to help them choose fields of study (literature or science) or technical-vocational courses shows that most school teachers have helped their students with the subjects or areas in which they are most proficient, as well as with the choice of technical-vocational courses [18].

Argues that, as a guiding document (Law 18/18), it reflects the government's commitment to education in the development of a fair, inclusive, effective, and efficient education system in which young people acquire knowledge, attitudes, and skills that can contribute to building a prosperous, stable, sustainable, and equitable society [10].

Analyzing the activities developed at the school in the

context of the OVP through the AIP test, it is clear that the ESM does not develop properly structured actions in a concrete plan aimed at providing OVP. Therefore, teachers have only provided OVP when students approached them asking for help with their concerns in choosing a field of study or entering vocational technical education, and when they are not approached, they have done nothing. According to the data presented in Table 5, 13 of the respondents in the CD section stated that the ESM does not carry out any vocational and professional guidance activities, 11 stated that they are not aware of the ESM's activities within the context of OVP, and finally, 13 respondents stated that the ESM has hosted various vocational and technical education institutions to introduce final-year students to the technical courses they offer.

Emphasizes that vocational and professional guidance serves as a tool for making a career choice. It is a process in which young people reflect on their career decision-making process. In addition to themselves, young people consider the social, family, and economic aspects surrounding them. Therefore, schools, together with vocational and technical education institutions, higher education institutions, and em-

ployers should promote lectures, career fairs, and other activities that promote the diversity of professions, taking into account each student's skills [3].

4. Conclusion

Coming to the end of a long and arduous journey, we conclude that the AIP test is an alternative to discovering professional interests in General Secondary School students. It shows a greater inclination toward the following areas: Geography Teaching, Language Teaching, and Law. For men, the AIP test yielded the following career choices: Law and Physical Education Teaching. In the Science and Biology section, women presented the following preferences: Biology Teaching, Chemistry, and Applied Biology. Men presented preferences for the following career fields: Accounting and Mathematics Teaching and Physics.

Therefore, it is important to be aware that building a professional career is not accomplished in a short period of time and often does not follow a fixed pattern: it has its ups and downs, and inconsistent transformations. It should also be considered that there are many more personality traits than individual traits. These personalities are not limited to the realistic, intellectual, social, conventional, entrepreneurial and artistic types... reality goes far beyond these six options: it is a multiple combination of all these and countless other personalities that cannot be described in detail in this work.

Abbreviations

AIP	Assessment of Professional Interests
OVP	Vocational Guidance
EP	Professional Choice
SS	Satisfaction with the Section
GP	Group of Professions
F	Female
M	Male
Cd	Science with Biology
L	Literature
Cd	Science with Drawing
Cg	Science with Geography
HRM	Human Resource Management
Ed	Education
Eng	Engineering

Author Contributions

Isaías Silvestre Siteo is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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