

# Career interest, intention and attitude of Technical Education students in Nigeria towards technical skills acquisition for sustainable economic development

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## **Abstract**

*The study investigated the influence of career interest, intention and attitude of technical education students towards technical skills acquisition for sustainable economic development in Nigeria. The study was a survey that adopted the quantitative paradigm. The population for the study comprised 162 third (300 level) and fourth (400 level) year technical education students from four universities in south-west, Nigeria. Simple random sampling technique was used in selecting 109 students from the universities. A structured questionnaire was used to collect data for the study. The hypotheses were tested using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance. The study found that the relationship between all the variables were positive; career intention ( $\beta = .379$ ;  $p < 0.05$ ) has relatively higher significant contribution to students' technical skills acquisition, followed by career interest ( $\beta = .149$ ;  $p < 0.05$ ), with attitude ( $\beta = .049$ ;  $p > 0.05$ ) providing the least contribution. The finding also indicated that the independent variables accounted for 19.9% of the total variance in the students' acquisition of technical skills with a joint effect shown to be significant ( $F_{(3, 106)} = 10.424$ ;  $P < 0.05$ ). It was recommended based on these findings that strategies including exposure of students to real work situation and handling of current projects while in training as well as constant school to industry transition among others should be adopted by technical educators and administrators for boosting the interest, intentions and attitudes of students currently on the programme in order to aid effective skill acquisition before graduation. Also, it was recommended that effective planning and implementation of technical education programme should be adopted as a means of projecting the real image, opportunities and possibilities which makes this career line a must select, thereby making more individuals develop interest for the programme*

*Key Words: Career Interest; Career Intention; Attitude; Technical Skills Acquisition; Sustainable Economic Development*

## **Introduction**

The national and economic development of a nation depends on the level and availability of adequately trained and well-motivated professionals with the capacity of solving problems. The prevailing issues of university graduates unemployment most often are not substantial because there are existing employment opportunities most especially in developing nations like Nigeria but the major challenge being that, the skills to match up with job tasks are missing (Aderonmu, 2012). Ogundele (2013) pointed out that people do not have the knowledge and skills that will enable them to take up the jobs that are available. Ogundele (2013) asserted that while there are no jobs for the untrained, there are many jobs for the highly skilled. Thus, Nigeria's economic and national

development program are being hampered by lack of skilled technical personnel who are qualified to fill the vacancies that exist, thereby reducing unemployment in the country. Hence, a notable challenge that requires urgent attention is ascertaining adequate level of skills acquisition across programmes one of which is Technical Education. Hence, there is need to repackage and re-integrate vocational and technical skills acquisition into the educational curriculum for preparation of young professionals through technical education for proper mental orientation and practical skills for solving societal problems.

Technical education is one of the educational programmes in the country channeled towards skill acquisition for economic and national development. Technical education is a skill based programme with the mandate to equip students with requisite competency for employability and self-reliance or self-dependence. In essence, Technical Education presents learners with opportunities for acquisition of skills and techniques in chosen occupation or profession to enable an individual earn a living (Uwaifo, 2009). However, Okolocha (2012) and Nwankwo, Obeta and Nwogbe (2013) established that Technical Education has been a major part of economic and national development in many developed nations because of its positive effect on national industrial productivity and economic growth. Adegbenjo (2008) advocates that technical education is essential for transferring technical skills to individuals for self-reliance; thus, technical skills are skills acquired via technical education in formal school system. Technical education provides professional skills in various areas of specialization which include automobile and metal works technology, building and woodwork technology, electrical and electronics technology (Ogundele, Feyisetan & Shaaba, 2014). The choice of specialty in any of these areas must have been facilitated by certain critical assumptions which may include skill acquisition, career interest and career intentions which could influence professional expertise, productivity and job satisfaction, hence, economic stability and development.

Skill acquisition according to Ogbuzuru (2011) is the process by which individuals are expected to learn and continuous practice in particular task till the learner becomes proficient in the operation and can perform them when required. Okorie (2000) said that skills are acquired when procedural instructions are matched with performance activities. These skills can be obtained through education, training or experience that will inculcate new knowledge into the individual on how to carry out or discharge effective responsibilities (Ogundele et al., 2014). This is because any work carried out by skilled people cannot be compared with those tasks performed by unskilled people. Those individuals who formally applied to acquire technical skills in any of the options of the technical education programme are referred to as technical education students. Technical education students are prepare for specific trade, craft, and career at various levels to prepare them for future so that they can be useful to themselves and the society where they belong. However, selecting and specializing in any of the technical education options have been clouded by perceived challenges from societal perception, professional rating or classification and placement of recipients of this type of education which seems to have contributed to very low enrollment in the programme and probably lack of interest.

Career interest represents an individual's personal preference (Hsiu-Lan, 2011). According to Okoro (2002), career interest refers to professional area of preference of an individual that are usually associated with activities in which such would like to be engaged. Fadairo (2009) maintain that though different individuals engage in the type of work or programmes they like, however, interest must be supported by proven ability, aptitude and attitude among others. Therefore, it could be denoted that unless an individual is interested in a particular activity, it may be difficult to coerce such into that activity and expect any measure of success. Hence, students' participation in specified academic and practical activities which will facilitate skill acquisition in the technical education programme may not yield expected result if the students are not interested. It could be observed that most students seem to participate in the activities just for the grading and not skill acquisition. This may have been responsible for graduation of many technical students who cannot apply knowledge and skills documented in the curriculum of the programme with which they are trained and graduated. Thus, interest is basic to all academic, occupational choices and intentions (Ezeji, 2001). Fadairo (2009) also establish individual differences in terms of interest; hence, different individual's makes choices and commitments including career specialty based on interest. Career interest was however believed to be an important factor that could influence an

individual's vocational choice, behavior or attitude and intentions (Hsiu-Lan, 2011; Zellweger, Sieger & Halter, 2010).

Intention is a key concept when it comes to understanding the reason for individual's careers (Oguntimehin & Olaniran, 2017; Franco, Haase & Lautenschlager, 2010). This may be true for explaining the decision to be enrolled in a technical based programme, participating in all academic related activities which will facilitate skill acquisition which is the main purpose of the programme and other exhibited characteristics towards achieving the objectives of the programme. Career intention may simply be described as the future plan or motive for which students venture into a professional line. Career intention is described as career aspiration and is defined as the subjective probability of the student choosing to pursue a career in a specialized field (Johnson, Stone & Phillips, 2008). Johnson et al., (2008) asserted that career intention may be a reflection of student interest in a specialty. Career intention, from a career development perspective implies what students intend to do after their studies and what they want to do both short-term or long-term in their career plan (Schröder, Schmitt-Rodermund & Arnaud, 2011; Hartung, Porfeli & Vondracek, 2005). Social Cognitive Career Theory (SCCT) models student intentions as a function of their interests, self-efficacy beliefs and outcome expectations (Lent, Lopez, Lopez & Sheu, 2008). Krueger, Reilly and Carsrud (2000), Mueller and Thomas (2001), Shook, Priem and McGee (2003) identified three career choice intentions: founding one's own firm (founding intention), assuming a leadership role where employed (succession intention), or being an employee in one Of the preferred firm (employee intention).

Social Cognitive Career Theory (SCCT) describes the career development process by explaining through Bandura's social cognitive theory how individuals will develop goals for future activity involvement, such as the intention to select a college major or to pursue a career path, consistent with their interests, self-efficacy assessments and positive outcome expectations (Lent, Brown & Hackett, 1994). Career intention is, thus, grounded on cognitive psychology that attempts to explain or predict human behaviour (Zellweger et al., 2010). It is seen that behavioural intention results from attitudes and becomes an immediate determinant of behaviour (Oguntimehin & Olaniran, 2017). Thus, career intention is considered a vital element in participating in every planned and scheduled activities related to becoming and achieving a fulfilled career goal in a chosen profession (Oguntimehin & Olaniran, 2017). According to different authors the variables of age, gender and the field of study turn out to be important predictors for students' career intentions (Schröder et al., 2011; Hartung et al., 2005). However, Oguntimehin & Olaniran (2017) found that intention is the best predictor of individual attitude or behavior. It is obvious that vocational or career interest may be a very important variable in understanding and explaining an individual's career attitude (Hsiu-Lan, 2011).

Attitude symbolizes displayed character or actions which is required in achieving a set goal. Attitude of individuals towards learning a skill could be described as the feelings and actions of such individuals about the usefulness and impacts of such skill for the society and for their personal lives (Lomerson & Pollacia, 2006; Granger, Dick, Jacobson & Van-Slyke, 2007). Studies established that negative attitudes and lack of interest are frequently cited as reasons for why students do not perform as expected or acquire required skills (McInerney, DiDonato, Giagnacova & O'Donnell, 2006; Walstrom, Jones & Crampton, 2008). McInerney et al., (2008) asserted that attitude toward a career and the attached expectations and usefulness is expected to correlate with skill acquisition, career intention and choice of such specialty. According to Ajzen (2002), human attitude is guided by behavioral, normative, and control beliefs or perceptions. Social cognitive career theory (Lent et al. 1994) emphasized the relationship between career interest, self-efficacy, outcome expectation, and career attitude. Hansen and Dik (2005) further suggested that interests might be the most stable of all psychological constructs which relates to skill acquisition. Reviews of literature shows that interests tend to stabilize during adulthood for the majority of individuals (Swanson, 1999), however, it may dramatically change patterns with regards to students. This establishes the fact that when career expectation becomes unrealistic, students tends to lose interest in such career and change their attitude towards the same. Hence, career intention may be affected. Hsiu-Lan (2011) asserted that as the society changes, work value, career expectation and career opportunities might be affected, hence, a possible drop in the level of interest towards skill acquisition in such field which

may also change career intentions and attitude. However, literature established that interest seems to be a variable that is considered as stable and that influence an individual's vocational attitude. SCCT suggests that individuals develop interest in activities which they believe will lead to positive outcomes including anticipated tangible, social and self-evaluative outcomes (Lent et al., 1994). Outcome expectations rank amongst the most important considerations in student selection of a programme and a push for skill acquisition in the programme (McInerney et al., 2006; Walstrom et al., 2008). It was established that effectiveness of a programme and appropriate implementation strategies can positively influence student interest, increase perceptions of career rewards and facilitate positive attitude (Akbulut & Looney, 2009) and enhance technical skill acquisition (Firth, Lawrence & Looney, 2008; Street & Wade, 2007). Thus, the basic and related activities of a programme could stimulate students' interest in it.

Social Cognitive Career Theory revealed the possibility of perceived barriers to career development that might influence career variables such as interest, intention and attitude towards skill acquisition (Lindley, 2005). The tenet of this theory indicated that though an individual may possess high levels of self-efficacy and interest, however, perceived barriers to career entry or advancement may still inhibit the translation of interests into career choice and fulfillment (Albert & Luzzo, 1999) which may have negative implications on skill acquisition. However technical education students often face multiple challenges when undergoing the training which may hold negative implications for their level of interest, career intention and attitude towards skill acquisition in the programme. Some of these problems include inadequate or lack of required facilities for the training, untrained teachers, poor quality of instructional delivery, lack of realistic practicals and inability of instructors or lecturers to bridge the gap between theory and practice.

### **Statement of the Problem**

Nigeria is one of the countries of the world with great prospects for both national and economic development; however, the country has consistently maintained the status of a developing country for more than two decades. It has been asserted that the national and economic development of this nation depends on the level and availability of adequately trained and well-motivated professionals with the capacity of solving problems. Hence, many skill-based educational programmes have been proposed and instituted across all levels of education to salvage this ugly situation but the situation seems to be growing worse despite yearly graduation of hundreds of thousand students from the skill-based programmes including technical education. It is no doubt that technical education holds great opportunities for both the recipients and the nation at large but the products of this programme for many years have failed to display professionalism based on acquired knowledge and skills. Moreover, those that were industrially employed are often described as either incompetent or half-baked graduates.

Efforts have been severally made to improve the programme delivery with introduction of the likes of Students Industrial Work Experience Scheme (SIWES), workshop practice and different practical projects among many others. Despite all efforts invested to achieve the goals and objectives of the programme, little or no result has been achieved. Thus, a paradigm shift in technology based researches suspect imbalance in the interest and attitudes of students in relation to their programme of study. Some students seem to undertake the programme with intention to do something else after graduation, some other seem interested only in the certificate and not the knowledge or skill requirement among others which are suspected to be among the factors hindering skill acquisition among technical education programme. In order to ascertain the influence of career interest, intention and attitude of students on technical skills acquisition among technical education students, it became imperative to carry out this study.

### **Purpose of the Study**

The main purpose of the study was to investigate the influence of career interest, career intention and attitude of technical education students towards technical skills acquisition for sustainable economic development in Nigeria. Specifically, the study determined:

1. whether there was any relationship between career interest, career intention, attitude and technical skills acquisition of technical education students for sustainable economic development in Nigeria.
2. the relative effects of career interest, career intention and attitude of technical education students on technical skills acquisition for sustainable economic development in Nigeria.
3. the joint effect of career interest, career intention and attitude on student’s technical skills acquisition for sustainable economic development in Nigeria.

**Hypotheses**

The following hypotheses were tested in the study at 0.05 level of significance:

1. There is no statistically significant relationship between career interest, career intention, attitude and technical skills acquisition of technical education students for sustainable economic development in Nigeria.
2. There is no statistically significant relative effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria.
3. There is no statistically significant joint effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Methodology**

Survey research design was used for the study. The study population comprised third and fourth year (300 and 400 level) students in Technical Education 2016/2017 academic session from the four Universities in South-West, Nigeria offering the programme. A sample of 109 respondents was simple randomly selected from the two levels across the four Universities. A structured questionnaire was used to collect primary data used for the study. The validity of the instrument was determined by five technical education experts, two from University of Lagos and three from Tai Solarin University of Education, Ijebu-Ode. A trial test was carried out to determine the internal consistency of the instrument; the result revealed a reliability coefficient of 0.76. The researchers and two assistants personally visited the four universities to administer the questionnaire. All the copies of questionnaire distributed were properly completed and retrieved and subjected to statistical analysis. Data obtained from administered questionnaire were analyzed using Pearson Product Moment Correlation and Multiple Regression Analysis for testing the hypotheses with the use of SPSS version 16.

**Results**

**Hypothesis One**

There is no statistically significant relationship between career interest, career intention, attitude and technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Table 1: Pearson Correlation between Career Interest, Career Intention, Attitude and Technical Skills Acquisition of Technical Education Students for Sustainable Economic Development in Nigeria**

Variables	Mean	Std. Dev.	Career Interest	Career Intention	Attitude	Technical Acquisition	Skills
Career Interest	2.64	.49	1				
Career Intention	2.59	.35	.209(.017)	1			
Attitude	2.49	.71	.085(.338)	.163(.064)	1		
Technical Skills Acquisition	2.73	.12	.232(.008)	.418(.000)	.123(.162)	1	

\* .Correlation is significant at the 0.05 level (2-tailed).

Table 1 presents the relationship between career interest, career intention, attitude, and technical skills acquisition. Table 1 show that the relationship between all the variables is positive. Also, the relationship between career interest and career intention ( $r=.209$ ;  $p<0.05$ ), career interest and technical skills acquisition

( $r=.232$ ;  $p<0.05$ ), career intention and attitude ( $r=.163$ ;  $p>0.05$ ), and then attitude and technical skills acquisition ( $r=.123$ ;  $p>0.05$ ) are relatively weak. The relationship between career intention and technical skills acquisition ( $r=.418$ ;  $p<0.05$ ) is fairly strong while that of career interest and attitude ( $r=.085$ ;  $p>0.05$ ) is very weak. However, relationship between career interest and career intention, career interest and technical skills acquisition, career intention and technical skills acquisition are significant. On the other hand, the relationship between career interest and attitude, career intention and attitude, attitude and technical skills acquisition are not significant. Thus, hypothesis one was not upheld. Hence, there is a statistically significant relationship between career interest, career intention, attitude and technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Hypothesis Two**

There is no statistically significant relative effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Table 2: Relative Contribution of Career Interest, Career Intention and Attitude of Technical Education Students on Technical Skills Acquisition**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.183	2.276		3.596	.000
Career Interest	.171	.094	.149	1.823	.007
Career Intention	.353	.077	.379	4.594	.000
Attitude	.044	.072	.049	.608	.544

Dependent Variable: Technical Skills Acquisition

Table 2 shows the relative contributions of career interest, career intention and attitude of technical education students to technical skills acquisition for sustainable economic development in Nigeria. Table 2 shows that career intention ( $\beta= .379$ ;  $p<0.05$ ) has the highest contribution to students’ technical skills acquisition, followed by career interest ( $\beta= .149$ ;  $p<0.05$ ), while attitude of technical education students ( $\beta= .049$ ;  $p>0.05$ ) has the least level of contribution to their technical skills acquisition. However, the relative influence of both career interest and career intention on student’s technical skills acquisition is significant while that of attitude is not significant. Thus, hypothesis two was not upheld. Hence, there is a statistically significant relative effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Hypothesis Three**

There is no statistically significant joint effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria.

**Table 3: Summary of Multiple Regression showing Joint Influence of career interest, career intention and attitude of technical education students on technical skills acquisition**

R= .446; R Square = .199 Adjusted R Square = .180					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	249.367	3	83.122	10.424	.000 <sup>a</sup>
Residual	1004.703	106	7.974		
Total	1254.069	109			

- a. Predictors: Career Interest, Career Intention, Attitude
- b. Dependent Variable: Technical Skills Acquisition

Table 3 shows the joint influence of career interest, career intention and attitude of technical education students on technical skills acquisition for sustainable economic development in Nigeria. Table 3 shows that there is a positive joint relationship between the independent variables ( $R = .446$ ). The table shows further that the

coefficient of determinant (Adjusted  $R^2 = .199$ ) indicates that the independent variables accounted for 19.9% of the total variance in the students' acquisition of technical skills (Adjusted  $R^2 \times 100 = 19.9$ ). This joint effect is shown to be significant on students' acquisition of technical skills for sustainable economic development ( $F_{(3, 106)} = 10.424$ ;  $P < 0.05$ ). Thus, hypothesis three was not upheld. Hence, there is a statistically significant joint effect of career interest, career intention and attitude on technical skills acquisition of technical education students for sustainable economic development in Nigeria. Since the joint effect of the independent variables on the dependent variable is significant, it can be concluded that students' acquisition of technical skills for sustainable economic development is based on their career interest, career intention and attitude.

### **Discussion of Findings**

The findings on relationship between career interest, career intention, attitude, and technical skills acquisition shows that a positive relationship exist between all the variables. However, the relationship between career interest and career intention ( $r = .209$ ;  $p < 0.05$ ), career interest and technical skills acquisition ( $r = .232$ ;  $p < 0.05$ ), career intention and attitude ( $r = .163$ ;  $p > 0.05$ ), attitude and technical skills acquisition ( $r = .123$ ;  $p > 0.05$ ) are relatively weak. The relationship between career intention and technical skills acquisition ( $r = .418$ ;  $p < 0.05$ ) is fairly strong while that of career interest and attitude ( $r = .085$ ;  $p > 0.05$ ) is very weak. However, relationship between career interest and career intention, career interest and technical skills acquisition, career intention and technical skills acquisition are significant. On the other hand, the relationship between career interest and attitude, career intention and attitude, attitude and technical skills acquisition are not significant. Other results shows that career intention ( $\beta = .379$ ;  $p < 0.05$ ) has greater influence on students' technical skills acquisition, followed by career interest ( $\beta = .149$ ;  $p < 0.05$ ) and attitude ( $\beta = .049$ ;  $p > 0.05$ ). The influence of career interest and career intention on student's technical skills acquisition is significant while that of attitude is not significant. Finally, The findings shows that career interest, intention and attitude jointly accounted for 19.9% of students' acquisition of technical skills (Adjusted  $R^2 \times 100 = 24.3$ ); a joint effect which is significant on students' acquisition of technical skills for sustainable economic development ( $F_{(3, 106)} = 10.424$ ;  $P < 0.05$ ).

The finding on significant relationship between career interest and career intention is in consonance with the submission of Ezeji (2001) that interest is basic to all occupational choices as guided by intention and attitude while that on career interest and technical skills acquisition align with the view of Hsiu-Lan (2011) that career or vocational interest represents an individual's personal preference which is believed to be an important factor that influences an individual's skill acquisition. Career intention has a significant relationship with technical skills acquisition, a finding which is supported by the position of Oguntimehin and Olaniran (2017) that intention is seen as the best predictor of individual behaviour which facilitate learning and acquisition of technical skills among students. However, the findings on career interest and attitude, career intention and attitude, attitude and technical skills acquisition which are not significant corroborate the tenet of SCCT which revealed the possibility of perceived barriers to career development to influence career variables such as interest, intention and attitude towards skill acquisition (Lindley, 2005). The theory according to Lindley (2005) indicated that though an individual may possess high levels of self-efficacy and interest, however, perceived barriers to career entry or advancement may still inhibit the translation of interests into behavior or attitude, career choice and fulfillment (Albert & Luzzo, 1999) which are expected byproducts of career intention and technical skill acquisition.

The findings on relative influence that indicated that career intention has greater influence on students' technical skills acquisition approves the assertion of Oguntimehin and Olaniran (2017) and Franco, Haase and Lautenschlager (2010) that career intention is a key concept when it comes to understanding the reason for individual's careers. Johnson et al., (2008) in agreement described career intention as aspiration and subjective probability for which student choose to pursue a career in a specialized field; this may be a reflection of student interest in a specialty. Thus, students skill acquisition may have been facilitated by what they intend to do after their studies either short-term or long-term in their career plan (Schröder et al., 2011; Hartung et al., 2005). Also, career intention is a function of interests belief and outcome expectations (Lent et al., 2008). However, Oguntimehin and Olaniran (2017) explained that career intention is considered a vital element for students

participation in every planned and scheduled activities related to becoming and achieving a fulfilled career goal in their chosen profession. On career interest and attitude towards technical skill acquisition, Hansen and Dik (2005) in support of the findings tipped interests as the most stable of all psychological constructs which relates to skill acquisition. Hsiu-Lan (2011) concur with the findings that vocational or career interest may be a very important variable in understanding and explaining an individual's career attitude, thus, effort applied in the programme for skill acquisition. Low (2005) recognizes the occurrence of changing interest patterns which makes just a little to be known about characteristics distinguishing the stable versus unstable interests. On the contrary, McInerney et al., (2008) asserted that interest and attitude toward a career with the attached expectations and usefulness is expected to correlate with skill acquisition, career intention and choice of such specialty. McInerney et al., (2008) however, explained that negative attitudes and lack of interest are frequently cited as reasons why students do not perform as expected or acquire required skills (McInerney et al., 2006; Walstrom et al., 2008).

The findings show career interest, intention and attitude jointly accounted for 19.9% of students' acquisition of technical skills which is significant. In agreement with this finding, Social cognitive career theory according to Lent, et al., (1994) emphasized the relationship between career interest, self-efficacy, outcome expectation, and career attitude. McInerney et al., (2006) and Walstrom et al., (2008) approves the findings of this study by establishing that outcome expectations as facilitated by interest, intention and attitude for a preference rank amongst the most important considerations in student selection of a programme and a push for skill acquisition in the programme.

### **Conclusion**

Based on the findings of this study, it was discovered that interrelationship existed between individual students' career interest, intention and attitude towards achieving a goal especially fulfillment in their chosen career. The study established that acquisition of technical skills in the technical education programme by the students depends on a varying degree of influence from the three independent variable. Thus, this study concludes that the level of technical skills acquired by any technical education students depends on the stability of his or her interest, intention and exhibited attitude towards the career line, planned academic and related activities in the programme and future expectation on the choice of specialty that have been selected.

### **Recommendations**

Based on the findings of this study, it is recommended that:

1. Strategies including exposure of students to real work situation and handling of current projects while in training as well as constant school to industry transition among others should be adopted by technical educators and administrators for boosting the interest, intentions and attitudes of students currently on the programme in order to aid effective skill acquisition before graduation.
2. Effective planning and implementation of technical education programme should be adopted as a means of projecting the real image, opportunities and possibilities which makes this career line a must select, thereby making more individuals develop interest for the programme.
3. Guidance services and orientation programmes should be regularly organized by technical educators for technical education students in order to attend to their psychological needs, academic difficulties as well as to encourage adequate skill acquisition.
4. All the challenges besetting the achievement of stated and expected goals of technical education programme in Nigeria including the perception and image that have been created for this programme should be adequately taken care of by government and other stakeholders to help boost the image of the programme and improve technical students career related variables.

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