

Impact Of Learning Approaches On Career Interest And Task Persistence Of Woodwork Technology Students In Nigerian Universities

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ABSTRACT

Among the aims of woodwork technology in universities is to prepare graduates with the requisite skills and competencies in woodworking in order to enable them become productive and contribute to national development. Unfortunately, woodwork technology has been plagued with gross under achievement by students. It has also been plagued with poor implementation processes and structures across the tertiary institutions leading to poor career interest and low task persistence of students. The purpose of the study was to determine the impact of learning approaches on career interest & task persistence of woodwork technology students in Nigerian Universities. This study adopted a correlation research design. The population for this study is 76. The population comprised all the 300-level and 400-level students of woodwork technology education programme in the six universities that offer the programme in South-East, Nigeria. The data required for this study was collected using 20-item structured questionnaires. The data collected from the research questions was answered using Pearson Moment correlation coefficient to answer each of the questions. In determining the strength of the relationship Cohen (1988), guidelines were used to interpret the result. They are as follows: Small $r = .10$ to $.29$, Medium $r = .30$ to $.49$, and Large $r = .50$ to 1.0 respectively. Hypotheses 1-10 were tested at a 0.05 level of significance using ANOVA output from the Linear Regression Analysis. There is a largely positive relationship between students' learning approach and career interest of students. There is a significant relationship between students' learning approach and career interest of woodwork students. There is a strong positive relationship between students' learning approach and task persistence of woodwork Students. There is a significant relationship between students' learning approach and task persistence of woodwork students. Based on the findings of the study, the students' learning approach has a significant influence on career interest of woodwork technology students. There is a significant relationship between students' learning approach and career interest of woodwork students. The students' learning approach has a significant influence on task persistence of woodwork technology students. There is also a significant influence of students' learning approach on task persistence of woodwork students.

Keywords: Technical education programme, Woodwork technology, Learning Approaches, Career Interest, and Task Persistence.

Introduction

Technical education programme in Nigeria is aimed at preparing the recipients for the world of work and

technological advancement of the nation. The National Policy on Education, (Federal Ministry of Education FME, 2014) defined technical education as that type of education given to learners to prepare them to be gainfully employed or self-employed with requisite skill. Ezugwu, (2021) also defines technical education as a post-secondary vocational training programme which the major purpose is the production of skilled personnel. According to Aliyu, (2016) technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technology development of a nation. Technical education is aimed at developing not only practical skills but also attitudes and habits that make the recipient a creative, innovative and resourceful person. The Federal Government in National Policy on Education, (2014) also stated that technical education includes the following skill areas: electrical and electronics technology, metal work technology, mechanical/automobile technology, building technology, woodwork technology among others.

Woodwork is one of the technical education programmes at the tertiary level which provides training that leads to the production of skilled personnel who could either secure employment at the end of their training, set up their own woodwork businesses or teach woodwork technology. Woodwork is the process of building, making or carving out something from wood (Omeje, 2013). Okwori (2012) opined that, woodwork is that type of training intended to prepare the students to earn a living in wood making occupation in which success is dependent largely on understanding of technology as applied to modern woodwork technology and design in wood. In addition to general education, woodwork is a field of study of technologies, related sciences and the acquisition of occupational skills and knowledge in the manipulation of wood, hand tools, and machines to produce finished woodwork products (Muhammad, Yahaya & Hassan, 2019).

The aims of woodwork technology at the tertiary education level according to the National Board for Technical Education (NBTE, 2012) includes: to develop individuals to be teachers by providing them with competencies in vocational woodwork skills, to develop individuals with appropriate communication skills for effective transmission of woodwork information to the students in the context of their environments; and to provide skills to students that would help them become self-reliant through any aspect of woodwork. It is also expected that graduates of woodwork technology should be able to: understand the general and specific techniques in carpentry and joinery; construct and erect different types of roof model; draw and interpret constructional drawings; apply portable hand and machine tools to process wood and wood products; design and construct floor, wall, and stair framings, including ladders and scaffolds; construct and install doors, windows, partitions and cabinets; and work as a skilled carpenter, either in self-employment or in paid employment. This type of education provides skills, knowledge and attitudes necessary for effective employment in woodwork occupation. Federal Republic of Nigeria (FRN, 2014) also identified areas of woodwork as follows: Upholstery, carpentry and Joinery, wood machines and furniture making.

Woodwork graduate from universities should be capable of independent work; should be able to interpret technical drawing and perform all the calculations relating to the woodwork trade. Woodwork technology graduate should also have sufficient knowledge of elementary science to understand the materials in which they work with. Woodwork technology education, which is an essential educational program with structured practical courses, is capable of engaging citizens especially the youths into productivity and making them contributing members for nation building and economic growth. When they are largely involved in production, they contribute directly or indirectly to the economy and benefit from the economy as well.

In spite of the importance of woodwork technology and the position which it occupies as one of the fulcrum for industrial and national development, it has been plagued with gross under achievement by students (Fadilla, 2020). It has also been plagued with poor implementation processes and structures across the tertiary institutions leading to poor practical skill performance of woodwork students, with little or no appreciable improvement over the years (Muhammad, Kamin, Salihu, Shuaibu, Cledumas, 2020; Reeve, 2016). Evidence from literature has also shown that many students have struggled to make good and efficient career plans over the years (Osarenren-Osaghae, & Irabor, 2012). Golman, Hagmann and Loewenstein, (2017) observed that there is persistent students' poor practical skill performance amongst woodwork students which have adversely affected their career interest in woodwork related professions. There is also a problem of low-task persistence in practical skills due to the learning approach (Isa, & Kamin, 2019).

In addition, the training acquired in most tertiary institutions seems inadequate for the graduates to make good career or become self-reliant as literature revealed that most woodwork graduates have engaged in other profession instead of picking a career in one of the areas of woodwork (Golman et al, 2017; Njoku & Ezinwa 2014). Studies have shown that several factors contribute to this ugly trend: lack of qualified woodwork teachers; poor funding; insufficient woodwork tools and facilities across the tertiary institutions; poor teaching methods employed by most woodwork teachers and poor learning approach of the students (Fadilla, 2020; Isa, & Kamin, 2019; Dokibo & Dokubo, 2014; Oguntuyi, 2013). Poor learning approach is a significant factor which may affect students learning outcome.

Approaches to learning are crucial in understanding how students relate and respond to learning tasks. Delgado Almeida Mendes Ezequiel and Lucchetti, (2018) defined learning approach as the association between student, context, task and behavioral ability of a student in search of knowledge in response to a learning situation. Learning approach by Priyadharsini (2018) means any method of learning that is used by students to gain knowledge and skills. Approaches to learning are concerned mainly with the modus operandi, procedure, style or technique of learning adopted by a learner. Neil Flemming presented VARK

Model which categorized learners according to auditory, visual, read/write and kinesthetic modalities (Shah, Yadav, Sharma, Yadav & Sapkota, 2016). Kolbe's experiential learning model identified students as convergers, divergers, assimilators and accommodators based on bipolar construct (Soundariya, Deepika, & Kalaiselvan, 2017). Honey and Mumford classified learners as activists, reflectors, theorists and pragmatists (Bhalli, Khan & Sattar, 2015). The approaches to learning were derived from Marton & Saljo's work and further developed by Entwistle & Ramsden's descriptions of three categories: Deep, Surface and Strategic approach (Shukr, Zainab & Rana, 2013).

The surface learning approach is memorizing, syllabus-bound, and exam-oriented. Surface approach is superficial where main focus is memorization of information instead of comprehension, leading to superficial retention of knowledge (Zakaria, Farok, Adam & Nordin, 2016). Students with this approach are interested in acquiring the qualification instead of understanding the concept and subject (Taylor, 2016). Students may follow the surface learning approach due to fear of failure, stress, and lack of purpose. Using the surface approach to studying, by contrast, the student does not truly engage with the studies, but attempts to avoid failing exams while using only the minimum of effort required. The deep approach to learning is seeking for meaning, relating ideas, and using evidence in learning. Ahmed and Asif, (2018) stated that in the deep learning approach to studying, the student attempts to connect and distinguish between the different ideas introduced in the study materials. Rehman Ahmed Rehan Hassan and Syed, (2016) suggest that deep approach monitors the development of understanding in a student. The deep approach reflects the students' purpose to increase understanding of the topic and improve their academic performance.

The third approach is strategic learning, which focuses on using either deep or surface learning approaches or combining both, depending on the context or situation accordingly. In strategic approach focus of learners is to ensure high grades in assessment by organizing their work and time management (Paudel, Nepal, Shrestha, Panta & Toth, 2018). This approach is efficient in terms of time and space, which emphasizes achieving the best grades. Using this approach, the student aims at achieving good grades and organizes his or her study efforts accordingly. Muhammad et al, (2020) reports that the application of appropriate learning approach could enable students with different ability, background and gender improve on task persistence especially when carrying out/producing a given woodwork practical project.

Task persistence is the continuation of a goal-directed action in spite of obstacles, difficulties and discouragement. In the words of Ezugwu and Oguguo (2022), task persistence is the ability to persevere and to sustain attention at a task, even in the presence of internal and external distractions. Task-persistence according to Adewale, (2016) is the length of time, the amount of effort that a student is able to apply so as to master a given task or solve a problem leading to attainment of a particular goal. Martin & Omela (2020) stated that, task-persistence is the tendency of a learner to stick to a task until it is completed. In other words, task persistence is the ability to apply sufficient length of time in order to complete a woodwork task successfully. It can thus be seen as a behavioural process that is motivated over time in a continuing pursuit of an outcome, goal or a particular course of activities which involves a progression of distinct actions. Task persistence is part of learning behaviour which is an important determinant of students' learning and acquisition of practical skills in woodwork. It is vital because it is a learning skill that can enable students complete a task successfully and may eventually develop career interest.

Career interest is one of the major issues that border learners because it is a very crucial element in making good career choice. According to Baum, and Wagner, (2014) a career interest means the feeling or wanting to know more about a career in which a person stands a good chance of succeeding. Uhly, (2015) stated that career interest is a desire to discover career opportunities based on learners' skills, interests, and talents. Career interest is a person's inclination regarding vocational activities and environments. Recognizing one's career interest assists individuals to make informed and a more logical decision regarding career. By an individual understanding their career interests and choosing a career in this regard means that they are able to identify their strength and ability to pursue vocations that complement their ability and supporting it with morals and principles. More so, woodwork students' understanding of their career interests could enable them make informed career decisions and improve their task persistence.

Statement of the Problem

Among the aims of woodwork technology in universities is to prepare graduates with the requisite skills and competencies in woodworking in order to enable them become productive and contribute to national development. Woodwork students are expected to engage in repetitive practical skill activities which will improve their task persistence and also enable them develop career interest in any area of woodwork technology before graduation. Unfortunately, woodwork technology has been plagued with gross under achievement by students. It has also been plagued with poor implementation processes and structures across the tertiary institutions leading to poor practical skill performance of students.

There is also a problem of low-task persistence in practical skill performance and outcome due to poor learning approach. The task persistence of most woodwork students is not encouraging as evidence from literature have also shown that many students have struggled to make good and efficient career plans over the years. The poor practical skill performances amongst woodwork students have adversely affected their career interest in woodwork related professions. The training acquired seems inadequate to make good career interest or become self-reliant as literature revealed that most woodwork students have engaged in other

profession after graduation instead of picking a career in one of the areas of woodwork. Research studies have shown that several factors that contribute to this ugly trend include; poor societal image of woodwork, lack of qualified woodwork teachers; lack of instructional materials; poor funding; insufficient woodwork tools and facilities across the tertiary institutions; poor teaching methods employed by most woodwork teachers and poor learning approach of the students.

It is hoped that these unfortunate situations among the woodwork students, could be addressed if learners should adopt a learning approach that can intensify curiosity to solve real practical problems. Most woodwork students do not utilize the most suitable learning approach for their studies or apply sufficient time for task completion. A good knowledge of learning approach could enable students to adjust and adopt suitable learning approach that could result in favourable academic and practical skill outcome. Learners' understanding of personality and application of appropriate learning approach could go a long way to provide the learners with the opportunity for creative and innovative learning, self-directed learning, and an improved task persistence that will aid them to solve real life problems. Therefore, in order to improve students' task persistence, promote career interest and be employable in any areas of woodwork, the learning approach of learners could be considered.

Purpose of the Study

The purpose of the study was to find out the influence of learning approaches on career interest & task persistence of woodwork technology students in Nigerian Universities. Specifically, the study sought to determine the following:

1. The relationship between students' learning approaches and career interest.
2. The relationship between students' learning approaches and task persistence.

Research Questions

This research therefore sought to provide answers to the following questions:

1. What is the relationship between students' learning approaches and career interest?
2. What is the relationship between students' learning approaches and task persistence?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significance relationship between students' learning approaches and career interest.
2. There is no significance relationship between students' learning approaches and task persistence.

Theoretical Framework

The study was anchored on Behavioral Learning Theory

The Behaviorism or behavioral learning theory was first proposed by Ivan Pavlov 1927. This theory of learning is based on the idea that learners respond to stimuli in their environment. The role of the learning facilitator, therefore, is to provide relevant and useful stimuli so that the learner responds to and gains the required knowledge or experience. The behaviourist approach to learning centers around the belief that appropriate behaviour can be taught through constant repetition of a task combined with feedback from the facilitator. Positive feedback encourages and reinforces success while negative feedback and immediate correction discourages the repetition of a mistake or undesirable behaviour. In relation to this study, woodwork teachers can use negative reinforcement as a way to motivate students, not punish them. For example, if some students often miss woodwork practical lessons and do not do well in woodwork practical activities, the teacher can provide them with negative reinforcement by telling them that they can retake the final test if they manage to attend class every day for a certain period. This may encourage the students to attend practical lessons regularly and improve on their practical skill performance. There are many other behaviourism strategies that woodwork teachers can use, including: drills, guided practice and regular reviews.

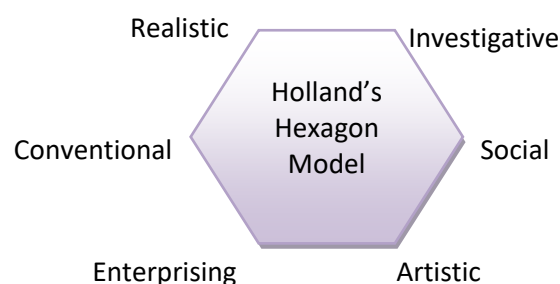
Drills: drills are repetitive ways of practicing and reinforcing material that students have learned in the classroom. Using drills allows woodwork teachers to create a learning environment that allows students to regularly practice material and skills that students have learned in the classroom or wood workshop.

Guided practice: guided practice is a teaching method where woodwork teachers guide students through an example problem first and explain to them how to perform certain tasks to solve those problems. A typical example is where woodwork teachers guide students through a step-by-step example of how to construct a chair or table in the workshop. This shows students an appropriate way to respond when working on similar tasks on their own. Woodwork teachers can ask students to repeat the process independently.

Regular reviews: Woodwork teachers can reinforce students with positive praise when they are doing well because reviews help students retain information. Reviews also allow woodwork teachers to reinforce students with positive praise when they are focused on reviewing certain parts of finished woodwork projects. Reviewing material regularly helps students retain information.

The study was also anchored on Theory of Career Choice

Figure 1: Holland's Hexagon (Holland, 1985)



The six different types featured in Holland's model include the following:

Realistic (R) is for people who have mechanical and athletic abilities, enjoy working outdoors and like to work with tools and machines. The R type prefers to work with things.

Investigative (I) is for people who use mathematical and scientific abilities, enjoy working alone and like to solve problems. The type I favors working data.

Artistic (A) is for people who enjoy creating original work and have a good imagination. The A type enjoys working with ideas and things.

Social (S) is for people who are interested in human relationships and like to help others. The S type likes to work with people.

Enterprising (E) is for people who have leadership and speaking abilities and like to be influential. The E type likes to work with people and data.

Conventional (C) is for people who have organizational skills and arithmetic abilities. The C type enjoys working data.

The theory of guiding individual career choice was propounded by John Holland in 1985. The theory postulates that people project self-and world-of-work views onto occupational titles and make career decisions that satisfy their preferred personal orientations. The theory predicts that the higher the degree of congruence between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, task persistence, and achievement. John Holland's theory of vocational personalities and environments is considered as one of the most effective career development models to date (Rocconi, Liu, & Pike, 2020). This theory revealed that personalities and occupational environments can be classified into six different categories, including: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). As such, individuals often search for an environment in which to express their interest, abilities, and values. Holland's theory allows individuals to direct themselves to careers that are in accordance with one's motivation, knowledge, personality, and abilities so that it is expected to reduce problems that have a tendency to arise due to individual incompatibility with work (Holland, & Gottfredson, 1976).

Therefore, it is important for woodwork teachers to be able to understand Holland's theory in order to effectively direct students and encourage them to develop career interest especially in areas of woodwork technology.

Woodwork teachers can use the career development of Holland's theory of vocational choice to orientate and prepare woodwork students for the world of work. This could be done by exposing the students to rigorous and regular practical sessions, taking students to excursions to established woodwork outfits in town which will provide a systematic means for career exploration, and, ultimately help in facilitating career decision making and planning of woodwork students. A complex workplace, numerous known and unknown career decisions, personal and workplace uncertainties, and many uncontrollable factors pose daunting concerns to many students who confront career planning. By imposing order and structure, Holland's theory offers a means of helping woodwork students to make career interest that promise a fulfilling career in woodwork technology. Awareness of a proven, practical method for easing the process can be empowering. The theory's research and applied bases, along with its structure and inherent systematic processes, offer woodwork students the assurance as they acquire a better understanding of themselves and their options.

Methodology

This study adopted a correlation research design. The rationale for using a correlational survey in this study includes its ability to quantify the strength and direction of relationships between the variables, helping to determine whether a positive or negative correlation exists between the woodwork students' learning approaches, career interest and task persistence. Besides, Ezema et al. (2019), Gana et al. (2019), Okenyi et al. (2019), Ugwuanyi, Okeke and Njeze (2020); Ugwuanyi, Okeke and Ageda (2020); Ugwuanyi, Okeke and Asomugha (2020), Achagh et al. (2020), Ugwuanyi et al. (2020) and Okenyi et al. (2021), Orji et al. (2023)

have adopted this kind of design in recent times. This study was carried out in South-East Zone, Nigeria. The South-East Zone is one of the six geopolitical zones in Nigeria. The six geopolitical zones are south-east, south-south, south-west, north-east, north-west and north-central. The southeast is made up of five states which include: Abia, Anambra, Ebonyi, Enugu and Imo. Specifically, this study was carried out in all the universities in South-East Zones, Nigeria that offer woodwork technology programme at degree level. They include University of Nigeria Nsukka (UNN), Nnamdi Azikiwe University Awka (NAU), Michael Okpara University of Agriculture Umudike (MOUA), Alex Ekwueme Federal University Ndufu-Alike (FUNAI), Enugu State University of Science and Technology (ESUT) and Ebonyi state University (EBSU). The area was chosen for this study because this region holds significant economic, cultural, and educational importance within Nigeria. The choice of South East, Nigeria was also to enable the researcher to have an in-depth study of how learning approaches will affect woodwork programme in the geopolitical zone, especially on how they impact students' career interest and task persistence.

The population for this study is 76. The population comprised all the 300-level and 400-level students of woodwork technology education programme in the six universities that offer the programme in South-East, Nigeria. The population of the students was obtained from the Registry offices for 2023/2024 academic session in the five universities. The 300 level and 400 level woodwork students are chosen for this study because in the public university system, area or course specialization of students starts from the 300-level till the end of their academic programme at 400 level when they are expected to graduate. Also, the 300-level and 400-level students are on the verge of completing their degree programme, hence at that level, they need to acquire and master the requisite practical skill that will enable them develop career interest so as to make good career planning in any area of specialization in woodwork technology. Making an informed career decision in woodwork will help the students to settle in woodwork trade immediately after graduation instead of looking for and depending on white collar jobs. Due to the manageable number of students in the six universities in the study area, all the students were used for the study. No sampling was done.

The data required for this study was collected using a 20-item structured questionnaire titled: questionnaire on impact of learning approaches on students' career interest, task persistence (Q.I.L.A.S.C.I.T.P). It was adapted from the: Approach Study Skill for Student (ASSIST) questionnaire, which was developed by Martin & Saljo (1976) and Tait, Entwistle & McCune (1998). The ASSIST questionnaire measures student's approaches to learning on mainly three dimensions referred to as main scales; surface, deep, and strategic. The instrument is divided into two sections: Section A seeks information on students' bio-data which was completed by the students while section B contains 2 clusters. Cluster 1 and 2, consist of items which are rated on a five (5) point Likert scale, scored as: VO = Very Often (5), FO = Fairly Often (4), S = Sometimes (3), AN = Almost Never (2) and N = Never (1). The instrument was validated by two specialists from the Department of Industrial Technical Education, and one specialist from the Department of Science Education, (Measurement and Evaluation Unit), University of Nigeria, Nsukka. To determine the reliability of the research instrument, the instrument was administered to 10 woodwork students in the Department of Vocational and Technical Education, Benue State University Makurdi, which was not part of the population for the study but share similar characteristics that were necessary for the study. Cronbach Alpha reliability method, was used to determine the reliability of the instrument which yielded reliability coefficients of 0.872. This shows that the instrument was very reliable. The instrument for data collection was administered directly to the respondents by the researcher using three research assistants.

Data collected from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS-23.0). The data collected from the research questions was answered using Pearson Moment correlation coefficient to answer each of the questions. In determining the strength of the relationship Cohen (1988), guidelines were used to interpret the result. They are as follows: correlation coefficients less than ± 0.10 is very weak, between ± 0.10 and ± 0.29 implies weak correlation; between ± 0.30 and ± 0.49 is for moderate correlation, between ± 0.50 and ± 0.69 is for strong correlation while ± 0.70 and 1.0 implies very strong correlation between the variables. The hypotheses were tested at a 0.05 level of significance using ANOVA output from the Linear Regression Analysis. It helped to determine whether or not the relationship is likely due to chance. In taking decision for the hypothesis, where p-value was greater than or equal to 0.05 level of significance, the null hypothesis was not rejected, but where the p-value was less than 0.05 level of significant, the null hypothesis was rejected.

Results

Research Question 1: What is the relationship between students' learning approaches and career interest?

Table 1: Pearson Correlation relationship between students' learning approaches and career interest

		Career Interest	Learning Approach
Career Interest	Pearson Correlation	1	.754**

	Sig. (2-tailed)		.000
	N	72	72
Learning Approaches	Pearson Correlation	.754**	1
	Sig. (2-tailed)	.000	
	N	72	72

Table 1 show that the relationship between students' learning approach and career interest is .754. This indicates that there was a very strong relationship between the learning approach and career interest of woodwork technology students, $r(72) = .754$.

Hypothesis 1

There is no significance relationship between students' learning approaches and career interest.

Table 2: Regression Analysis on the relationship between students' learning approach and career interest.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. error	Beta		
(Constant)	72.744	5.037		14.045	.000
Surface Learning	-.022	.024	-.101	-1.307	.032
Deep Learning	.300	.065	.312	4.146	.020
Strategic Learning	.516	.146	.603	5.374	.010

a. Dependent Variable: Career Interest.

b. Predictors: (Constant), students' learning approach.

Table 2 presented the relationship between students' learning approaches and career interest. The Table established that strategic learning approach ($\beta = .603$) has the strongest relationship on students' career interest followed by deep learning approaches ($\beta = .312$). Surface learning approach had the least relationship with career interest ($\beta = -.101$). The relationship of surface learning approach, deep learning approach and strategic learning approach on career interest of woodwork students were significant ($p < .05$). Hence, the null hypothesis was rejected. Thus, there is a significant relationship between students' learning approaches and career interest of woodwork technology students.

Research Question 2: What is the relationship between students' learning approaches and task persistence?

Table 3: Pearson Correlation relationship between students' learning approaches and task persistence

		Task Persistence	Learning Approaches
Task Persistence	Pearson Correlation	1	.751**
	Sig. (2-tailed)		1.00
	N	72	72
Learning Approaches	Pearson Correlation	.751**	1
	Sig. (2-tailed)	1.00	
	N	72	72

Table 3 shows that the relationship between students' learning approaches and task persistence is .751. This indicates that there was a very strong relationship between the learning approach and task persistence of woodwork technology students, $r(72) = .751$.

Hypothesis 2

There is no significance relationship between students' learning approaches and task persistence.

Table 4: Regression Analysis on the relationship between students' learning approach and task persistence

Model	Unstandardized	Standardized	T	Sig.
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	Coefficients		Coefficients		
	B	Std. error	Beta		
(Constant)	67.00	4.943		13.556	.000
	1				
Surface Learning	-.010	.060	-.007	-.076	.040
Deep Learning	.008	.023	.437	.359	.020
Strategic Learning	.134	.135	.541	2.226	.028

a. Dependent Variable: Task Persistence.

b. Predictors: (Constant), Students' Learning Approaches.

Table 4 presented the relationship between students' learning approaches and task persistence. The Table established that strategic learning approach ($\beta = .541$) has the strongest relationship on students' task persistence followed by deep learning approach ($\beta = .437$). Surface learning approach had the least relationship with task persistence ($\beta = -.007$). The relationship of surface learning approach, deep learning approach and strategic learning approach on task persistence of woodwork students were significant ($p < .05$). Hence, the null hypothesis was rejected. Thus, there is a significant relationship between students' learning approaches and task persistence of woodwork technology students.

Discussion of Findings

The finding indicated that there was a very strong relationship between the learning approaches and career interest of woodwork technology students, ($r(72) = .754$). It was found that there was a significant relationship between students' learning approaches and career interest of woodwork technology students. The result means that students' learning approaches has a significant influence on career interest in woodwork technology. This result implies that the higher the learning approaches of the students, the higher the career interest of students in woodwork. This goes on to say that if students do not adjust and adopt the right learning approach to learning, their career interest in woodwork could become poor. This can be understood because good planning can make it easier for someone to achieve their goals. Students need to identify with and choose learning approaches that is suitable for them in order to develop career interest and make a good career plan for themselves. An extensive learning through identification and use of appropriate learning approaches is useful in minimizing the possibility of errors in choosing several available career alternatives in woodwork technology. This can be understood because, with planning, someone will be more directed and know what to do to achieve success in their career interest. This study agrees with findings of Martin and Omela (2020) who stated that students' learning style significantly contributes to students' career interest. The study also aligns with the findings of Ezugwu and Oguguo (2022) who stated that students' zeal to learn can spur up action which are geared towards the identification and adoption of appropriate learning approach which will help the students in learning effectively; thus, when students are progressive with their studies, subsequent success can enable them to identify their career interest. The consistency in the findings of the authors is an indication that students' learning approach is a significant factor that determines the level of students' career interest amongst available options in a given job field/area of specialization.

The findings also indicated that there was a very strong relationship between the learning approaches and task persistence of woodwork technology students, ($r(72) = .751$). Table 4 revealed that there was a significant relationship between students' learning approaches and task persistence of woodwork technology students. The result means that there is a significant influence of students' learning approaches on task persistence of woodwork students. This result indicates that when students adjust and adopt appropriate learning approaches in their studies, it could facilitate students' task persistence in woodwork. In essence, lack of the right learning approaches by the students could bring about low task persistence of students in woodwork. The finding of this study goes on to support the report of Baum, and Wagner, (2014) that stated that task persistence which is the ability to persevere and to sustain attention at a task, even in the presence of internal and external distractions can be influenced by the learning approaches of students. In a similar way, the result of this study collaborates with the findings of Uhly, (2015) who stated that persistence necessitates the ability to maintain that momentum regardless of the challenges that might hinder task success. Thus, a persistent individual unceasingly exerts effort in adopting the right learning approach to accomplish difficult tasks instead of giving up.

Conclusions and Recommendation

The study ascertained the influence of learning approaches on career interest & task persistence of woodwork technology students in Nigerian Universities. Based on the findings of the study, there was a very strong relationship between the learning approaches and career interest of woodwork technology students. There is a significant relationship between students' learning approaches and career interest of woodwork students. There was a very strong relationship between the learning approaches and task persistence of woodwork

technology students. There is also a significant influence of students' learning approaches on task persistence of woodwork students. The study recommends that teachers and parents should make it a point of duty to teach and expose students to different learning style and approaches to learning. When students are exposed to the available different learning approaches, it will enable them to identify with and adjust to the most suitable learning approach which could also help to improve their studies and academic outcome.

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