

THE INFLUENCE OF VOCATIONAL INTEREST ON BUILDING CRAFTS PRACTICAL PERFORMANCE OF STUDENTS IN LAGOS STATE TECHNICAL COLLEGES

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Abstract

This research aims to explore the influence of vocational interest on the practical performance of students in the field of building crafts in technical colleges within Lagos State. The study employed the descriptive survey design. Data for the study was collected using a validated questionnaire. Regression analysis was employed to analyze the data collected for the study. The findings from the study revealed significant insights. It shows that vocational interest significantly influenced the practical performance of male students in Lagos State Technical colleges in the field of building crafts. However, the research did not show a significant influence of vocational interest on the practical performance of female students in the same technical colleges. The study concluded that there need to improve students' career prospects, thereby contributing to the economic growth and development of Lagos State.

Keywords: Vocational Interest, Crafts Practical Performance, Students, Technical Colleges, Lagos State.

I. Introduction

Technical colleges play a crucial role in equipping students with the necessary skills and knowledge for successful careers in various vocational fields (Palo & Drobot, 2010; Adelaja & Muraina, 2018). Within technical education, building crafts hold significance as they encompass a wide range of practical skills and competencies required in the construction industry (Oprea et al., 2019). Understanding the factors that influence students' practical performance in building crafts can contribute to the development of effective training programs and career guidance initiatives (Adewole & Opele, 2019; Kim & Beier, 2020). One such influential factor is vocational interest, which refers to an individual's inclination, preference, or motivation towards specific occupational areas (Jolley, 2018; Barus et al., 2021)

This research aims to explore the influence of vocational interest on the practical performance of technical college students in building crafts. Vocational interest is believed to have a direct impact on individuals' motivation, engagement, and performance in their chosen field (Hui et al., 2018). By investigating the relationship between vocational interest and practical performance among technical college students in building crafts, this study seeks to shed light on how students' career aspirations and interests shape their abilities and achievements in this domain. Understanding this influence can help educators, career counsellors, and policymakers in tailoring curricula, instructional approaches, and career guidance interventions to enhance students' practical performance

and overall success in building crafts education (Opele &Iyanda, 2015, Onuoha & Opele, 2022).).

Vocational interest has been one of the most popular theories for career choice, career progression, and taxonomy of personality types for future livelihoods (Hase, 2009). It was developed by John. L. Holland, is one of the world's most influential vocational theorists (Bello et al., 2013). He postulated that trainees can be identified by their semblance to their basic personality attributes. His theory on occupational choice shows convincingly that personality traits can be effectively substituted for vocational interests. He summarised this by propounding 6 basic models which are Realistic, Investigative, Artistic, Social, Enterprising and Conventional. He later organised these vocational interest models into a hexagonal structure and referred to them collectively as RIASEC which reflect an individual's preferences for behaviours, situations, contexts in which activities occur, and/or the outcomes associated with the preferred activities (Rounds, 1995; Su, Rounds, & Armstrong, 2009).

Vocational Interest was developed by Bakare (1977). It was developed locally to assist the student in defining the occupation that best suited their personality and to help unlock their potential for their future vocation. The instrument was used to gather valuable information on participants' interest areas which may be centred on the import of gender item bias, gender and occupational influences as well as societal influences. The construction and validation of the vocational interest scale were borne out of the need to develop an interest scale that is valid, concise and reliable for the measurement of any trainee who wants to change job direction that will enable him or her to do well in any desired occupation.

The most widely researched theory on vocational interests was proposed by John L. Holland (Vinik et al., 1995) the RIASEC model is explained as Realistic individuals are interested in working with things, gadgets, or in the outdoors; investigative individuals are interested in science, including mathematics, physical and social sciences, and the biological and medical sciences; artistic individuals prefer creative expression, including writing and the visual and performing arts; social individuals enjoy helping people; enterprising individuals like working in leadership or persuasive roles directed toward achieving economic objectives; and conventional individuals are interested in working in well-structured environments, especially business settings.

Vocational Interest has always dominated the career talks of young people in school and freshly out of school since finding a perfect livelihood with a white-collar job has become almost impossible (Kim & Beier, 2020). The Vocational Interest Inventory (VII) is now the veritable vehicle used by college stakeholders to help students plan and prepare for their future occupations the world over (Sackett et al., 2017). Adolescents with high vocational interest are usually attuned towards scientific, literary, persuasive, computational, and social service interest areas, whereas low vocational interest turns towards outdoor activities, mechanical, musical and artistic areas of interest. It also revealed that no significant difference between males and females in their vocational interests (Otta & Williams, 2012).

Akinleye (1997) examined the Bakare Vocational Interest Inventory on 200 secondary school students and studied the inter-patterns of vocational interests of senior secondary students.

The result of the studies showed that boys had higher scores than girls on outdoor, mechanical and computational interests while girls had higher scores on persuasive, literary and social services. However, the interests of boys and girls are similar in scientific, artistic, musical and clerical areas (Opeke & Opele, 2014). Similarly, Usman and Musa (2016) investigated the vocational interest of senior secondary school students and career choices in the Zing educational zone, Taraba State, Nigeria for job creation and national development. A survey research design was used in the study. The population of the study consists of all senior secondary school students (SS II and SS III) in the zing educational zone of Taraba State with a total population of 800 students. A stratified random sampling technique was used to select 80 students from each of the streams 40 males and 40 females. Vocational interest inventory (VII) developed by Bakare (1977) was adopted for the study, and the reliability and validity of the instrument were determined. The data collected were analyzed using frequency counts, percentages and chi-square. The results of the study showed that there was a significant relationship between vocational interest and career choice of senior secondary school students. Also, the finding revealed that there were significant relationships between vocational interest and career choice among genders in the Zing educational zone of Taraba State, Nigeria.

Statement of Problem

Universally, vocational interest is recognized as a significant factor in career selection and success, however, its specific impact on students' practical performance in building crafts remains relatively unexplored in Lagos State Technical Colleges. This knowledge gap hinders the development of tailored educational programs, career guidance initiatives, and instructional approaches that effectively address students' vocational interests and enhance their practical performance in this field. The research aims to investigate and determine the relationship between vocational interest and practical performance among technical college students in building crafts. By examining this relationship, the study seeks to provide valuable insights into the specific vocational interest dimensions that are most influential in predicting practical performance. Such insights can inform educators, career counsellors, and policymakers in designing targeted interventions to optimize students' engagement, motivation, and performance in building crafts education. Furthermore, understanding the influence of vocational interest on practical performance can contribute to the overall improvement of a technical college education by aligning students' interests with the demands of the labour market. By identifying the factors that enhance students' practical performance in building crafts, this research can provide evidence-based recommendations for curriculum development, instructional strategies, and career guidance programs that effectively support students in achieving their professional goals and contributing to the construction industry.

Objective of the study

The main aim and objective of the current study is to determine the influence of vocational interest on building crafts practical performance of students in Lagos State Technical Colleges

Research questions

The research question answered in this paper is

1. To what extent does vocational interest in building crafts relate to the practical performance of students in Lagos State Technical Colleges?

Statement of Hypotheses

The following two null hypotheses were tested at a .05 level of significance

Ho1: There is no significant influence of vocational interest on building crafts practical performance of male students at Lagos State Technical Colleges.

Ho2: There is no significant influence of vocational interest on building crafts practical performance of female students in Lagos State technical colleges.

II. Methods

The research adopted the descriptive survey design. The design is appropriate as it helped to provide information about the difference in the occurrences involving the variables, teachers' socio-marketing skills, vocational interest and parental involvement as the determinants of students' performance in building crafts in Lagos State Government Technical Colleges. The population of the study comprised 1760 respondents, including 58 building craft teachers, 851 building craft students, and 851 parents' (Source: Lagos State Technical and Vocational Education Board, 2019). Table 1 further explains the population of this study

Table 1: Population Distribution of Lagos State Technical Colleges

S/N	Technical Colleges in Lagos State	No. of Students	No. of Parents	No. of Academics staff	Grand Total
1.	Ikorodu	225	225	11	461
2.	Epe	150	150	12	312
3.	Agidigbin/Ikeja	120	120	13	253
4.	Ado-soba	200	200	12	412
5.	Ikotun	156	156	10	322
6.	TOTAL	851	851	58	1760

Source: Lagos State Technical and Vocational Education Board (LASTVEB, 2019)

The sample for the study comprised thousand, six hundred, and (1,601) respondents. A proportional simple random sampling technique was employed to select participants from distinct strata, including teachers, students, and parents. Initially, 91% of the teachers (53 out of 58) were randomly selected. Subsequently, 91% of the students (774 out of 851) were randomly chosen. Finally, the parents of the 774 selected students participated in the study, resulting in a total of 1,601 respondents. Four (4) instruments were used for data collection in this study. The questionnaire method was selected for three (3) out of the four (4) instruments to be used in the study because they are fast to administer, easy to administer, and user-friendly.

Three sets of questionnaires were used in this study. The first focused on The Teachers' Socio-marketing Skills Questionnaire, the second was on the Vocational Interest Inventory (BVII), and the third was the Parental Involvement Questionnaire (PIQ). The questionnaire was subjected to content and face validity by experts in research methodology. In addition, a pilot study was conducted among ten (10) teachers outside the population. After two weeks, the same questionnaire was re-administered on the same set of respondents. The data collected through the pilot study was subjected to reliability testing and a Cronbach alpha coefficient of 0.7 and above was accepted for the reliability of the questionnaire. The data collected on the two tests were analysed using the Pearson Product Moment Correlation and a reliability index of 0.75 was obtained for the questionnaire which indicated that the instrument is reliable for the study. Furthermore, the data collected was analyzed using Multiple Regression Analysis (MRA) at a 0.05 level of significance.

III. Results

Hypothesis 1: There is no significant influence of vocational interest on building crafts practical performance of male students at Lagos State Technical Colleges.

Table 2: Influence of Vocational Interest on Building Crafts Practical Performance of Male Students in Lagos State Technical Colleges

	ANOVA						
	Model	Sum of Squares	df	Mean Square	F	sig	Remark
R = .080	Regression	957.528	1	957.528	4.708	.030	Significant
R ² = .006	Residual	147663.437	726	203.393			
Adj. R ² = .005	Total	148620.966	727				
Std Error = 14.261							

Dependent Variable: Building Crafts Students' Practical Performance

The result in Table 2 indicated that a significant influence of vocational interest on building crafts practical performance of male students in Lagos State technical colleges existed ($R = .080$; $R^2 = .006$; $F(1,726) = 4.708$; $P < .05$). This showed that vocational interest accounted for 0.6% of the variance in practical performance of building crafts male students. The null hypothesis which states that no significant influence of vocational interest on building crafts practical performance of male students in Lagos State technical colleges was hereby rejected. The result of this study could be so because the building craft is often seen as a male-dominated profession and as such, it increases their participation and performances.

Hypothesis 2: There is no significant influence of vocational interest on building crafts practical performance of female students in Lagos State technical colleges.

Table 3: Influence of Vocational Interest on Building Crafts Practical Performance of Female Students in Lagos State Technical Colleges

ANOVA							
	Model	Sum of Squares	df	Mean Square	F	sig	Remark
R =.099	Regression	42.889	1	42.889	.415	.523	Not Significant
R ² = .010	Residual	4341.906	42	103.379			
Adj. R ² = .014	Total	4384.795	43				
Std Error = 10.167							

Dependent Variable: Building Crafts Students' Practical Performance

The result in Table 3 indicated that a significant influence of vocational interest on building crafts practical performance of female students in Lagos State technical colleges existed ($R = .099$; $R^2 = .010$; $F(1,42) = 0.415$; $P > .05$). This showed that vocational interest accounted for 1% of the variance in practical performance of building crafts female students. The null hypothesis which states that no significant influence of vocational interest on building crafts practical performance of female students in Lagos State technical colleges was hereby retained. The result of this study could not be surprising because the building craft is often seen as a male-dominated profession but changes in career orientation have made females compete with males in almost every available job in society even those that are considered exclusively male-dominated in the past. The quest of potentially violating socially-determined feminine roles and gender identity struggle can have a significant effect on their academic performance.

Discussion

Findings from the paper indicated a significant influence of vocational interest on building crafts practical performance of male students in Lagos State technical colleges. On the other hand, it shows no significant influence of vocational interest on building crafts practical performance of female students in Lagos State technical colleges. This implies a general bias on the gender's trade choice, especially the females who are assumed to be too weak for the rigorous practices in the wet construction trades. These findings agree with the study of Johanesse (2012) who alluded to the gender's trade choice, especially the females to the low public awareness, apathy, loss of vocational interest and general misinformation about what technical college and craft education is all about. On the other hand, the findings from the study of Otta and Williams (2012) revealed no significant difference between male and female students' choice of vocational interests in technical education.

IV. Conclusion

In conclusion, the findings from the current study has reveal a significant relationship between vocational interest and practical performance, indicating that students who have a

strong interest in building crafts tend to perform better in practical activities. This highlights the importance of considering vocational interest as a crucial factor in enhancing students' performance in technical education. Furthermore, the study has shed light on the role of technical colleges in nurturing and harnessing vocational interest among students. By providing a conducive learning environment, adequate resources, and exposure to real-world applications, technical colleges can further cultivate and develop students' vocational interests, leading to improved practical performance.

Recommendation:

Based on the findings of this study, the following recommendations are put forth:

1. Technical colleges in Lagos State should prioritize career guidance and counseling services to help students explore and identify their vocational interests. This can be achieved through workshops, individual counseling sessions, aptitude tests, and exposure to various building crafts disciplines. By providing comprehensive guidance, students can make informed decisions about their career paths and align their interests with relevant courses.
2. They should invest in modern and well-equipped practical training facilities. This includes workshops, laboratories, and tools specific to building crafts. Upgrading and maintaining these facilities will not only enhance students' practical skills but also stimulate their interest in the field. Hands-on experiences and opportunities to apply theoretical knowledge in practical settings are essential for developing mastery in building crafts.
3. Technical colleges in Lagos State should establish partnerships and collaborations with industry professionals and experts in building crafts. This can be done through guest lectures, internships, apprenticeships, and mentorship programs. Involving industry experts in the teaching and learning process exposes students to real-world challenges, industry standards, and best practices. It also provides them with valuable insights and guidance, further fueling their vocational interest and improving their practical performance.
4. Teachers in technical colleges should be encouraged to participate in continuous professional development programs. These programs can focus on updating their knowledge and skills in building crafts, as well as pedagogical techniques specifically tailored to technical education. Well-trained and motivated teachers are better equipped to nurture students' interests, provide effective instruction, and facilitate practical learning experiences.

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