

# Vocational Factors and Career Choice of Vocational and Technical Education Students in Ekiti State University

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## Abstract

*The study examines the influence of vocational factors on the career choice of vocational and technical education students in Ekiti State University. The study employed a survey research design with a population of (619) VTE students. The sample size of the study was (234) using the Krejcie and Morgan sample technique to select the sample size. A primary source of data was used to collect the data through the administration of a questionnaire. Crumbach's alpha coefficient value of 0.816 indicates that the instrument was acceptable. The method of data analysis used is descriptive and correlation statistics to test the research questions and hypotheses. The finding revealed the correlation coefficient and P-value of parental guidance service ( $r=.114 < P=.124$  at 0.05); personal attitude ( $r=.225 > P=.124$  at 0.05) and societal stigmatisation ( $r=.222 > P=.124$  at 0.05). The implication of these findings was an indication that there was a positive significance exists between the explanatory variables on the career choice of VTE students' in Ekiti State University. Also, vocational guidance should be offered to all secondary school students in choosing the career of their choice. Based on these findings, the study, therefore, recommends that vocational guidance should not depend on parental guidance in chosen career choices. There should be public enlightenment about the VTE programme to remove the societal stigmatisation, and students with good personal traits should be encouraged to go for the career of their choice.*

**Keywords:** *Vocation, Guidance, Career Choice, Technical and Vocational Education*

## Introduction

Education is critical in the formation of a nation. It aids in the fusion of individuals' prolificacy and effectiveness, thereby producing skilled labour capable of leading a career person in the direction of long-term goals (Obi, Obi &

Ejefobihi, 2020; Ahmodu, Egbewole & Salam, 2022). The assumption is that increases the complexities of knowledge following the skills required by society and produces generations that will gradually find it herculean to adjust to society, workplace, and industries. The lack of applicable

adjustment revealed the facts highlighted, which could distort young people's education and expose them to a risky environment as well as personal challenges related to their career choice (Ahmodu, Sheu & Adeyemi, 2017). Prior to this contention, any developing country can be crippled; due to the vulnerability of a growing child, involvements that can be dreadful.

The generation to come requires some sort of guidance to survive in choosing a career of their choice, and the absence of this guidance in society may contribute to the increase in the crime rate that we see today (Aribaba, Ahmodu & Salaudeen, 2021). These factors necessitated the country's urgent need for parental guidance (Edward & Yahaya, 2017). However, a country's priority is to educate its citizens to act positively in a direction that will liberate the citizen and alleviate poverty. To make a significant contribution to society, a nation must embrace educational goals that promote a free and democratic society, a just and egalitarian society, a united, strong, and self-sufficient nation, a great and dynamic economy, and a land full of opportunities for all citizens (Federal Government of Nigeria, 2004; Alutu, 2016).

Similarly, education is the most valuable asset that any country can bestow on its citizens. As a result, vocational and technical education is one of the education that a country's government can provide to its citizens. This education emphasised the acquisition of knowledge and information, as well as the development of relevant skills and attitudes (Ekpeyoung, 2011; Alutu, 2016; Ahmodu, Sheu & Adeyemi, 2017). A good education, on the other hand, should go beyond simple literacy, or the ability to read and write. Vocational and technical education is primarily concerned with

enhancing human dignity and elevating work and labour by requiring individuals to acquire or develop employable skills, competencies, attitudes, and knowledge that will enable them to obtain and maintain basic self-sufficiency for a comfortable living (FGN, 2004; Okoye & Arimonu, 2016). As a result, vocational and technical education is defined as a type of education whose primary goal is to prepare individuals for employment in their recognised career choice (Momoh, 2012).

Alutu (2016) opines that a career is a series of positions, jobs, or occupations that a person chooses during his or her working life. Although every individual has a choice in life because there are choices available to all students. Alliyu (2002) posit that whatever happens to one, whether positive or negative, is a choice made by any individual among the numerous options presented by life. Even if one refuses to make a choice among all of life's options, the act of not making a choice is a choice in and of itself. As a result, in existential theory, the idea of choicelessness is not possible. It is important to note, however, that the process of decision-making, and its significance, maybe a significant factor in the difference between one individual and another (Okoye & Arimonu, 2016). The decision to pursue a career is the most important event in a person's life. Therefore, the precision with which a person chooses a career determines his or her success, contentment, and happiness (Dominic & Jones, 2007; Durosaro, 2010). Furthermore, career selection is a process in which one not only chooses but also eliminates and thus stifles some interests and talents (Alutu, 2016).

Durosaro (2010) established that career choice can be deduced from a sociological standpoint as the fact that good parental guidance is a determinant

of a good career choice for students, as it is said “Charity begins at home.” However, it is the responsibility of a good parent to know his or her child’s capability, following the adage “Children raised and nurtured with love shun vices” (Bola & Osikoya 2014). A parent must examine his or her child in all aspects of life, paying close attention to them and knowing what they are good at. A good parent will always sit down with her children and counsel them on career choices and life in general. It is essential and recommended that parents share their past experiences with their children. Telling them about how they spent their youth age will cause the parent to point out the mistakes they made in their youth and how the mistakes negatively impacted them (Alutu, 2016).

Ahmodu, Sheu and Adeyemi (2017) viewed vocational guidance as thus a service provided to students to assist them in making appropriate career decisions by guiding them in the right subject combinations for their desired future careers. Similarly, Alutu (2016) therefore, defined vocational guidance as information provided to students to assist them in identifying jobs that are compatible with their personal attitude to avoid occupational failure and job frustration. However, vocational guidance exposed students to a wide range of job opportunities as well as the specific skills required by each job. This guidance allows students to investigate the skill and personality traits required for specific jobs. Students who have received extensive vocational training are more likely to be satisfied with their career choices, whereas students who make career decisions without adequate and accurate guidance are more likely to be forced to pursue a vocation that is not a good fit for them. According to Hassan (2006) and Tor-Anyiin (2008), vocational guidance combines

the two and emphasises the interaction between learning and work. This is not unrelated to the fact that for an individual to make an informed decision about a career, he or she must have a positive self-image and a high level of education. This explains why vocational guidance is developmental from the beginning of a person’s life or learning. This is ongoing due to the evolving socio-economic changes brought about by knowledge explosion, experience, science, and technology.

Furthermore, following the generality of guidance entails assisting, advising, and directing an individual toward specific, desirable actions, behaviours, decisions, and opinions that are most beneficial to him/her in society. Edward and Yahaya (2017) asserted that the parent should expose the children to more information about what life may bring them, and it is also a good idea to use that medium to ask likely questions from the children, such as: what do you want to become in the near future? What drives you to be the person you are? Is it because someone is doing it and he is wealthy in the field or is it something else? What can you say about your chosen field? Do you have a strong interest in it or have you heard about it from friends who work in the same field? Have you made any plans for it? How are you getting ready? These are the most likely questions that guidance will ask students while guiding them. The guidance is also expected to strengthen further on the field each child chooses, and they are to open their reality to the risks and consequences in the field they chose. A child with a good vision who has not been influenced by anyone will not change his/her mind about the field he/she chose earlier despite hearing about the risk in the field.

The following are the essential responsibilities

that the guidance must provide for students consistently. The purpose of the guidance is to evaluate students regularly and to monitor the process and performance in the field. Guidance is the mentoring of a child by providing regular advice and enlightening the child about peer influences and other barriers that may disrupt his or her attention to a profession. Guidance is also expected to avoid gender discrimination and bias among their students. They are to treat every one of them with 'equity'. The parents must be aware of the types of friends their children keep.

### **Problem Statement**

Vocations in Nigeria are about five decades old; however, they are still in their "baby" stages of development and are plagued by several teething problems. Nigerians have a distorted view of vocational education. Some seem to regard it as education for underachievers, the mentally retarded, school dropouts, and the less fortunate. Because of its practical nature, it has also been erroneously perceived as a "dirty" type of education (Ahmodu, Sheu & Adeyemi, 2017). These perceptions can be traced back to our colonial days and have resulted in the problem of societal stigmatisation. This stigmatisation has led some parents to prefer that their children study prestigious and glamorous courses such as medicine, law, and engineering. Obi, Obi, and Ejefobihi (2020) discovered that students have a misleading thoughts about vocational and technical education. They demonstrated this perception that resulted in societal stigmatisation, thus, vocational factors and career choices of VTE students' are essentially be examined. As a result, there is imperative to investigate how vocational factors; parental guidance, personal attitudes and societal stigmatisation influence the career choice

of VTE students' in Ekiti State University.

Also, technical and vocational education is a field that necessitates extensive knowledge, skills, and training. This field is beneficial to students and the nation at large only if the country is readily apparent, and sufficiently funds its infrastructural facilities. From the study of Hussain, Abbas, Shuhzad, and Bukhari (2012); Obi, Obi and Ejefobihi (2020) they discovered that the success of any career is dependent on personality traits that are relevant to the nature of the job requirements. They also established that vocational factor assists students in excelling in their careers. Therefore, the majority of students who were offered vocational and technical education courses and given adequate guidance had a positive attitude toward the career of their choice. El-Housseiny, Hassan, and Faris (2014) opine that students who were properly guided towards their desired career performed academically in school. This performance determined their chosen career, with the conclusion that regularly allows students to be self-employed, self-influence, and proud of the career chosen. However, this study posed the question of "to what extent does vocational factor enhance the career choice of VTE students in Ekiti State University?" To this end, the research sought to examine the influence of vocational factors on the career choice of VTE students in Ekiti State University.

### **Purpose of the Study**

The study was designed to find out about the influence of vocational factors on the career choice of VTE students' in Ekiti State University. The specific objectives are;

- i. to examine the influence of parental guidance on the career choice of VTE students' in

Ekiti State University

ii. to evaluate the impact of personal attitude toward the career choice of VTE in Ekiti State University

iii. to investigate how societal stigmatisation affects the career choice of VTE students in Ekiti State University

iv. to identify the level of frequency of the career choice of VTE students in Ekiti State University

### Research Questions

The research questions that guided the study are as follows;

i. To what extent does parental guidance influence the career choice of VTE students' in Ekiti State University

ii. How does the personal attitude influence the career choice of VTE students in Ekiti State University

iii. How does the societal stigmatisation affect the career choice of VTE students' in Ekiti State University

v. What is the level of frequency of the career choice of VTE students in Ekiti State University

### Hypothesis

H:01 There is no significant influence between the parental guidance and career choice of VTE students' in Ekiti State University

H:02 There is no significant influence between the personal attitude and career choices of VTE students in Ekiti State University

H:03 There is no significant influence between the societal stigmatisation and career choice of VTE students' in Ekiti State University

H:04 None of the parental guidance, personal attitude and societal stigmatisation will significantly predict the career choice of VTE students' in Ekiti State University

### Methodology

The research design for this study is a survey research design. The study population comprises the entire undergraduate students of vocational and technical education in Ekiti State University with a total population of six hundred and nineteen (619) students' as documented by the department of vocational and technical education (VTE, 2021). The sample size of two hundred and thirty-four (234) students was selected through the Krejcie and Morgan sampling techniques to select the sample size from the respondents. The Krejcie and Morgan sampling technique formula are:  $S = \frac{X^2NP}{(1-P) + d^2(N-1) + X^2P(1-P)}$ . The instrument used to collect data for this study was a questionnaire designed by the researcher on a scale of 4 points Likert. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument. The instrument revealed a coefficient of 0.816 which is acceptable. The method of data analysis used was descriptive and correlation statistics to test the research questions and hypotheses.

**Table 2: Students' Population Data According to Their Programmes**

S/N	PROGRAMMES	OPTIONS	LEVELS	POPULATIONS	SAMPLE SIZE		
1	BUSINESS EDUCATION	ACCOUNTING	100	25	10		
			200	69	26		
			300	52	20		
			400	33	13		
			TOTAL	179	69		
		OFFICE INFORMATION MANAGEMENT	100	NIL	NIL		
			200	5	02		
			300	11	04		
			400	5	02		
			TOTAL	21	08		
		MARKETING	100	25	10		
			200	16	06		
			300	12	05		
			400	28	11		
			TOTAL	81	32		
		TOTAL				281	109
		2	TECHNICAL EDUCATION	MECHANICAL	100	2	01
					200	3	01
					300	5	02
TOTAL	10				04		
ELECTRICAL	100			4	02		
	200			6	02		
	300			1	00		
	TOTAL			11	04		
BUILDING/WOODWORK	100			NIL	00		
	200			2	01		
	300			1	00		
	TOTAL			3	01		
TECHNICAL EDUCATION	400			20	08		
TOTAL				44	18		

3	LIBRARY INFORMATION SCIENCE	NIL	100	41	15
			200	80	30
			300	59	22
			400	21	08
		TOTAL			201
4	EDUCATIONAL TECHNOLOGY	NIL	100	8	03
			200	9	03
			300	9	03
			400	6	02
		TOTAL			32
5	AGRIC EDUCATION	NIL	100	20	07
			200	12	04
			300	10	03
			400	19	07
		TOTAL			61
GRAND TOTAL			619	234	

Source: Department of Vocational and Technical Education (2021)

### Results and Discussion of Findings

**Table 3: Demographic Characteristics of Respondents**

Items	Classification of Items	Frequencies	Percentage (%)
Gender	Male	124	53.00
	Female	110	47.00
	Total	234	100.0
Programmes	Agric Education	21	9.00
	Business Education	109	46.60
	Educational Technology	11	4.70
	Library Information Science	75	32.10
	Technical Education	18	7.70
	Total	234	100.0
Levels	100 Level	49	20.90
	200 Level	75	32.10
	300 Level	59	25.20
	400 Level	51	21.80
	Total	234	100.0

**Source: Author's Computation/Field Survey (2022)**

Table 1 describes the respondents' characteristics. It also revealed the frequencies and percentages of the demographic characteristics of two hundred and thirty-four (234) respondents. The classification of items began from gender and shows that 124(53%) were male and 110(47%) were female out of the total aggregate respondents. From the table, the programme categories of the respondents sampled reveal that 21(9%) of the respondents were agricultural education degree programme; 109(46.60%) of the respondents were business education degree programme; 11(4.7%) of the respondents were educational technology degree programme; 75(32.10%) of the respondents are library information science degree programme while 18(7.70%) of the respondents were from a technical education degree programme in Ekiti State University. It also depicts the levels categorization of 49(20.9%) respondents were 100 level students of the University; 75(32.10%) respondents were 200 levels students of the University; 59(25.20%) respondents were 300 level of the University while 51(21.8%) respondents were 400 level students of the University. It can be concluded from the table that the respondents have chosen the career of their choice that can understand and interpret the research questions raised. Also, the opinions of respondents sampled from this survey are coherent.

**Research Question 1:** To what extent does parental guidance influence the career choice of VTE students' in Ekiti State University?

**Table 4:** Descriptive Statistics of parental guidance factors of VTE students'

S/N	ITEMS	SA		A		D		SD		N	Mean	STD	Remark
		F	%	F	%	F	%	F	%				
1	Parental encouragement has been the greatest choice in my career	48	20.5	88	37.6	71	30.3	27	11.5	234	2.32	.930	Agreed
2	Parental interest influences in choosing the career of my choice	60	25.6	83	35.5	78	33.3	13	5.6	234	2.18	.883	Disagreed
3	Regular family support enhances my career of choice	56	23.9	100	42.7	68	29.1	10	4.3	234	2.13	.827	Disagreed



4	Parental socioeconomic status does not enable me to choose the career of my choice	60	25.6	80	34.2	84	35.9	10	4.3	234	2.18	.868	Disagreed
5	Restrictions by my parents do not facilitate me to choose the career of my choice	78	22.2	78	33.3	76	32.5	28	12.0	234	2.34	.955	Agreed
Targeted Mean (2.23)													

**Source:** *Author's Computation/Field Survey (2022)*

From table 4 above, it was observed that the frequency, percentage, mean and standard deviation analysis of the parental guidance and career choice of VTE students in Ekiti State University. However, the mean statistics benchmark for these research questions is (2.23). Items 1 and 5 have the mean value of (2.32 and 2.34) as they agreed with the parental guidance factors while items 2, 3, and 4 with the mean value of (2.18, 2.13 and 2.18) respectively disagreed with the factors contributed to parental guidance. This shows the descriptive analysis of how parent offers their guidance regarding the career choice of VTE students in Ekiti State University. It was concluded that parental guidance factors have no significant influence on the career choice of VTE students' in Ekiti State University, Nigeria.

**Research Question 2:** How does the personal attitude influence the career choice of VTE students in Ekiti State University?

**Table 5: Descriptive Statistics of personal attitude factors of VTE students**

S/N	ITEMS	SA		A		D		SD		N	Mean	STD	Remark
		F	%	F	%	F	%	F	%				
1	My gender attitude failed me not to choose the course of my choice	64	27.4	104	44.4	42	17.9	24	10.3	234	2.11	.924	Disagreed
2	The attitude of having access to family business affects the choice of my career	34	14.5	108	46.2	78	33.3	14	6.0	234	2.30	.791	Agreed

3	Race and culture affect my career choice	59	25.2	104	44.4	59	25.2	12	5.1	234	2.10	.837	Disagreed
4	The perception that parent shoulders child education affects my attitude	38	16.2	108	46.2	79	33.8	09	3.8	234	2.25	.769	Agreed
5	I am passionate to study the VTE programme as a course of my choice	42	17.9	115	49.1	59	25.2	18	7.7	234	2.22	.831	Agreed
<b>Targeted Mean (2.20)</b>													

**Source: Author’s Computation/Field Survey (2022)**

Table 5 shows the frequency, percentage, mean and standard deviation analysis of the personal attitude towards career choice of VTE students in Ekiti State University. However, the mean statistics benchmark for these research questions is (2.20). Question items 2, 4 and 5 have the mean value of (2.30, 2.25 and 2.22) respectively as they agreed that personal attitude factors can influence the career choice of VTE students in Ekiti State University while the question item 1 and 3 with the mean value of (2.11 and 2.10) respectively disagreed that gender and race and culture as a form of personal attitude factors cannot demotivate them from chosen the career of their choice. The findings revealed that personal factors influence the career choice of VTE students in Ekiti State University. This shows that the sampled VTE students were guided and influenced based on their attitudes, skills and knowledge in choosing the career of their choice.

Research Question 3: How does the societal stigmatisation affect the career choice of VTE students’ in Ekiti State University?

Table 6: Descriptive Statistics of societal stigmatisation factors of the VTE students’

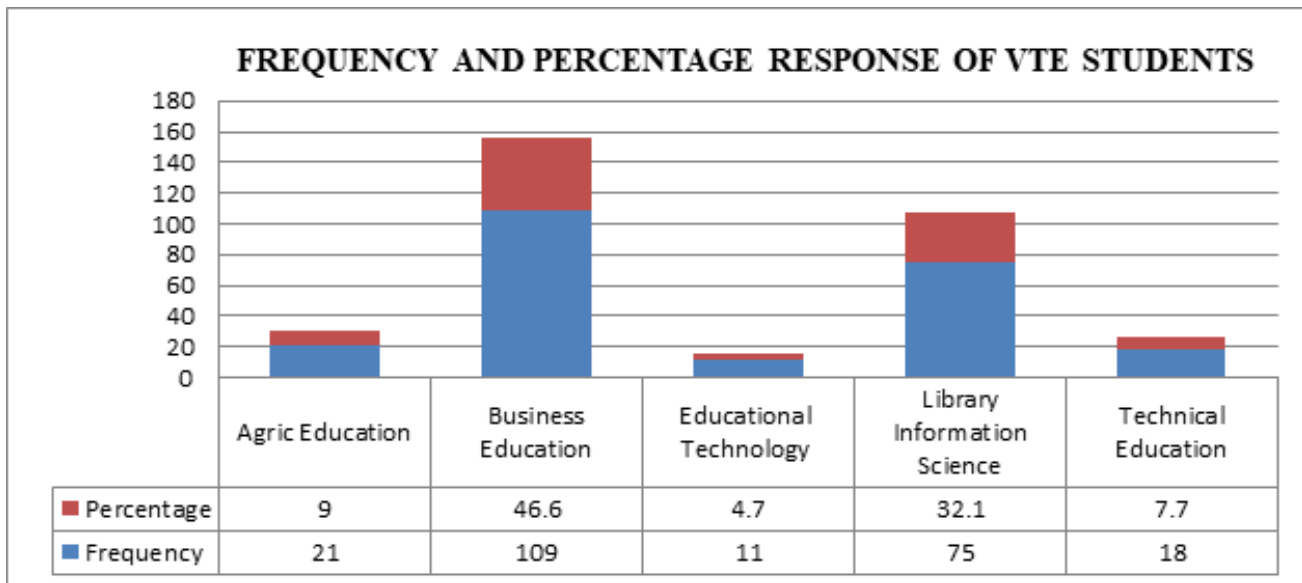
S/N	ITEMS	SA		A		D		SD		N	Mean	STD	Decision
		F	%	F	%	F	%	F	%				
1	I choose this career because of my family's socioeconomic status	63	26.9	79	33.8	64	27.4	28	12.0	234	2.24	.982	Agreed

2	Self-stigmatisation do not enable me to choose the career of my choice	79	33.8	103	44.0	35	15.0	17	7.3	234	1.95	.882	Disagreed
3	Family orientation does not enable me to choose the career of my choice	44	18.8	93	39.7	82	35.0	15	6.4	234	2.29	.844	Agreed
4	My age propels me to choose a career of my choice without any stigmatisation	61	26.1	106	45.3	52	22.2	15	6.4	234	2.08	.856	Disagreed
5	Cultural stigmatisation kept me not to become a graduate at my tender age	54	23.1	81	34.6	82	35.0	17	7.3	234	2.26	.897	Agreed
Targeted Mean (2.16)													

**Source:** *Author's Computation/Field Survey (2022)*

Table 6 designates the frequency, percentage, mean and standard deviation analysis of the societal stigmatisation factors influencing the VTE students in Ekiti State University. Hence, the mean statistics benchmark for these research questions is (2.16). The question item 1, 3, and 5, with the mean value of (2.24, 2.29 and 2.26). The majority of students agreed that without any fear of societal stigmatisation on the career of their choice because they are not studying it to please anybody in the society while questions items 2 and 4 with the mean value of (1.95 and 2.08). Only a few among the respondents disagreed that self-stigmatisation and age propelled them to choose the career of their choice. The study revealed that not all the students of VTE are facing societal stigmatisation about the career of their choice in Ekiti State University.

**Research Question 4:** What is the level of frequency of the career choice of VTE students in Ekiti State University?



**Figure 1: Frequency and Percentage of Career Choice Responses from the VTE Students**

From the table, according to the programme of their choice, 21(9%) of the respondents were from an agricultural education degree programme, 109(46.60%) of the respondents were from a business education degree programme, 11(4.7%) of the respondents were from an educational technology degree programme, 75(32.10%) of the respondents were from a library information science degree programme, and 18(7.70%) of the respondents were from a technical education degree programme. This shows that the majority of VTE students pursue a career in the following frequency; business education, library information science, agriculture education, technical education, and educational technology.

**Test of Research Hypothesis**

**H:0<sub>1</sub>** There is no significant influence between the parental guidance and career choice of VTE students’ in Ekiti State University

**Table 7:** The Correlation Analysis between Parental Guidance and Career Choice of VTE Students in Ekiti State University

Variables	N	X	S.D	df.	Calculated r-value	Critical r-value	Decision
Parental Guidance	234	2.34	.930	232	.114	.124	H <sub>1</sub> Do not reject
Career Choice	234	2.27	.818				

**Source:** *Author’s Computation/Field Survey (2022); (r=.114<P=.124 at 0.05)*

The calculated r-value (.114) of Pearson Product Movement Correlation Statistics is less than the critical r-value (.124) for 232 degrees of freedom at a 5% alpha level of significance, as shown in Table 7. As a result, the null hypothesis, which states that there is no significant difference between parental guidance and career choice of VTE students’ in Ekiti State University is hereby not rejected. The finding aligns with the conclusion of Edword and Yahaya (2017) asserted that parental guidance has no significant impact on a student’s career choices because only children raised and nurtured with love avoid vices. Furthermore, Ahmodu, Sheu and Adeyemi (2017) concluded that parental guidance is intended to assist individuals of any age at any point in time in making decisions about their educational training, occupational choice, and career management based on their parental status in society.

**H:0<sub>2</sub>** There is no significant influence between the personal attitude and career choices of VTE students in Ekiti State University

**Table 8:** The Correlation Analysis between Personal Attitudes and Career Choice of VTE Students in Ekiti State University

Variables	N	X	S.D	df.	Calculated	Critical	Decision
					r-value	r-value	
Parental Guidance	234	2.34	.930	232	.114	.124	H <sub>1</sub> Do not reject
Career Choice	234	2.27	.818				

**Source:** *Author’s Computation/Field Survey (2022); (r=.114<P=.124 at 0.05)*

The calculated r-value (.114) of Pearson Product Movement Correlation Statistics is less than the critical r-value (.124) for 232 degrees of freedom at a 5% alpha level of significance, as shown in Table 7. As a result, the null hypothesis, which states that there is no significant difference between parental guidance and career choice of VTE students’ in Ekiti State University is hereby not rejected. The finding aligns with the conclusion of Edword and Yahaya (2017) asserted that parental guidance has no significant impact on a student’s career choices because only children raised and nurtured with love avoid vices. Furthermore, Ahmodu, Sheu and Adeyemi (2017) concluded that parental guidance is intended to assist individuals of any age at any point in time in making decisions about their educational training, occupational choice, and career management based on their parental status in society.

**H:0<sub>2</sub>** There is no significant influence between the personal attitude and career choices of VTE students in Ekiti State University

**Table 8:** The Correlation Analysis between Personal Attitudes and Career Choice of VTE Students in Ekiti State University

Variables	N	X	S.D	df.	Calculated	Critical	Decision
					r-value	r-value	
Personal Attitude	234	2.25	.770				$H_2$
				232	.225	.124	Rejected
Career Choice	234	2.27	.818				

**Source:** Author's Computation/Field Survey (2022); ( $r=.225 > P=.124$  at 0.05)

Table 8 revealed the calculated r-value (.225) of Pearson Product Movement Correlation Statistics is greater than the critical r-value (.124) for 232 degrees of freedom at a 5% alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference between the personal attitude and career choice of VTE students in Ekiti State University is hereby rejected. The finding is against the conclusion of Edword and Yahaya (2017) that personal attitude has a significant influence on students' career choices because guidance information given to students assists them in identifying job compatibility with their attitude to avoid occupational failure and job frustration. Furthermore, Hussain, Abbas, Shuhzad, and Bukhari (2012) and Houseiny, Hassan, and Faris (2014) maintained that the success of any career person is based on personality traits that are relevant to the nature of job requirements. It was concluded that students who receive adequate career guidance outperform their peers academically in their career choice.

**H:0<sub>3</sub>** There is no significant influence between the societal stigmatisation and career choice of VTE students' in Ekiti State University

**Table 9:** The Correlation Statistical Analysis between Societal Stigmatisation and Career Choice of VTE Students in Ekiti State University

Variables	N	X	S.D	df.	Calculated	Critical	Decision
					r-value	r-value	
Societal Stigmatisation	234	2.29	.845				$H_3$
				232	.222	.124	Rejected
Career Choice	234	2.27	.818				

**Source:** Author's Computation/Field Survey (2022); ( $r=.222 > P=.124$  at 0.05)

Table 9 depicts that the calculated r-value (.222) of Pearson Product Movement Correlation Statistics is greater than the critical r-value (.124) for 232 degrees of freedom at a 5% alpha level of significance. Thus, the null hypothesis which states that there is no significant difference between the societal stigmatisation and career choice of VTE students' in Ekiti State University is hereby rejected. According to Obi, Obi, and Ejefobihi (2020), only students who had a negative perception of vocational and technical education

believed there was societal stigmatisation associated with their career choice. As a result, there is a need for public enlightenment to remove the stigmatisation associated with vocational and technical education courses in the country.

**H:0<sub>4</sub>** None of the parental guidance, personal attitude and societal stigmatisation significantly predicts the career choice of VTE students' in Ekiti State University

**Table 10:** The Correlation Statistical Analysis between Parental Guidance, Personal Attitude, Societal Stigmatisation and Career Choice of VTE Students in Ekiti State University

Variables	N	X	S.D	df.	Calculated	Critical	Decision
					r-value	r-value	
parental guidance, personal attitude Societal Stigmatisation	234	2.93	.973	232	.218	.124	<b>H<sub>4</sub></b> Rejected
Career Choice	234	2.27	.818				

**Source:** Author's Computation/Field Survey (2022); ( $r=.218 > P=.124$  at 0.05)

Table 10 shows that the calculated r-value (.218) of Pearson Product Movement Correlation Statistics is greater than the critical r-value (.124) for 232 degrees of freedom at a 5% alpha level of significance. Thus, the null hypothesis which states that none of the parental guidance, personal attitude and societal stigmatisation significantly predicts the career choice of VTE students' in Ekiti State University is hereby rejected. This finding implies that some factors significantly predict the choice of career among the VTE students in Ekiti State University. This is in tandem with the observation of Alutu (2016) that a career is a series of positions, jobs, or occupations that a person chooses during his or her working life. Although every individual has a choice in life because there are choices available to all students. Durosaro (2010) also found that career choice can be deduced from a sociological point of view as the fact that good parental guidance is a determinant of a good career choice for students, as it is said charity begins at home.

### Conclusion and Recommendation

Vocational guidance is important in improving student assistance and realising the country's stated educational aims and goals. The need for this guidance becomes critical for students when deciding on a career path. Vocational and technical education requires the government's support to increase funding capacity and provide widespread publicity, which will change young people's perceptions of the programme and remove the stigmatisation of VTE graduates from our respective tertiary institutions in the country. Since the programme was designed to prepare graduates to become self-employed, self-sufficient, and employers of labour in order to alleviate poverty and reduce unemployment in the country. The study, therefore, recommends that the attention given to the VTE programme in the country today is far below the desired level, and the government's inability to fund education is one of the major problems posed to

education in the country, affecting the productivity of graduates from tertiary institutions or technical colleges. Also, vocational guidance should not depend on the parental guidance services in chosen career choice. There should be public enlightenment about the VTE programme to remove the societal stigmatisation, and students with good personal traits should be encouraged to go for the career of their choice.

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