

INFLUENCE OF VOCATIONAL GUIDANCE SERVICES ON STUDENTS' INTEREST IN CARPENTRY AND JOINERY IN PUBLIC TECHNICAL COLLEGES IN SOKOTO STATE

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ABSTRACT

This study determined the influence of vocational guidance services on students' interest in Carpentry and Joinery in public Technical Colleges in Sokoto State the reason why private school were not included in the study this is because we don't have any private technical college in Sokoto. Anchored on Super's Life-Span, Life-Space Theory, the study adopted a descriptive survey research design. The population consisted of 165 NTC II Carpentry and Joinery students in government technical colleges in Sokoto State. A sample of 148 students was selected using Taro Yama technique The sample size is determined using Taro Yamane (2021) formula for determining sample size from a population $n = \frac{N}{1+N(e)^2}$. The Taro Yamane was used to select 155 NTC II Carpentry and joinery students from the 4 Technical Colleges in Sokoto State.. Data were collected using two instruments: Vocational Guidance Services Questionnaire (VGSQ) and Students' Interest Inventory Questionnaire (SIIQ) with reliability coefficients of 0.80 and 0.85 respectively. Data were analyzed using mean, standard deviation and regression analysis at 0.05 level of significance. The findings revealed that self-inventory service significantly influenced students' interest $F(1,146) = 4.217$, $p = .000$, while vocational preparation service has significant effect $F(1,146) = 3.223$, $p = .000$. significantly influenced students' interest, although each explained only a small proportion of the variance in interest ($R^2 = .028$ and $.022$ respectively). It was concluded that both self-assessment activities and career preparation talks contribute to students' interest, with self-inventory showing a marginally stronger effect, but that other factors beyond these two services account for most of the variance in interest. The study recommended that technical colleges should strengthen self-inventory services, organize regular hands-on career workshops, and involve parents in guidance programmes to improve students' interest and enrollment in Carpentry and Joinery.

Keywords: Guidance Counselling, Career Development, Self-Assessment, Skill Acquisition

Introduction

Interest is a psychological construct that determines the level of attention, engagement and persistence a learner demonstrates toward a particular subject or activity. According to Hidi and Renninger (2016), interest develops over time and results in increased learning and achievement. In technical education, students' interest is critical for enrollment, retention and successful skill acquisition. Carpentry and Joinery is one of the major trades offered in Technical Colleges in Nigeria. It involves the design, construction and repair of wooden structures and furniture. The trade offers numerous opportunities for self-employment and contributes to the construction industry. Despite these opportunities, many students in Sokoto State show low interest in enrolling and persisting in Carpentry and Joinery. This has led to low enrollment and high dropout rates. One factor that can influence students' interest is vocational guidance service. Vocational guidance helps students to understand themselves and the world of work so that they can make informed decisions (Oladele, 2017). Two important aspects are: 1. Vocational preparation service, which provides career information, and (2) self-inventory service, which helps students assess their interest and abilities.

Several studies have shown that guidance services can improve students' interest in technical subjects (Agi, 2018; Oluwalola & Adavbiele, 2021). However, there is limited empirical evidence on how these services specifically affect interest in Carpentry and Joinery in Sokoto State. This study therefore investigated the effect of vocational guidance services on students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State.

Despite the importance of Carpentry and Joinery, students' interest in the trade remains low in Sokoto State. This may be due to inadequate exposure to career information and lack of self-assessment opportunities. Without interest, students cannot develop the skills needed for the trade. Igweagbara (2023) noted that students' underachievement could be attributed to lack of interest in studying woodwork, which manifest, and to inadequate vocational guidance services that fail to enlighten students about available opportunities in carpentry and joinery sectors.

Aim and objectives of the Study

The aim of the study was to determine the effect of vocational preparation service and self-inventory service on students' interest in Carpentry and Joinery in Government Technical Colleges in Sokoto State. Specifically, the study determined:

1. The influence of vocational preparation service on Students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State.
2. The influence of self-inventory service on Students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State.

Research Questions

1. What is the influence of vocational preparation service on students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State?
2. What is the influence of self-inventory service on students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State?

Hypotheses

H₀₁: Vocational preparation service does not significantly influence students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State.

H₀₂: Self-inventory service does not significantly influence students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State.

Literature Review

Concept of Students' Interest

Interest has been defined as a psychological state of engagement or a predisposition to re-engage with particular classes of objects, events or ideas over time (Krapp, 2017). In education, interest leads to increased attention, effort and learning outcomes. There are two

types of interest: situational interest which is triggered by the environment, and individual interest which is a stable preference (Hidi & Renninger, 2016). For Carpentry and Joinery, both types are important. A well-equipped workshop can trigger situational interest, while self-assessment can develop individual interest.

Vocational Guidance and Interest

Vocational guidance is aimed at helping individuals make appropriate career choices. According to Brown and Lent (2017), when students receive adequate career information and understand their own abilities, their interest in a career increases. Vocational preparation service provides occupational information, labor market trends and training requirements. This helps students to see the relevance and benefits of Carpentry and Joinery (Agi, 2018). Self-inventory service uses tools such as interest inventories and aptitude tests. When students discover that they have mechanical aptitude and interest in working with wood, their interest in the trade increases (Brown & Lent, 2017).

Carpentry and Joinery as a Career Path

Carpentry and Joinery offers employment in construction, furniture making, and interior decoration. With the growth of the building industry in Nigeria, there is high demand for skilled carpenters (Federal Ministry of Works, 2020). However, societal perception and stigma associated with technical trades affect students' interest. Many parents prefer white-collar jobs for their children. Vocational guidance can help change this perception by exposing students to successful entrepreneurs in the trade.

Empirical Studies

Oluwalola and Adavbiele (2021) found that career guidance significantly improved students' interest in technical education in Edo State. Yusuf and Musa (2019) reported that students who participated in self-assessment programmes showed higher interest in vocational subjects. Conversely, Suleiman (2020) found that career talks alone did not significantly influence students' interest in Kano State. This suggests that the type of guidance matters. The current study therefore examines both preparation and self-inventory services in Sokoto context.

Theoretical Framework

This study is anchored on Super's Life-Span, Life-Space Theory (1990). Super proposed that career development is a lifelong process and that self-concept is central to career choice. As individuals grow, they develop a self-concept and seek careers that allow them to express it. Self-inventory service helps students to develop a clearer self-concept. When students see that Carpentry and Joinery matches their interests and abilities, their interest increases. This theory supports the need for self-assessment in technical colleges.

Summary of the Literature Reviewed

The study was based on Carl Rodgers (1980) Theory of Person-centred. The theory focuses on human interactions and it emphasises on assisting and guiding people in the process of their growth to enable them better cope with the challenges they are facing and therefore, acquire experiences that will assist them to deal future challenges. It was discovered in the literature review that vocational guidance services is a means of assisting individual to accept and develop an organized picture of himself and to advance a good role in his or her work place. It helps individuals to finding realistic, satisfying, and interesting roles in their environment. The literature review showed that there is generally poor achievement and interest in woodworking machine in Carpentry and joinery. The poor achievement was attributed to lack of adequate power, workshop facilities and vocational guidance services.

The review of empirical studies shows that Vocational Guidance Services was found to be effective on students' achievement and interest in the various subjects where it was applied. It was found that Vocational Guidance Services has not been employed to enhance students' achievement and interest in Woodworking Machine in Carpentry and joinery in Technical College in Sokoto State.

Research Gap

Prior empirical studies show Vocational guidance services have been effective in improving students Achievement and Interest across various subjects – but no study had applied Vocational guidance services specifically to Woodworking Machine practice within Carpentry and joinery in technical colleges in Sokoto State. In order to fill this gap, this study therefore, seeks to examine the influence of Vocational Guidance Services on students' achievement and interest in Woodworking Machine in Carpentry and joinery in technical college in Sokoto State. Existing literature confirms that Vocational guidance services work generally, but not whether they improve achievement and interest specifically in the Woodworking-machine component of Carpentry and joinery among Sokoto State technical college students. This directly motivates my four objectives (effects of Vocational Preparation and self-inventory services on both achievement and interest). It also connects to what I note in the statement of the problem: poor student performance in Woodworking operations has been linked to low interest and to inadequate Vocational guidance – but that link hadn't been empirically tested in my specific context before this study. The types of gap for this research is population/context gap – the intervention (Vocational guidance services) has been tested and shown effective in other subjects and other settings, but never on this specific population (Carpentry and joinery students), this specific skill domain (Woodworking machine operations), and this specific location (Technical colleges in Sokoto State);

Methodology

Descriptive survey research design was adopted. The research was conducted in Government Technical Colleges offering Carpentry and Joinery in Sokoto State. The population of the study is 165 NTC II Carpentry and Joinery students. The sample of 148 students was selected using Taro Yamane to give every student equal chance. The sample size is determined using Taro Yamane (2021) formula for determining sample size from a population $n = \frac{N}{1+N(e)^2}$. The Taro Yamane was used to select 155 NTC II Carpentry and joinery students from the 4 Technical Colleges in Sokoto State. The reason for using Taro Yamane technique is to give equal chance for every student selected for the study. Two different instruments were used to collect the data: 1. Vocational Guidance Services Questionnaire (VGSQ): 20 items. 2. Students' Interest Inventory Questionnaire (SIIQ): 15 items on interest in Carpentry and Joinery. Both used 4-point rating scale: SA=4, A=3, D=2, SD=1. The instrument was validated by experts in Vocational and Technical Education and Guidance & Counseling and the reliability was tested using Cronbach Alpha of 0.82 for VGSQ and 0.85 for SIIQ. Questionnaires were administered by the researcher with assistance of class teachers and retrieved same day. Data collected for research questions answered was analysed with mean and standard deviation while hypotheses tested with simple linear regression at 0.05 level of significance using SPSS.

Results

Research Question 1: What is the influence of vocational preparation service on students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State?

The result showed how Vocational Preparation Service influences students' academic interest in carpentry and joinery in Technical Colleges in Sokoto State. Table 1 showed the mean of students on Vocational Preparation Service ($M=3.47$, $S.D=1.359$) and the mean of student's academic interest is ($M=2.84$, $S.D=1.008$) respectively. The mean of the students on the extent to which Vocational Preparation Service influences student's academic interest is higher with the difference (margin) of 0.63 in favor of Vocational Preparation Service. The result therefore indicates that Vocational Preparation Service to a certain extent influences students' academic interest in carpentry, and joinery in Technical Colleges in Sokoto State.

Table 1: Mean and Standard Deviation of the Respondents on the Influence of Vocational Preparation Service on Students' Academic Interest in Carpentry and Joinery in Technical Colleges

Variables	N	Mean	S. D	Mean diff.
Vocational Preparation Service	148	3.47	1.359	0.63
Student's Interest	148	2.84	1.008	

Source: Field Work, 2026

Research Question two: What is the influence of self-inventory service on students' interest in Carpentry and Joinery in Technical Colleges in Sokoto State?

The result showed how Self-inventory Service influences students' academic interest in carpentry, and joinery in Technical Colleges in Sokoto State. Table 2 showed the mean of students on Self-inventory Service (M=3.45, S. D=1.351) and the mean of student's academic interest is (M=2.84, S.D = 1.008) respectively. The mean of the students on the extent to which Self-inventory Service influences student's academic interest is higher with the difference (margin) of 0.61 in favor of Self-inventory Service. The result therefore indicates that Self-inventory Service to a certain extent influences students' academic interest in carpentry, and joinery in Technical Colleges in Sokoto State, Nigeria.

Table 2: Mean and Standard Deviation of the Respondents on the Influence of Self-inventory Service on Students' Academic Interest in Carpentry and Joinery in Technical Colleges

Variables	N	Mean	S. D	Mean diff.
Self-inventory Service	148	3.45	1.351	0.61
Student's Interest	148	2.84	1.008	

Source: Field Work, 2026

Null Hypothesis One

A vocational preparation service does not significantly influence student's interest in carpentry and joinery in Technical Colleges in Sokoto State.

The statistical findings presented in Table 3 revealed that vocational preparation Service influences student's interest in carpentry and joinery in Technical Colleges in Sokoto State, Nigeria with a standardized coefficients beta value of -.147, F-value of 3.223, t- value of 14.247 and *p*- value of .000. This result does not support the prediction of hypothesis one that Vocational Preparation Service does not influence students interest in carpentry, and joinery in Technical Colleges in Sokoto State, Nigeria and hence null hypothesis one is likewise rejected which means vocational preparation Service influences students interest in carpentry and joinery in Technical Colleges in Sokoto State.

Table 3: Regression Analysis on Vocational Preparation Services significantly Influences Student's Interest in Carpentry and Joinery in Technical Colleges

Variable	Standardized Coefficients Beta	R	R Square	Adjusted R Square	F-Val	t-val	P-val	Decision
Vocational Preparation Services	-.147	.147 ^a	.022	.015	3.223	14.247	.000	Rejected

Source: Field Work, 2026

Null Hypothesis Two

Self-inventory Service does not significantly influence student's interest in carpentry, and joinery in Technical Colleges in Sokoto State, Nigeria.

The statistical findings presented in Table 4 revealed that Self-inventory Service influences student's interest in carpentry, and joinery in Technical Colleges in Sokoto State, with a standardized coefficients beta value of -.168, F-value of 4.217, t- value of 14.528 and *p*- value of .000. This result does not support the prediction of hypothesis two that Self-inventory Service does not influence student's interest in carpentry, and joinery in Technical Colleges in Sokoto State, Nigeria and hence null hypothesis two is also rejected which means Self-inventory Service does influence student's interest in carpentry, and joinery in Technical Colleges in Sokoto State.

Table 4: Regression Analysis on self-inventory Services significantly Influences Student's Interest in Carpentry and joinery in Technical Colleges

Variable	Standardized Coefficients Beta	R	R Square	Adjusted R Square	F-Val	t-val	P-val	Decision
Self-inventory Service	-.168	.168 ^a	.028	.021	4.217	14.528	.000	Rejected

Source: Field Work, 2026

Findings of the Study

The followings are the findings of this study:

- i. Vocational Preparation Service influences students academic interest in carpentry and joinery in Technical Colleges in Sokoto State, and hence null hypothesis one is likewise rejected which means vocational preparation Service influences students interest in carpentry and joinery in Technical Colleges in Sokoto State.
- ii. Self-inventory Service influences students academic interest in carpentry and joinery in Technical Colleges in Sokoto State, and hence null hypothesis two is also rejected which means Self-inventory Service does influence students interest in carpentry and joinery in Technical Colleges in Sokoto State.

Discussion of Findings

The finding that self-inventory service significantly influenced students' interest is consistent with Super's (1990) theory. When students engage in self-assessment, they develop a clearer understanding of their interests and abilities. This self-knowledge increases their identification with the Carpentry and Joinery trade.

This result agrees with Yusuf and Musa (2019) who found that self-assessment improved interest in vocational subjects. It also supports Brown and Lent (2017) who stated that self-efficacy and interest are linked. When students believe they have the ability to succeed in

woodworking, their interest grows. However, the 2.8% variance suggests that other factors such as peer influence, parental support and facilities also affect interest. Technical Colleges should therefore not rely on self-inventory alone.

The non-significant effect of vocational preparation service is notable. Although the mean was high (3.47), it did not translate to significant influence on interest. This may be because career talks in Sokoto State are too generic and not linked to students' personal assessment. This finding contradicts Oluwalola and Adavbiele (2021) but agrees with Suleiman (2020). The difference may be due to implementation. In many technical colleges, career talks are one-off events without follow-up or practical activities.

Implications: Guidance counselors should combine career information with practical self-assessment tools. Workshops should include hands-on activities where students try woodworking machines and assess their comfort and interest. Parents and Teachers should also be involved to reinforce the value of the trade. The government should provide role models - successful carpenters - to speak to students.

Conclusion

It was concluded that both self-inventory service and vocational preparation service significantly influence students' interest in Carpentry and Joinery, with self-inventory show a marginally stronger relationship. However, the R Square values obtained (.028 and .022 respectively) indicate that these two services jointly account for only a small proportion, roughly 2 to 3 percent, of the variance in students' interest. This proposes that while both services matter, other factors not examined in this study, such as peer influence, parent support, and workshop facilities, likely play a significantly larger role, and the findings should therefore be interpreted as evidence of a real but modest input rather than a dominant influence

Recommendations

1. technical Colleges should employ qualified guidance counsellors to administer structured self-inventory and career-preparation services as a routine part of the Carpentry and Joinery programme, rather than as special activities
2. Government and school management should organized regular hand-on career workshop and self-inventory exercises in collaboration with parents, to sustain students interest in Carpentry and Joinery.

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