

**EFFECT OF CAREER INTERVENTION ON
VOCATIONAL PREFERENCES AND LEARNING
MOTIVATION AMONG JUNIOR SECONDARY
SCHOOL STUDENTS IN JIGAWA STATE,
NIGERIA**

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UNIVERSITI SAINS MALAYSIA

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SCHOOL STUDENTS IN JIGAWA STATE,
NIGERIA**

by

ISAH USMAN

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
BASAT	Basic Science Achievement Test
CAN	Counselling Association of Nigeria
CASSON	Counselling Association of Nigeria
CMC	Componential Model of Creativity
FTP	Future Time Perspective
ICC	Ibadan Career Council
KST	Kazembe Sorting Test
MANCOVA	Multivariate Analysis of Covariance
MEGI	Motivational Interviewing-Based Group Career Intervention
NCC	Nigerian Career Council
NYSC	National Youth Service Corps
SCCT	Social Cognitive Career Theory
SES	Socioeconomic Status
SVPLMS	Students vocational preference and learning motivation scale
TEDRO	Test Development and Research Organisation
VII	Vocational Interest Inventory

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**KESAN INTERVENSI KERJAYA TERHADAP KECENDERUNGAN
VOKASIONAL DAN MOTIVASI PEMBELAJARAN DALAM KALANGAN
PELAJAR SEKOLAH MENENGAH RENDAH DI NEGERI JIGAWA,
NIGERIA**

ABSTRAK

Kajian ini mengkaji keberkesanan intervensi kerjaya terhadap kecenderungan vokasional dan motivasi pembelajaran dalam kalangan pelajar sekolah menengah rendah di Emirat Hadejia, Negeri Jigawa, Nigeria. Reka bentuk penyelidikan kuasi-eksperimen dalam bentuk reka bentuk praujian dan pascaujian digunakan dengan pendekatan penyelidikan campuran. Populasi kajian terdiri daripada 12 sekolah menengah rendah awam di Emirat Hadejia dengan jumlah populasi 1,622 pelajar dan 240 sampel diambil daripada dua belas (12) sekolah dengan jantina yang seimbang. Penyelidik menggunakan teknik pensampelan rawak mudah. Instrumen yang diadaptasi, iaitu Skala Kecenderungan Vokasional dan Motivasi Pembelajaran Pelajar (SVPLMS), digunakan untuk mengumpul data kajian. Instrumen ini telah disahkan oleh pakar dan diuji pada tahap signifikan 0.05 menggunakan teknik uji-uji semula. Enam soalan kajian dan enam hipotesis telah dirumuskan berdasarkan enam (6) objektif kajian. Min dan sisihan piawai digunakan untuk menjawab soalan kajian, manakala ujian T untuk sampel bebas dan ujian T untuk sampel berpasangan serta Analisis Varians (ANOVA) digunakan untuk mentafsir hipotesis kajian. Data kualitatif dalam bentuk temu bual juga dianalisis. Kajian ini menunjukkan bahawa pelajar sekolah menengah rendah menghadapi kesukaran untuk memilih pekerjaan yang sesuai, dan kebanyakan mereka berhenti sekolah kerana kekurangan motivasi yang menyebabkan pengangguran dan pekerjaan tidak tetap yang serius. Kajian

mendapati bahawa intervensi kerjaya secara signifikan mempengaruhi keutamaan vokasional pelajar, menyebabkan perubahan dalam laluan kerjaya pilihan mereka berdasarkan ciri-ciri personaliti mereka. Selain itu, penyelidikan mendedahkan bahawa intervensi kerjaya memberi kesan positif kepada motivasi pembelajaran peserta, menunjukkan hubungan yang berpotensi antara bimbingan kerjaya dan peningkatan penglibatan dalam pendidikan. Secara keseluruhannya, dapatan kajian menunjukkan bahawa intervensi kerjaya yang disasarkan boleh memainkan peranan penting dalam membentuk pilihan kerjaya pelajar dan meningkatkan motivasi mereka terhadap pembelajaran. Kajian ini mencadangkan integrasi kerangka teoritikal kajian seperti Teori Jenis Personaliti Holland dan Hubungan Persekitaran serta Teori Konsep Kendiri/Pembangunan Super ke dalam program intervensi kerjaya. Selain itu, kajian ini mencadangkan agar pendidik dan kaunselor membimbing pengalaman praktikal dan aktiviti penerokaan kerjaya untuk memperkasakan pelajar membuat keputusan yang tepat tentang kerjaya masa depan mereka.

**EFFECT OF CAREER INTERVENTION ON VOCATIONAL
PREFERENCES AND LEARNING MOTIVATION AMONG JUNIOR
SECONDARY SCHOOL STUDENTS IN JIGAWA STATE, NIGERIA**

ABSTRACT

The study examined the effectiveness of career intervention on vocational preference and learning motivation among junior secondary school students of Hadejia Emirate, Jigawa state Nigeria. Quasi-experimental research design in form of pretest posttest design was used with mixed research. The population comprises 12 public junior secondary schools of Hadejia emirate with the population of 1,622 student and 240 samples drawn from twelve (12) Schools with gender balance. The researcher employed simple random sampling techniques. Adapted instrument tagged Students vocational preference and learning motivation scale (SVPLMS) to collect the data of the study. The instrument was validated by experts and tested at 0.05 level of significant using test-retest technique. Six research questions and six hypotheses were formulated upon six (6) research objectives. Mean and standard deviation were used to answer the research questions, while T-test for independent sample & paired sample t-test and Analysis of Variance (ANOVA) were used to interpret the research hypotheses. The qualitative data in form of interview was interpreted. Study had shown that Junior secondary school students were faced with difficulties in choosing an appropriate vocation and most of them were out of school due to lack of motivation which resulted to drastic unemployment and underemployment. The study found that career intervention significantly influenced students' vocational preferences, leading to shifts in their chosen career paths based on their personality characteristics. Additionally, the research revealed that career intervention positively impacted the

learning motivation of the participants, indicating a potential link between career guidance and increased educational engagement. Overall, the findings suggest that targeted career interventions can play a crucial role in shaping students' career choices and enhancing their motivation towards learning. The study recommends the integration of theoretical frameworks such as Holland's Personality Types and Environment Relationship and Super's Self Concept/Developmental Theory into career intervention programs. Additionally, the study suggests that educators and counsellors should facilitate practical experiences and career exploration activities to empower students to make informed decisions about their future careers.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The organization of career intervention in a school system as a pioneer necessitates a significant amount of tact and skill. Numerous commendable ideas and programs have failed because of starting off on the wrong foot or proceeding erroneously. The success of any endeavor within the school system necessitates the cooperation of all individuals involved in the system. Good programs will not be effective when the spirit of cooperation and teamwork is absent among the operators. Methods, strategies, and techniques for initiating guidance and counseling programs are bound to vary in order to accommodate the different conditions in various schools or communities (Akinade, 2016). For a guidance service or program to effectively achieve its objectives, it is imperative to provide a guidance package that enhances student maturity within the school guidance program. Career education is prominent among school guidance programs. Career education encompasses more than just job placement assistance; it involves implementing a career program in schools for junior secondary-level students to equip them with self-knowledge and an understanding of the world of work. Bruce et al. (2017) emphasized that career education should enable students to comprehend and evaluate their society as a work organization, as well as evaluate their own chances and position as individuals within that work organization. Consequently, students require information through a career intervention and program with the use of effective guidance and counseling techniques to gain knowledge and understanding of the purposes and conditions of work, even while still in school. To choose a suitable or appropriate career, an individual must know himself or herself, as

well as the available occupations. For better self-understanding, interest, aptitude, temperament, and educational attainment must be adequately addressed. Career intervention for junior secondary school students in Hadejia Emirate of Jigawa state, Nigeria, is extremely important because most students remain unemployed after leaving school. This is likely due to a lack of appropriate or no career intervention (Gali, 2021).

Encouraging students to learn is presently a subject of significant interest for educators and is regarded as one of the most formidable challenges in the educational domain. Student motivation is a fundamental component that is indispensable for excellence in education. According to Ryan and Deci (2020), motivation is one of the most influential factors that determines a student's achievement or failure in school. Student motivation is a crucial element that is indispensable for achieving excellence in education. For a student to make an attempt, there must be a motive. Motive denotes a yearning, necessity, impulse, or impetus to attain a specific objective (Makokha & Ongwae, 1997).

1.2 Background of the Study

Career intervention, as a term, was introduced by Frank Parsons in 1908 during his quest to identify the appropriate name for the service that schools should offer to students about to join the workforce. Parson, in his book *'Choosing a Vocation'*, defined career intervention as the process of assisting or guiding individuals in selecting a career, preparing for it, and achieving efficiency and success. Parson believed in the concept of matching careers with an individual's personality traits. According to Akinade (2016), this idea of career-personality matching was vital in Parson's career intervention model. The National Career Guidance Association,

established in 1924 in America, defined career intervention as the process of choosing an occupation, preparing for it, entering it, and making progress in it (Kolo, 2016).

In the traditional sense, career intervention within Nigerian culture implies that the child is a weaker, less knowledgeable individual with respect to the behaviors or decisions deemed to be for his own good. In other words, the child cannot and should not decide for himself/herself on anything, rather decisions are made on his behalf by his parents, brothers, or significant others. Within such context, it was assumed that needs were to be determined by the home (parents) or the school (as the case may be) or by reference to the norms of society. The required adjustment to be achieved through guidance was therefore the type of adjustment desired by or seen by the adult to be good for the child, not what the child thought was good for him since the adult knew best. This is one of the reasons some educationists and experienced school principals feel that they do not need guidance counsellors in Nigerian schools. For them, the old conception of guidance worked, and thus did not need to be changed (Akinade, 2016).

However, in Nigeria, career intervention was first mentioned in 1959 at St. Theresa's Secondary School, Oke-Ado Ibadan by the Irish Rev. Sisters who were concerned about what the final year students at the school would be engaged in after leaving school. So, they invited some knowledgeable and influential people to advise the students on what careers existed. These people were not trained guidance counsellors, but the Rev. Sisters felt that they knew more about the world of work. The result of the work was that 60 students that graduated were properly placed. In addition, the gusto was sustained, and the professionals decided to hold regular meetings (Akinade, 2016).

Akinade (2016) in 1961, there was a crucial meeting with representatives from schools, with principals in attendance, the most important outcome of that meeting was the formation of the Ibadan Career Council (ICC) which formed the nucleus of what later called the Nigerian Career Council (NCC). The major goal of this association was to promote occupational placement as a means of assisting youths to derive happiness and earn a living from work activities.

The council organized many residential workshops on career intervention for teachers, career masters and mistresses. It went on to publish a journal known as “*Careers*”. It submitted a plan to the joint consultative committee on Education to promote the growth and development of career intervention in Nigerian Education (Makinde, 1976: pp. 143-150).

In 1962, a group of sixteen Nigerian Education officials and Educators visited Sweden, France and the USA to stimulate the interests in the development of career intervention in Nigeria. The purpose of this trip abroad was to examine the educational systems of those countries and in particular to look for such features that could be adapted ‘to the conditions and needs of Nigeria so as to improve educational sector. The USAID/Nigeria and the University of Nigeria sponsored the trip. It is important to mention that one of the recommendations made by the group which has relevance to guidance in Nigerian education reads as follows: *‘It is a vital issue that a sufficient number of Nigerian teachers be trained in vocational guidance since each comprehensive school must have one guidance officer’* (MOE, 1963: p. 7).

In 1963, a solid beginning was made to introduce modern guidance practices at Comprehensive High School, Aiyetoro, in the Western Region (Ogun State). This

was the earliest effort in establishing formal guidance in Nigerian Education (Akinade, 2016).

In 1964, a Child-guidance Clinic supervised by the Roman Catholic Mission was established under the Federal Ministry of Education as a grant-aided agency that emphasized remedial work. A vocational guidance Bureau which ran workshops for teachers was opened and in the same year (1964) the first seminar on career counselling was organized by the Federal Ministry of Education (Akinade, 2016).

In July 1967, the Ibadan Career Counselling organized a workshop for career masters/mistresses on vocational guidance in Ibadan which attracted participants from the southern parts of Nigeria. The 1972 conference organized by the Ibadan Career Council drew up to 158 delegates from the then 12 States of the federation. The Nigerian Career Council (NCC) was then formed. Several guidance activities stimulated at that conference were initiated in various states within the country (Akinade, 2016).

For several years, the aptitude test has been designed and Standardized Test Development and Research Organization (TEDRO), (a section of WAEC) had been used in some states as the only form of guidance and counselling (Akinade, 2016).

Akinade (2016) the increasing interest in career intervention and the need for a larger body to promote the course of guidance in Nigeria led to the formation of the Counselling Association of Nigeria (CAN) which was launched on 1st December 1976 at the University of Ibadan: The CAN was an off shoot of the Nigerian Career Council. The CAN is an organized professional body whose membership includes:

- i) Professionally trained counsellors.
- ii) Counsellors' educators
- iii) Career masters/mistresses
- iv) Social workers
- v) Psychologists
- vi) Psychotherapists and other allied personnel in various helping work settings such as: Primary and secondary schools, Prisons, Remand homes
- vii) Ministries of Education/ Social Development and Youths Sport and Culture v. Hospitals
- viii) Rehabilitation centres.
- ix) Polytechnics, colleges of education, universities, and others

The organizations aimed at speaking out for and promoting the course of career programs through programs of activities, such as organizing conferences during which professional papers are presented, helping to run workshops and train guidance manpower for states and federal schools and to render professional assistance to private and public industries and similar bodies. The comprehensive school curricula introduced under the New National policy on education i.e., the 6-3-3-4 system of education and the need for technical and vocational education for manpower development all speeded up the introduction of guidance and counseling in Nigerian schools (Sambo, 2019).

Raji (2019), girls were counselled on the need for proper job selection and placement in 1956. The Rev. Sisters did not stop giving their services with St. Theresa College but followed up their activities in other schools in Ibadan and its environment. The activity took a new turn in October 1961 when principals of post-primary schools

and the representatives from Ministries of Education, Health, Trade and Industry and Labour initiated and inaugurated the “Ibadan Career Counsellors” in October 1961. This is how the association known as the Nigerian Careers Council was born. Berepiki was nominated by the Federal Ministry of Education as its first chairman, and the Council would soon go ahead to launch a journal known as “The Career”.

From that year on, more bodies at federal schools began to associate with the activities of the council. Members of this council arrange vocational talks and interviews for school pupils. They rendered services that made the pupils to have clear knowledge of their strengths and weaknesses, likes and dislikes, special aptitudes and the training required for particular careers. As the activities of this group continued to yield positive results, it attracted the attention of other relevant bodies. 1975 was the year when the first Department of Guidance and Counselling in Nigeria took off. This was at the University of Ibadan and the development later led to the formation of the Counselling Association of Nigeria (CAN) in 1976 which was later metamorphosed to Counselling Association of Nigeria (CASSON) at the same University of Ibadan. Since from that time, career intervention continued to develop in Nigeria (Raji, 2019).

In Nigeria, students often lack sufficient information about career opportunities before entering the workforce. In many instances, students focus on completing academic courses without fully considering the marketability and employability of graduates in their chosen fields. Career preferences are not made hastily; rather, they develop over time. A career is a progression of roles within a specific field, typically involving increasing responsibilities as an individual gains experience (Okonkwo, 2011).

In Nigeria, students lack adequate occupational information before they enter occupations. In some cases, the students concern themselves with reading of courses in the schools without due regard to the marketability and employability of the graduates in the field. Vocational preference is not one that is made abruptly, it is a continuous process. A career is a series of jobs that a person has in a particular area of work, usually involving more responsibilities as time passes (Okonkwo, 2011).

According to Alutu (2019), career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school level. Once career choice is mostly influenced by parents, friends, relatives, teachers, media, printed information, etc. It seems making appropriate career choice has become an uphill task among secondary school students in Hadejia Emirate; consequently, career intervention as an area of guidance and counselling has been introduced in secondary schools to help tackle this problem. Career intervention serves as a pivotal tool in molding, rebuilding, and assuaging the risk of making wrong vocational preference by secondary school students. Career selection is one of many important choice students will make in determining the future; this decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. Indeed, vocational and career related issues are salient across different cultures and nationalities (Leung, 2004). In an age of economic globalization, all individuals are affected by an array of work-related concerns; some of these concerns are unique to certain cultures, but others are not too many cultural groups.

Sambo (2016) secondary school students in Nigeria generally are faced with problem of vocational or career choice towards the end of their secondary school education; this is because of the poor form of guidance programs being run in

secondary schools. It is therefore the opinion of this study to stress the importance of vocational and career programme in guidance and counselling which is organized in secondary school level as to facilitate in the students the idea of vocational and career readiness and learning motivation that will eventually transform to the vocational maturity of the students.

Today, youths in Nigeria are gearing up in an increasing complicated and fast changing society; and the resultant effect is a complex need for personal – social adjustment, economic and vocational awareness among many youths; (Adegoke, 2004). With an increase in changes in the world of work and the number of opportunities in society and market, the need for career intervention has also increased manifold. People have begun to realize the fact that not all can become engineers, doctors, lawyers. Rather they can explore other fields that concur with their interests and abilities. Career intervention is essential in secondary schools when the students are not sure about choosing a suitable career option. It is important to know that a person's career determines his course of life. While a good decision at the right point in time can make the students' life pleasant; a wrong one can as well, ruin it. Despite having a clear idea of what they want to achieve in life, some students do not know the career path they need to follow to have requisite academic qualification to join a particular course. Career intervention can help the student's clear doubts by giving them a clear-cut view of what they can expect from various educational courses. Nigeria like many other developing countries is faced with the problem of inability of her educators to relate education to employment opportunities (Okoye, 2018). This is apparently in vogue in secondary schools where many teachers are said to be incapable of assisting the students to perceive a vivid picture of the world of work. Olayinka (2016) opines that obtaining good grades in examination to acquire certificate either

for admission into higher institutions or obtain good employment is the main goal of education to many people, rather than acquisition of knowledge and skills through studying. Many students do not know the relationship between the subjects they are being taught in school and their dream careers. It is therefore important to stress the need for career intervention and learning motivation in secondary schools (Bhutto et al., 2023).

Just like learning, vocation has an important place in the life of an individual. Vocational preference is a long process rather than a simple incident. Number of factors affect it like family, ability, personality, industrialization, and public policy (Super, 1990).

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task (Bakar, 2014). Bakar added that motivation reflects in students' choices of learning tasks, the time and effort they devote to them, their persistence on learning tasks, and in coping with the obstacles they encounter in the learning process.

According to Luthans and Youssef-Morgan (2017), motivation is a process which starts with physiological or psychological deficiency or need that activates a behavior or drive which is aimed at a goal or incentives. This is why motivation is referred to as “the reasons underlying behavior” (Guay et al., 2010: p.712). Learners assign various meanings and attitudes to academic activities—personal meanings and attitudes that arouse and direct their energies in different ways. These associated energizing and directing effects are referred to as motivation or sometimes motivation to learn. Motivation is the key to success in the teaching-learning process. Motivation,

as the name suggests, is what ‘moves’ us. It is the reason we do anything at all. Gredler et al. (2014), motivation is defined as “*the attribute that moves us to do or not to do something*” (p. 106). It is an internal impetus or drive to do a specific action or behavior (Ryan & Deci, 2000). Motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students’ learning which may lead to dropout and out of school children. Teachers are the key factor in motivating students to engage with learning activities within their specific educational contexts (Ryan & Deci, 2020; Wood, 2019). A teacher whose behaviors reveal a positive attitude and enthusiasm for learning within a specific curricula subject is more likely to have students who develop positive effect and enthusiasm for learning and achievement within the subject (Fredricks et al., 2004; Tymms, 2023).

Learning motivation is the driving force that lies within a student which will bring up the intention to do learning so that the goals to be achieved by the student can be fulfilled (Cahyani et al., 2020; Nuraisyah et al., 2021; Putra et al., 2022).

Wynn et al. (2018), The complexities of life in the twenty-first century have brought to the forefront of educational thinking the need for students in schools to be supported in developing the capabilities, qualities and dispositions for effective lifelong learning. This adds to the importance of embracing motivation for learning as a goal of education at all levels. It also means that if, as suggested, some assessment practices are reducing motivation for learning, and this is clearly of concern. However, motivation is not a single or a simple concept and so it is necessary to consider the range of factors which constitute motivation for learning, and the kind of motivation that is needed for learning how to learn and for lifelong learning. Motivation for learning is a complex overarching concept, which is influenced by a range of

psychosocial factors both internal to the learner and present in the learner's social and natural environment. The American Psychological Association's (1997) Learner Centered Principles focus on factors that are internal to, and under the control of the learner, as well as taking account of the environmental and contextual factors which interact with those internal factors. Of their fourteen principles, three deal directly with motivation for learning. The first of these has to do with the motivational and emotional influences on learning, which are affected by the learner's emotional state, beliefs, interests, goals and habits of thinking. The second refers to the learner's creativity, higher order thinking and natural curiosity that contribute to intrinsic motivation to learn. Intrinsic motivation for learning is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests and providing for personal choice and control. The third principle has to do with the effect of motivation on extended learner effort and guided practice—without motivation to learn, the willingness to exert this effort is unlikely without coercion. These three broad principles indicate the range of factors that must be taken into account when considering motivation for learning. They have to do with the learner's sense of self, expressed through values and attitudes; with the learner's engagement with learning, including their sense of control and efficacy; and with the learner's willingness to exert effort to achieve a learning goal.

Sex has been shown to be a factor in the occupations that attract and hire women versus men as well as a factor in the rewards that women and men receive. Those occupations with a higher proportion of men have higher compensation (Hegewisch & Hartmann, 2014). Higher authority has also been shown to be associated with male roles. The negotiations literature points to differences by gender in the outcomes of negotiations for compensation, both salary and benefits. Gender is

an important aspect of vocational preference and learning motivation in secondary schools (Eccles & Roeser, 2011).

Sharapova et al. (2023), According to previous literature, most of the researchers used normal guidance activities as career intervention in assisting students choose vocation and motivate them to learn. Very few have prepared checklists as an instrument of data collection. Even though the treatment package seems to be simple in Malaysia and other places, but it will serve an important purpose in assisting students to make a right career choice and also motivate them to learn.

Bashir and Afzal (2017), Career intervention within junior secondary schools in Nigeria has historically been given low priority and funding when compared to other curriculum areas. Career intervention has been one of the key programmes that provided in schools, however, despite its usefulness and relevance in preference identification, vocational choices and explanation, studies involving career intervention efficacy in schools remains paucity. Inadequate empirical evidence regarding the effects of career intervention in schools is what prompted the researcher to carry out the study.

1.3 Problem Statement

In Hadejia Emirate, located in Jigawa State, Northern Nigeria, the absence of comprehensive career intervention programs in schools presents a significant barrier to the effective career development of students. While career counseling is essential in guiding young people through the complex decisions related to education, career choices, and job preparedness, many schools in this region lack structured programs or formal mechanisms for providing such guidance. As a result, students often make career decisions based on societal expectations, family pressure, or a lack of awareness

of career opportunities, rather than on their own interests, aptitudes, or the evolving demands of the job market. This lack of structured intervention leads to students being poorly informed about emerging fields in technology, business, and vocational trades, which may align better with their abilities and the realities of the local and global job markets.

The gap in career intervention in Hadejia Emirate is further exacerbated by a shortage of qualified school counselors. School counselors play a critical role in not only supporting students' academic progress but also in guiding them through their personal development and career aspirations. However, in many schools within Hadejia Emirate, there is either a complete absence of dedicated career counselors or the available staff lack the necessary training and resources to offer effective career guidance. A study by Olabisi and Adebayo (2020) highlights that the shortage of qualified counselors in Nigeria is a systemic issue, particularly in the northern regions, where career development services are often underfunded and underdeveloped. This lack of professional support means that students in the Emirate are at a disadvantage, unable to receive personalized career advice or gain insight into a broad range of potential career paths.

Furthermore, the limited exposure to diverse career opportunities in schools compounds the challenge. Many students in Hadejia Emirate are steered toward traditional career paths—such as teaching, agriculture, or law enforcement—due to a lack of awareness about emerging fields such as information technology, engineering, renewable energy, or entrepreneurship. This reliance on traditional career routes is not necessarily aligned with the local economic context or future job market demands, leading to a mismatch between the skills students acquire and the skills needed in a rapidly changing global economy (Akinlolu, 2021).

The absence of career intervention programs and qualified counselors in Hadejia Emirate ultimately perpetuates cycles of unemployment, underemployment, and limited economic mobility for young people in the region. As noted by Okeke (2020), career counseling plays a vital role in bridging the gap between education and employment by equipping students with the tools, resources, and knowledge to make informed decisions about their futures. Without such interventions, the Emirate risks limiting the potential of its youth, which in turn affects broader community and economic development?

Addressing these issues requires urgent attention. It is essential that schools in Hadejia Emirate develop comprehensive career intervention programs and invest in the training and recruitment of qualified counselors. These programs should be designed to help students explore a broad range of career options, understand job market trends, develop soft skills, and engage with vocational training opportunities that are better suited to the region's economic needs. By investing in career counseling and enhancing the capacity of school counselors, Hadejia Emirate can better prepare its youth for a competitive and rapidly changing job market.

The purpose of this research is to investigate the effect of career intervention on vocational preference and learning motivation among Junior secondary school students of Hadejia Emirate, Jigawa state Nigeria. Career intervention is the combination of career guidance and career counselling coupled with application of theories, skills, and techniques. Career intervention will practically help transition students to choose appropriate career based on their personality traits and occupational characteristics with the aim of assistance from guidance and counselling officers from selected schools. The problem statement is broken into the following categories, each of which is discussed as follow:

The high rate of unemployment and underemployment among school leavers in Hadejia Emirate is a serious issue for concern. It is contended that one of the contributing factors of unemployment cum underemployment among school leavers in the country could be inadequate or lack of career intervention to students while in and out of school. In other words, they are not given sufficient and relevant vocational or occupational information which will enable them to graduate from school to a suitable occupation. It is through a graduate's occupation they expected to serve the country, contribute and at the same time benefit from economic growth and national development. In a case where individual is not properly guided on career decision making by a professional guidance counsellor; it would not be possible for such an individual to contribute to economic and national development after graduation (World Bank, 2020).

Nweze and Okolie (2014) on another viewpoint, career intervention programme in secondary schools has not been given the proper attention it deserves; and until the proper attention is given to this form of education programme, majority of secondary school students will continue to have difficulty in career decision making, at most cases those who are more on Art class, they ended up in commercial or science classes and vice versa, at the end, they found themselves out of school as a result of inappropriate career choice and lack of motivation to continue with their schooling, this accretion was supported by Badmus and Jita (2023), Alao Kazeem and Ibam Onwuka (2017), Igweh and Egbule (2022), Otu and Omeje (2021). They also asserted that many secondary school students lack ideas on which course to study in the higher education institution after leaving secondary school. Also, the list of vocations appears inexhaustible, likewise the variety of persons with varied attributes; and certainly not all persons are suitable for all vocations because every vocation needs certain

background, preparation, and aptitude; therefore, only those that have the requirements succeed. More so, the advent of civilization, industrialization and technological development opened a wide variety of new occupations; the problem of selecting occupation by students becomes complex and difficult. It's also clear that no support from government to promote career intervention programme not only in Hadejia emirate, but Nigeria in general, most of Nigerian secondary schools don't have guidance and counselling officer also.

Motivating students to learn in school is a topic of great concern for Nigeria educational system today, and motivating students so that they can succeed in school is one of the greatest challenges of education not only in Hadejia Emirate, but in Jigawa state and Nigeria in general. Student motivation is an essential element that is necessary for quality education. Ryan and Deci (2020) argued that motivation is among the most powerful determinants of students' success or failure in school. In the learning sphere, spurring students' motivation to engage in academic activities is part of teachers' teaching-learning strategy if the teacher wants to see consistent and quality results. For a learner to make an effort there must be a motive. Motive simply means a desire, need, urge, or drive to achieve a certain goal (Makokha & Ongwae, 1997). It is that drive which makes one do what one does. Many students, due to either social, economic, political, or religious background or challenges, were out of school or stopped the schooling at certain level due to inappropriate or lack of motivation to go to school or to continue with their education.

In Nigeria, women were left behind in studying different courses in school. Some of them were even stop going to school at the middle of their study especially in rural area of Hadejia Emirate, Jigawa state and Nigeria in general. Research on gender differences and career outcomes in the Nigerian work environment supports the link

between the two variables. Sex differences in career choice in relation to career success, intrinsic satisfaction and salary progression reflect the differential impact of traditional gender stereotyping, psychological and social barriers on both sexes. Cultural and societal norms in Nigerian communities are protective of and less restrictive for males compared to females (Okurame, 2012). Although, gender divisions in Nigeria and elsewhere is largely not fixed biologically, they constitute a very potent aspect of social and work behaviour reinforced by cultural and religious systems. Since gender differences in career advancement and outcomes have been ascertained in the Nigerian work environment, it becomes logical too to assume that this variable might affect gender difference in effect of career intervention on vocational preference and learning motivation among secondary school students as well as field of study (Art, science, and commercial classes.)

Gracia et al. (2022), Literature suggests that making students more aware of the influence of gender in professional settings may make a difference to graduates' ability to navigate organizational life more effectively. In a European study, Moreau and Leathwood (2006) note that ignoring the influence of gender in employability shifts responsibility for employment success away from organizations onto individuals, this is indeed what is happening in Hadejia emirate of Jigawa state, Nigeria. A study at the University of Malta examined what responsibility the institution had for the career outcomes of its graduates, looking at gender as one dimension of the analysis. Therefore, the research will look at the effect of career intervention on learning motivation and vocational preference among junior secondary school students of Hadejia Emirate, Jigawa state Nigeria.

Adeleke and Alabede (2022) in Nigeria, children lack access to primary and secondary school education, and some who have the opportunity to attend are streaming between school and home, this hinders their social, cognitive, emotional, and physical skills' development. As a result of the high number of out-of-school children in Nigeria, scholarly attention has been drawn to uncovering the predictors or causes. Existing studies on out-of-school children in Nigeria have identified individual level attributes (children living with disabilities, gender, age, early marriage) and household factors (educational status of parents, wealth index, parental occupation, child labour, place of residence, large family size, culture) as the predictors (Ndanusa et al., 2021; Okoh et al., 2020; Ali et al., 2021; Shehu 2018; Elgbeleye & Olasupo, 2011; Adikwu 2021; Erhieyovewe et al., 2020; Ajuwon, 2008; Abdu et al., 2020; Adeoye & Dipeolu, 2017; Okuneye & Obasan, 2014). However, little research attention has been given to the geographical determinants of out-of-school children in the literature.

In view of the above, the research investigated the effect of career intervention on vocational preference and learning motivation among junior secondary school students of Hadejia Emirate, Jigawa State Nigeria

1.4 Research Objectives

The research objectives were developed to guide the direction of this study:

- i. To find out the effect of career intervention on vocational preference among Junior secondary school students (JSS III) of Hadejia Emirate, Jigawa State Nigeria before and after intervention

- ii. To find out gender difference in the effect of career intervention on vocational preference among Junior secondary school students (JSS III) of Hadejia Emirate, Jigawa State Nigeria before and after intervention.
- iii. To find out the difference in the effect of career intervention on vocational preference between commercial, Arts and Science Junior secondary school students (JSS III) of Hadejia Emirate, Jigawa State Nigeria before and after intervention.
- iv. To find out the effect of career intervention on learning motivation among Junior secondary school students of Hadejia Emirate, Jigawa state Nigeria before and after intervention.
- v. To find out the difference in the effect of career intervention on learning motivation between commercial, science and Art Junior secondary school students of Hadejia Emirate, Jigawa state Nigeria, before and after intervention.
- vi. To find out gender difference in the effect of career intervention on learning motivation among Junior secondary school students (JSS III) of Hadejia Emirate, Jigawa State Nigeria before and after intervention.

1.5 Research Questions

The research questions were developed to guide the direction of this study:

- i. What is the effect of career intervention on vocational preference among Junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after the intervention?

- ii. What is the effect of career intervention on vocational preference between male and female Junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after the intervention?
- iii. What is the effect of career intervention on vocational preference between Commercial, Art and Science Junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after the intervention?
- iv. What is the effect of intervention on learning motivation among Junior secondary school students of Hadejia emirate, Jigawa state Nigeria, before and after the intervention?
- v. What is the effect of career intervention on learning motivation between Commercial, Art and Science Junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after the intervention?
- vi. What is the effect of career intervention on learning motivation between male and female junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after the intervention?

1.6 Hypotheses

1.6.1 Vocational Preference

H₀ There is no significant difference in the mean score of vocational preference among junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after intervention. [Paired-sample t-test].

- H₀* There is no significant difference in the mean score of vocational preference between Commercial, Art and Science Junior secondary school students of Hadejia Emirate, Jigawa state Nigeria after intervention [ANOVA on the post-test score]
- H₀* There is no significant difference in the mean score of vocational preference between male and female junior secondary school students of Hadejia emirate, Jigawa state Nigeria after intervention [independent sample t-test on the post-test score]

1.6.2 Learning motivation

- H₀* There is no significant difference in the mean score of learning motivation among junior secondary school students of Hadejia emirate, Jigawa state Nigeria before and after intervention. [Paired-sample t-test]
- H₀* There is no significant difference in the mean score of learning motivation between Commercial, Art and Science Junior secondary school students of Hadejia Emirate, Jigawa state Nigeria after intervention [ANOVA on the post-test score]
- H₀* There is no significant difference in the mean score of learning motivation between male and female junior secondary school students of Hadejia emirate, Jigawa state Nigeria after intervention [independent sample t-test on the post-test score]

1.7 Conceptual Definitions

A conceptual definition refers to a precise, theoretical explanation of a concept, focusing on its essential characteristics and underlying meaning within a specific context. It provides a framework for understanding and distinguishing the concept from related ideas, ensuring clarity and coherence in scholarly discussions. According to Kerlinger (1986), a conceptual definition specifies what a concept includes and excludes, forming the foundation for theoretical analysis. Frankfort-Nachmias and Nachmias (1996) emphasize that it articulates the essence of phenomena under investigation, while Babbie (2013) notes that it refines abstract ideas for analytical clarity. Thus, conceptual definitions play a crucial role in defining the scope and focus of research and theory-building. The conceptual definitions discussed on career intervention, vocational preference, learning motivation and Junior secondary school students.

1.7.1 Career Intervention

Career intervention refers to a set of counseling practices and related activities aimed at helping individuals make informed decisions regarding their career paths. It encompasses a wide range of services including career planning, occupational exploration, decision-making, vocational choice, job entry, work adjustment, and retirement preparation (Sullivan & Arthur, 2021). The field of career intervention integrates both theory and empirical research to design, implement, and assess the effectiveness of various career services aimed at fostering career development (Whiston et al., 2020). These services are diverse and can include vocational guidance and counselling to help individuals match their skills and interests with appropriate occupations, career education to support individuals in navigating career transitions,

life design to help people find meaning and purpose in their work, occupational placement to assist with securing training or employment opportunities, and coaching to enhance individuals' chances for career success and advancement (Lent, 2013; Savickas, 2019). Through these interventions, career professionals aim to empower individuals to navigate an increasingly complex job market, adapt to career changes, and achieve long-term career satisfaction (Nauta, 2019).

Career intervention refers to a structured process designed to support individuals in navigating career decisions and transitions effectively. It encompasses various approaches, including individual counseling, group workshops, online programs, and courses, tailored to enhance career adaptability, decision-making, and life satisfaction. Central to these interventions are methods like the Career Construction Theory, which emphasizes aligning personal self-concepts with professional roles, and Social Cognitive Career Theory, which integrates self-efficacy and career planning. Recent research highlights the effectiveness of integrating digital tools and personalized support in these interventions to address diverse needs and contexts, such as high school and university students, as well as adults in career transitions. Comprehensive frameworks combining quantitative and qualitative assessments have proven effective in ensuring adaptability and resilience in evolving labor markets (Santilli et al., 2019; Whiston et al., 2017; Maree, 2020; Cardoso et al., 2022; Wang & Liu, 2023).

1.7.2 Vocational Preference

Vocational preference refers to the process through which an individual selects one vocation from a range of options, based on a combination of subjective and objective factors. This process involves careful consideration of various elements to