

Research Article

The Effect of Students' Interest and Parents/Guardians' Support on the Choice of Technical and Vocational Career Studies in Transition Periods

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Abstract

Background: Career decision is important because it determines the future career work among transitional students. Enrolment for technical and vocational career studies in Nigeria Universities are still very discouraging despite efforts made by stakeholders. Factors responsible for choice of technical and Vocational studies most especially among transitional students have not been explored in literature. This study therefore tries to fill this gap by investigating the effects of students' interest and parents/guardians' support on the choice of technical and vocational career studies in transitional periods. **Methods:** Correlation design through quantitative method was used to achieve the objectives. Students' interest, parents/guardians support and choice of course in technical and vocational careers were measured using standardized scales. Four hundred and fifty two transitional students were recruited through purposive sampling from twenty-seven Joint Admissions and Matriculation Board (JAMB) examination centers across Oyo state, ages ranging from 18 to 27 years old. **Results:** Significant relationship was observed between students' interest and choice of technical and vocational career studies ($r = .45^{**}$). ($P = .000$). Significant positive relationship between parents/guardians support and choice of technical and vocational career studies ($r = .43^{**}$) was observed. Students' interest and parents/guardians support jointly and independently accounted for significant variation in choice of technical and vocational career courses [$R=0.80$; $R^2=.40$; $F(3, 449)=7.52$]. Students' interest accounted for ($\beta = 0.78^{**}$) variation, while, Guardian support accounted for ($\beta = -0.73^{**}$) variation. **Conclusion:** Students' interest sensitization on technical and vocational studies. Seminars, workshops and scholarship on vocational and technical studies. Government funding of vocational and technical education is also recommended.

Keywords

Students' Interest, Parents/Guardians Support, Transitional Students, Vocational and Technical Studies, Transition Students

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1. Introduction

Transitional students are sample of students who wrote the entrance examination Joint Admissions and Matriculation Board (JAMB) into Nigeria tertiary institutions and choose technical and vocational career studies in tertiary institution. Vocational and technical career studies includes Automobile, Survey and Geoinformatics engineering, creative arts and design, civil engineering, metallurgy, personal care and fitness, Building technology, carpentry and furniture engineering, Electrical/Electronic, Metal and wood Works technology among others in order to produce craftsmen and technicians for the country's needs [21].

Courses in technical and vocational career studies are regarded as special types of careers that involve skill acquisition which could sustain ones means of livelihood. Those courses will prepare students for world of work and work involvement. Technical and vocational careers focused on developing abilities, skills, work habits and understanding attitude to perform any technical or vocational job as desirable. Nigeria needs-manpower skills for development of the nation, therefore, technical and vocational studies is pivotal learning situation which involves learning lifelong skills that enable one to be a responsible member of the society [19].

Choosing a technical and vocational career studies can be challenging ; especially when career counselor are not available, parents, guardians, career teachers and mentors lack to the skills to guide them appropriately in choicing a career path. The Student may be confused and may follow this path to choose a major like his friends and colleagues [2]. Many of the students do not have accurate perquisite information about requirements for vocational and technical career studies, due to lack of subjects' career counsellor [5]. More so, they lack information about occupational opportunities associated with technical and vocational studies and professions [1] which necessitate for poor enrollment in technical and vocational studies. Despite series of efforts made by board of technical and vocational Education Training [10] and other stake holders, the enrolment for vocational and technical career studies is still very discouraging [1].

Transition from secondary to tertiary education is a critical period because the choice of courses of the study determine the career pathway, yet there is limited research work that specifically focused transitional students and explore the predictors of choice of technical and vocational career studies. Majority of studies [3, 7, 16] tend to generalize across different levels of education without considering the uniqueness of the transitional students, the challenges and influences faced by students at this pivotal stage. Therefore, more empirical studies are needed to examine how students' interest and parents/guardians support specifically affect the choices of technical and vocational career studies of students who are at this transitional stage. Furthermore, most of the existing literature [16, 18, 19, 21] were conducted in national and cultural context of western world. Therefore, there is need for

more studies that will explore impact of students' interest and parental/guardian support in choice of technical and vocational career studies most especially in non-Western and diverse socio-economic settings. This study will help to understand how these factors play out in different educational and cultural environments.

Students' interest and parental/guardian support are suggested in literature as essential factors in career choice. But there is a lack of studies on them as valuable factors for choice of technical and vocational career studies and how these two constructs interact to predict choice of a course in technical and vocational careers. For example, combined effect of high interest with low parental support on the decision to choose technical and vocational career studies have not been thoroughly investigated. Apprehension of this interaction could invariably provide a deeper insights into the decision-making process for transitional students. Studies have tried to investigate factors responsible for technical and vocational career choice but neglect factors for the choice of technical and vocational career studies most especially among transitional students. [19]. Therefore, this study intends to bridge these gaps in knowledge, achieve under listed objectives and to provide answers to the following hypotheses:

1.1. Objectives

Examine the interaction of students' interest and choice of technical and vocational career studies.

Examine the relationship between parents/guardian support and choice of technical and vocational career studies.

Investigate independent and joint impact of students' interest and parents/guardians support on the choice of technical and vocational career studies.

1.2. Hypotheses

A significant relationship is expected between students' interest and choice of technical and vocational career studies among transitional students.

Significant association is expected between Parents/Guardian support and choice of technical and vocational career studies among transitional students.

Guardian support and students' interest will independently and jointly predict choice of vocational and technical career studies among transitional students.

2. Literature Review

Review of studies on the choice of career course has revealed that many factors are responsible for choice of vocational and technical career selection. For example, empirical study from South Africa [2] pointed to the lack of direction in career course selection among students seeking admission

into tertiary institution and gives unnecessary excuses for their wrong choice of courses. Similar research work carried out in Nigeria on factors influencing vocational choice [11]. The study revealed that technical college students agreed to environmental and guardian related factors as the influencer of their vocational career choice and opined that career guidance officer do not significantly influence their vocational choice. The likely reason for the research outcome may be as a result of enlighten to vulnerable outcome of such vocational career and the propensity of likely achievement after choosing such a career.

Students' interest and parental support has been reported to significantly influence the choice of vocational and technical careers. Parental support could manifest in different models, either as active involvement or given emotional encouragement, which can in turn foster students' interest in technical and vocational education and training [14]. Furthermore, research indicates that parental guidance plays a crucial role, although its effectiveness varies, for instance, a study found a positive correlation between parental guidance and students' career choices [7] suggesting that parental support is beneficial to career choice, but should not be the sole determinant in decision-making processes.

In another study conducted in Nigeria to determine factors influencing career choice in technical education among selected one hundred colleges of education students by [1]. The result of their study revealed that college of education students agree that parents/guardians related factors are predominant influencer of career choice in education. Their study further revealed that environmental factor also plays a significant influence of career choice in technical education. [3] used sample of four hundred and thirty students to model factors influencing choice of vocational and technical courses among polytechnic students through stratified sampling technique. Multivariate factor analysis used revealed close family relations, job security, Gender, financial and societal factors as influencer of choice of vocational and technical courses among sampled polytechnics students. In addition, [15] supported that environment and parents' decisions are major determinant of career choice among secondary students, while [7] also agreed that family affection is a key determinant of career choice and decision.

Hong, Ch'ng, & Roslan adopted a logistic regression method to investigate predictors of students' decision to enrol in technical and vocational education training using four hundred and twenty eight participants sampled from form four and five in Kedah, Malaysia. The result revealed multifactor predictors such as vocational interest, father and mother's job, Father and mother's education, plan after form five and vocational subjects' status as significant predicting factors for students' enrolment for vocational and technical education. Both parents and child have key role to play in career course choice, because it will determine both academic achievement and future work [9]. They further asserted that students whose fathers work in the agriculture field have five times tendency

of to choose Technical and Vocational Education Training (TVET) compared to students whose fathers are unemployed. In addition, several studies have identified several factors for students' decision for choice of vocational and technical education; [6-8] opined that parents factor is the most significant influence of choice of career in vocational and technical. [12] noted that German children are exposed to vocational and technical at an early age from kindergarten, children are seen using hand tools and being modelled by senior tradesmen at exhibitions. The implication of this could have been the reason why many electrical and electronic gadgets are manufactured in Germany.

Furthermore, [6] carried out a study aimed to examine influence of parents' expectation on course choice in vocational centres in Taita Taveta Kenya using 2,386 participants. Study revealed a significant prediction of vocational course choice by parents' expectation and this signified that parents future expectation plays pivotal role influencing choice of vocational course and while personality dispositions limited their choice of course.

Grundall, & Mack posited that when students engage as active participants in an intricate planning processes associated with their career development programs, there is a likelihood that they will take initiative and demonstrated a good commitment towards making informed decisions regarding their own career choices [8]. By providing students with the opportunity to contribute meaningfully to the formulation and structuring of their personal developmental programs, a conducive and supportive environment is fostered, which, in turn, encourages students to become substantially more embroiled and invested in their respective programs designed for their benefit [17]. Moreover, it can be anticipated that students are far more inclined to exert more efforts and dedication in pursuing career objectives they have personally established, as opposed to objectives that have been arbitrarily determined or imposed upon them by external authorities or individuals.

Social support, including parental involvement were asserted in literature to enhances students' career self-efficacy and vocational identity, which are critical for making informed consent in career choices [19]. Meanwhile, literature highlights the necessity for further research to explore the dynamics of parental influence and student interest in vocational paths, as existing studies often focus on academic performance rather than vocational aspirations [20].

Grundall, & Mack further noted that students' interests were additional factors categorised as influencers of vocational courses and concluded that technical and vocational education training courses did not meet students' needs at secondary school which negatively have impact on their interest in vocational and technical courses [8]. Literature evidences had shown the prevailing factors in career choice among secondary schools, but the area of choice of technical and vocational studies have been left out with little or no studies conducted to examine students' interest and parents/guardians support as predictors of choice of technical and vocational career studies

among transitional students, apparently, current study attempts to fill the vacuum in knowledge.

3. Materials and Methods

3.1. Design

This study has used correlation survey design approach to answer the research objectives in this study. This method was done because the researcher is not interested in manipulating any of the variables involved, neither the participants were assigned in groups, nor causal effect was established.

3.2. Participants and Sampling Technique

Four hundred and fifty two (452) transitional students who choose vocational and technical career courses were recruited using across seven selected JAMB centers located in Oyo state of Nigeria in the year 2024 using Yamane formula. Sampling approach includes purposive and random sampling to select participants through assigned even and odd numbers. One hundred and forty five (145) 32% were females while three hundred and seven (307) 68% males and ages range from 18 and 27 years.

3.3. Materials

Instruments for data generation in this study include standardized scales (choice of vocational and technical career course scale, parent/guardian support scale and vocational interest scale) arranged in sections. Section A elicit information on demographic traits such as sex, age, course intend to study and parental socioeconomic status. Section B of the instrument measure choice of career courses in vocational and technical with 10 items developed by [1]. The response format rated on 5 points likert responses format ranging from 1 equals strongly disagree to 5 means strongly agree. High score above the average mean on the scale means high interest, while low score means low interest. Section C of the instrument measures parent/guardians' support and this is assessed through 10 item Guardians support scale. Section D of the questionnaire measures students' interest and adapted 10 items vocational interest scale was used to measure participants' interest developed by Bakare (1977) rated on 5 likert response format.

3.4. Procedure for Data Collection

In this study, data was generated through administration of questionnaires in various identified JAMB centres (University of Ibadan Jamb center, Ibadan polytechnic centre, Ibarapa

polytechnic centre, Immanuel Alayande University of Education Oyo Centre, Ladoke Akintola University Ogbomo centre and Lead city University Ibadan centre) with engagement of twenty research graduates assistants employed and paid. The students were abreast about the intention and aim of the research prior to the administration of the questionnaire. Participants were asked to supply options to items on the questionnaire as applicable to them and confidentiality of their responses were assured. Information detailed to their personal privacy such as JAMB registration number, name and date of birth, were excluded from the scale to secure their privacy. Psychometrics properties include; Cronbach alpha 0.98 and split-half reliability 0.76 [1]. Inclusion criteria for participation in this study includes only transitional students who choose vocational and technical career courses of study were eligible participants selected, while administration of the questionnaire lasted for forty five minutes.

3.5. Ethical Consideration

Ethical permission was sorted from ethical permission committee of the faculty of social sciences and proposal was submitted which was later approved after consideration. The study put into consideration the ethical conduct principles guiding the conduct of research with human beings and ethical code was FSS032.

3.6. Tools Analysis

The hypotheses formulated for this study were analysed through descriptive statistics, Pearson Moment correlation metrics, and multiple regression analysis and level of significance is determined at 0.05.

4. Result

The table below revealed that four hundred and fifty two transitional students are involved in this study. Descriptive statistical table reported the frequency, percentage mean and standard-deviation scores of the participants' demographic variables.

Distribution frequency revealed that 307(68%) males participated in the current study, while 145(32%) were females. Table further shows the age distribution of the participants as 251(56%) are between 15 to 21 years, while 211(25%) are between 21 to 25 years, and 87(19%) are 26 years above. Parental socioeconomic distribution revealed that 170(38%) claimed the parent are on high socioeconomic status, 138(31%) claimed medium parental socioeconomic status, while 144(32%) claimed low parental socioeconomic status.

Table 1. Descriptive Statistical showing demographic characteristics of participants on the choice of technical and vocational career studies.

Variables	Frequency	%	\bar{x}	SD
Sex			1.32	.47
Male	307	68		
Female	145	32		
Total	452	100		
Age			2.36	.79
15-20 year	251	56		
21-25 year	114	25		
26 above	87	19		
Total	452	100		
Parental Socioeconomic status			1.94	.83
High	170	38		
Medium	138	31		
Low	144	32		
Tota	452	100		

Table 2. Correlation Analysis of the Variables.

Variables	Mean	SD	N	1	2	3	Skewness	Kurtosis
CVTCS	61.59	19.02	452	1	-	-	.28	-.41
PGS	33.53	6.81	452	.54**	1	-	-.58	1.67
SI	31.08	4.61	452	.55**	.43**	1	-.44	4.12

**Correlation is significant at the 0.001 level (2-tailed)

Note: CTVCS = Choice of technical and Vocational Career Studies. PGS = Parents/Guardians support. SI = Students' Interest

The computed correlation matrix in table two above revealed dimension and direction of the connectivity among variables embroiled. A significant association was observed between choice of technical and vocational career studies and Parents/Guardians support ($P < .001$). The direction of the association was positive, which implies an increase in parents/guardians support increase the compliance to choice of vocational and technical career studies among transitional students. It further implies that higher guardian support, the more the choice of technical and vocational career studies. Interestingly, result that imaged from table two above also show a significant relationship ($P < .001$) between students' interest and choice of technical and vocational career studies. This result indicates that high students' priority interest increases the choice of technical and vocational career studies among transitional students. That is, increase in students' interest, increases the desire for choice of technical and vo-

cational career studies.

Table 3. Multiple regression analysis of students' interest and parents/guardians support on choice of technical and vocational studies.

	B	SE B	β	t
Constant	28.52	3.69		
Parents/Guardians Support	.89	.17	-.73**	-5.14
Students' Interest	2.75	.44	.78**	6.30

Note: $R^2 = .40$, $AR^2 = .39$, $F(2, 248) = 35.98$

** $p < .001$

The above [table 3](#) shows the coefficient obtained figures for choice of technical and vocational career studies of transitional students. The table revealed that parents/guardian support and students' interest significantly and jointly predicted [$p < .001$] choice of technical and vocational career studies. This explained 40% variation to choice of technical and vocational career studies among transitional students. Furthermore, predictor variables were computed and guardian support ($p < .001$) significantly associated and predicted choice of technical and vocational career studies. Also, students' interest significantly predicted and associated with ($p < .01$) choice of technical and vocational career studies of transitional students.

5. Discussion

Results show that majority of the participants involved in this study and who choose vocational and technical studies were males. This result must have been influenced by the notion that vocational and technical studies required hard labour and special skills, therefore, they are meant for men with those skills. The current study also revealed that majority of the participants who choose vocational and technical courses are young who falls between ages of fifteen and twenty one. The outcome of this result must have been influenced by seeing themselves as vibrant young men with reserved energy to perform excellently well in vocational and technical skills acquisition. Furthermore, majority of the participants claimed high parental socioeconomic status, which means they are category of students who sees their parents as being capable of financing their education. This result supported the finding of [\[22\]](#) who asserted that financial status influence the choice of vocational and technical career among polytechnics students.

Hypothesis one of the current study is confirmed. A significant positive relationship was observed between transitional students' interest and choice of technical and vocational career studies. This positive relationship observed shows that as the interest of transitional students increases, the choice of technical and vocational career studies also increase as well. In other words, it can be explained that high interest will motivate and energize transitional student in choice of technical and vocational career studies. This result supported the earlier founding of [\[13, 11, 7, 2\]](#) who suggested that students' interest play a major role in the choice of vocational and technical career.

Second hypothesis divulges meaningful association between parent/guardian support and choice of technical and vocational career studies. The direction of the association was positive and it implies that parent/guardian support plays positive significant influence on choice of vocational and technical career studies. This outcome was in line with [\[6\]](#) and [\[16\]](#) that parental factor is the most significant influencer of vocational and technical career choice.

Hypothesis three tested for independent and joint prediction

of choice of vocational and technical career studies by students' interest and parent/guardian support. The result according to [table 3](#) revealed a significant joint prediction of choice of vocational and technical career studies by students' interest and parents/guardians support. Both students' interest and parents/guardians support accounted for a significant variation in picking vocational and technical career studies. This means that selection of vocational and technical career studies are greatly influenced by amount of students' interest and parent/guardian support received and can be compared with the study of Kazi & Akhlaq [\[15\]](#)

5.1. Recommendation

Based on the outcomes of the present study, it is recommended that policy formulators in technical and vocational studies should update the curriculum of technical and vocational studies to meet with the current technological needs of the society. Students' interest sensitization programme in vocational and technical studies should be organised to arouse the interest of students in technical and vocational studies. Appropriate enrolment strategies in technical and vocational studies should be design to attract interest of students in choice of vocational and technical courses. Furthermore, Technical and Vocational courses should be made simple and practical oriented than theoretical aspect by the curriculum planners. Lastly, seminars, workshops, scholarship on technical and vocational studies are also recommended as well as Government funding of vocational and technical education.

5.2. Conclusion

In conclusion, this study investigated students' interest and parents/guardians support as predictor of choice of vocational and technical career studies among transitional students. Parents/Guardians support jointly and independently predicted choice of vocational and technical career studies.

Abbreviations

JAMB	Joint Admissions and Matriculation Board
TVET	Technical and Vocational Education Training
CTVCS	Choice of Technical and Vocational Career Studies
PGS	Parents/Guardians Support
SI	Students' Interest

Author Contributions

Obasanjo Sanya Adegbite: Conceptualization, Data curation, Formal Analysis, Investigation, Methodology, Writing – original draft

Nyitor Alexander Shenge: Project administration, Resources, Supervision, Validation, Writing – review & editing

Conflicts of Interest

The Authors declare no conflicts of interest

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Research Fields

Obasanjo Sanya Adegbite: Industrial and organizational psychology, Criminal Psychology, Sexuality behaviour, Aggressive behavior, Emotional Intelligence, Career Choice, Consumers' behavior, Personality Assessment

Nyitor Alexander Shenge: Industrial and Organisational Psychology, Consumer psychology, Marketing Psychology, Product Branding and purchasing choice, Career Choice, personality psychology

Sunday Adewale Atunwa: Personality and Social Psychology with special interest in Positive Psychology Variables, Health related Quality of Life and Social Issues.