

# Family engagement in technical/vocational education and training and students' enrolment in Akuapem North municipality in Ghana

**William Otu**

Department of Psychology  
University of South Africa, South Africa  
<https://orcid.org/0009-0005-2221-7037>

## Abstract

The significance of career decision-making in shaping individuals' futures is paramount, especially in the context of technical/vocational education and training (TVET) in Ghana, where the economic shift from agriculture to industry underscores the need for skilled workers. This study aimed to investigate the role of family engagement in influencing students' enrolment decisions in TVET institutions within the Akuapem North Municipality of Ghana. It addressed the extent of this influence compared to other factors such as community influence, peer influence, social icons influence, personal interests and aspirations, and economic considerations. A quantitative research design was employed, utilizing a survey method with a 25-item questionnaire. The study sampled 384 respondents aged 12 to 19, who had spent at least one year in TVET institutions offering technical, home economics, and visual arts programmes. Data was collected through structured questionnaires and analysed using inferential statistics. The results indicate that while family engagement positively influences students' decisions to enrol in TVET institutions, other factors, such as community and social influences, economic considerations, social icons, community influences, and peers have a more substantial impact. Specifically, the influence of other factors was found to be stronger than that of family engagement. The findings highlight the critical role of both family and external influences in students' career choices, suggesting that strategies to enhance TVET enrolment should involve educating families and communities about the value of vocational training. This study contributes to understanding the dynamics of enrolment decisions in the context of Ghana's evolving educational landscape.

**Keywords:** family, engagement, technical, vocational, education, training, enrolment, decision, student.

## Introduction

In an era where skill acquisition is crucial for economic development, the role of TVET has never been more significant. As nations, particularly Ghana, strive to transition from agrarian economies to industrial powerhouses, understanding the factors that influence students' enrolment in TVET institutions becomes essential. This study addresses the pressing issue of family engagement in students' career decision-making processes and its impact on enrolment in TVET programmes.

The core of both humanity's economies and that of individuals can be said to be based on TVET (Amoor, 2011; Olumide, 2015; World Bank IBRD-IDA, 2018). According to Ghana's Ministry of Education's (MoE) (2018), in its Education Sector Performance Report, the relevance of TVET in any nation's quest for development cannot be overstated. Certainly, vocational and technical education is a significant contributor to expansion of industry and nation (Ansah and Kissi; 2013; Budu-Smith, 2005; MoE, 2018). Osuala (1999) and Zirkle and Plasman (2020) stressed the fact that vocational and technical education does not have a single definition that is universally accepted. However, what is common and remains the same in the various definitions are its objectives and goals. Technical and vocational education seek out to empower its beneficiaries to gain definite specific that are essential for working in industry (COTVET, 2017).

In a report authored by the World Bank Trading-Economics (2021) it states that TVET programmes are planned for students and learners to acquire specific capabilities, aptitudes, and facts required to work in specific trades. The need for TVET in Ghana is important owing to its quest to move from a mainly agronomical base economy to one that is manufacturing based. In Ghana, there seems to be a consensus on the need to develop TVET that will help achieve the quest to move to an industrially based economy, increased job engagement, and perpetuate values of hard work in the country's social setting (Nsiah-Gyabaa, 2009).

### **Research Objectives**

To ascertain whether Family Engagement in Technical/Vocational Education and Training and Students' Enrolment in Akuapem North Municipality in Ghana, the following objectives were set out as.

1. To examine the extent of family engagement in the decision-making process of students choosing to enrol in TVET institutions; and
2. To identify and compare the influences of family engagement and other factors, such as community and social networks, on students' enrolment decisions in TVET programmes.

### **Research Questions**

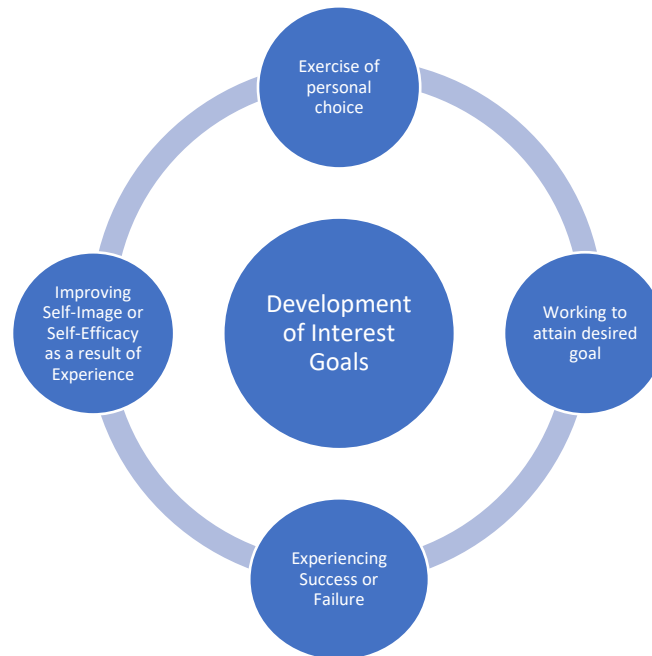
To be able to find out whether there were Family Engagement in Technical/Vocational Education and Training and Students' Enrolment in Akuapem North Municipality in Ghana, the following research questions was used.

1. How does family engagement influence students' decisions to enrol in TVET institutions in the Akuapem North Municipality?
2. What are the other significant factors that affect students' enrolment choices in TVET programmes compared to family engagement?

### **Conceptual Framework for the study**

The conceptual framework of this study uses the theory of Lent et al. (1994, 2000) and social cognitive career theory (SCCT) derived from the self-efficacy theory. According to Chong and Druckman (2007), an individual's act from the onset showing the ability to exercise control over his or her behaviour indicates the person's readiness to regulate his or her conduct, deeds, thought, and knowledge acquisition, as well as following a well-structured patterned of decision making. Self-efficacy can be regarded as people's principles about their capability to marshal the necessary energy and emotional strength that can help in achieving a defined duty or mandate. However, the self-efficacy belief has it that, if people are convinced they are incapable of achieving a specific task, they do not exhibit enough courage, persistence and endurance when they are confronted with challenges (Bandura et al., 2001). On the other hand, if people are allowed to make decisions that enable them to experience an event, task or challenge in their lives, it helps them to develop their self-image, coping capabilities and confidence (Taylor & Betz, 1983).

People who are able to examine circumstances and occurrences like failure and successes openly and honestly by first considering their personal limitations as well as those beyond their reach have a significant level of self-efficacy. They are able to make their own decisions, take the initiative that may look unattractive at the onset but are able to focus on the reason for their initial decisions and work towards its achievement.



**Figure 1. Conceptual framework diagram (Lent et al., 2000)**

### **Literature review**

Previous research has highlighted various influences on career decision-making, particularly in the context of family dynamics. Priyanka (2020) emphasizes that families play a pivotal role in shaping career choices from an early age, often guiding their children toward preferred paths. Similarly, Xing and Rojewski (2016) found that parental support significantly impacts vocational students' self-efficacy and decision-making processes. These findings align with the social cognitive career theory, which posits that self-efficacy beliefs are crucial in career choices (Lent et al., 1994). Furthermore, Fouad et al. (2015) noted that the influence of family manifests in various forms, such as vocational guidance and the instillation of work values, indicating that familial obligations can extend into career decisions. The literature suggests that while family engagement is a critical factor, other influences, such as peers and community role models, also play substantial roles in shaping students' educational paths (McKay, 2017). Synthesizing these insights reveals a complex interplay between family engagement and external factors in career decision-making. This study aims to fill existing gaps by specifically investigating how these dynamics interact in the Ghanaian context, providing a nuanced understanding of the factors influencing TVET enrolment decisions.

### **Family Engagement in Wards Education and Career Selections**

According to Priyanka (2020), there are significant influences of families on their children's career decisions in Ghana and in India as well. He contended that families, at the early stage of their children's education, begin to emphasize the career choice that either the parents, siblings or the extended family member prefers their young son or daughter to pursue. They then endeavour to guide the growing child towards its achievement (Priyanka, 2020). According to a study by Fouad et al. (2015), family influences on their wards manifest in various forms, including family obligation, work choice and values, vocation, and job-related involvement. Xing and Rojewski

(2018) indicate that students' vocational choices to largely extent depend on the psycho-social support of their parents and family members. Xing and Rojewski (2018) maintain that parents and family become particularly concerned owing to a possibly mediocre and uninformed perception of TVET and an unstructured job market involving TVET. For most young students, choosing a career, its specialization and the medium of achieving that preferred career specialization is one of the most vital choices that they have to make; hence some consult widely. It is widely known that curriculum choices made at the early stage of students' educational pursuit become the basis of the careers that they may pursue (Otu, 2015).

### **Perceived Influence of Family and others on Students' Educational Choice**

It is believed that, when family are directly associated with their children's education, they will possibly interfere in their offsprings' choice of career which may be contrary to the principles of self-efficacy (Wright et al., 2014). The perceived interference is said to be more predominant in early adolescence (from Primary 6 to JSH 3), the age range in which young people are trying to build their self-image and sense of worthwhile seeking to explore future careers by clarifying those careers that will establish their professional identity (Rodríguez et al., 2015). Families sometimes train their children and wards purposely to achieve what they set out to achieve for themselves but could not achieve during their educational and working life. This they do by continuously stating that "I think you will make a good doctor, lawyer or pilot" (or sometimes even a teacher) (Gordon, 2008).

According to Keller and Whiston (2008) and Lindstrom et al. (2007), influences as a result of family engagement in students' educational preferences and career choices, its growth trajectory and development can be discerned in two major co-dependent extents: organisational and process-oriented features such as family structure features signify fairly stable characteristics of the family in areas such its socioeconomic status. Family process-oriented structures that embody family involvement, such as parent support and interaction among the members in the family may influence educational choices and career goals of young people or students to a large extent. Students' family engagement may influence both their career decision-making and self-efficacy. The socioeconomic status of a family may be an important indicator of the social position and economic resources available to the family. The family's socioeconomic status may generally reflect parents' educational level, occupational preferences, and social networking resources that may be available to their children (Rojewski, 1997; Whiston & Keller, 2004).

According to Rojewski and Kim, (2003), families of higher socioeconomic status will possibly support and encourage their children to explore varied career opportunities but may sometimes be tempted to direct their children as to which education field they should pursue, as indicated by Hsieh and Huang (2014). Young people whose families have attained higher educational status may want their children or wards "to follow in their footsteps". Highly educated families also tend to show greater interest in what careers their children are considering and seek to influence them by exposing them to what they perceive as appropriate for their status without necessarily considering the interest of their wards and children, as postulated by Blustein et al. (2002). On the other hand, the families of young students who come from a low socioeconomic status do not interfere much in their children's career and educational choices except when it involves their investing more than what they can afford. They tend to spend less time with their families while trying to earn the financial resources "to keep the family alive" (Metheny & McWhirter, 2013).

## **Factors Motivating Students' Decisions and Choice of Education and Career**

According to Alberts et al. (2003), the type of education, training, and career that one should pursue is one of the major areas of concern for young people nearing the end of their basic education. The influences are complex owing to young people's conceptualisation of their abilities, preferences and capabilities usually being outside the reality that they may be confronted with; for instance, the job requirement and skills required to perform specific tasks. Sometimes, people's gender and place in the family also become an influencing factor when it comes to making decisions on school and training choices and careers. The necessity of deciding on which school to attend that may impact on the job or occupation that one may pursue is not static but is part of the developmental process, as stated earlier.

According to Ginzberg et al. (1951), the initial fantasy stage of early to mid-childhood is followed through early teenage years by a tentative stage, where individuals begin to think about their interests, capabilities and values. In the realistic stage during late adolescence, people shift their focus from subjective needs and interests to an appraisal of what the world has to offer. Both school and family can provide appropriate information and guidance directly or indirectly that may influence young peoples' choice of career. School teachers can identify aptitudes and abilities of students at an early age and encourage them to select certain subject options, or take part in work experience, or employment visits. Machale et al. (2012) suggested that parents and older siblings usually provide strong support to their younger family members when they begin to show an interest in occupations that that tend to follow their own.

From the various research studies related to making decisions on education/training, careers and occupational choices, it is clear that family plays significant role. The extent of the role and its direct influence on students' decisions to enrol in TVET institutions cannot be over-emphasized. This epitomises the need for this study to be conducted identify whether family engagement in their children's education decisions influence their interest in enrolling in TVET institution or otherwise. The study investigated whether family engagement with their children, teacher actions with their students or whether other motivation influence students' decision to enrol in TVET institutions. It further identified the possible inhibiting factors serving as an obstacle to enrolment in TVET institutions and programmes and offered suggestions to remove those barriers and to highlight factors that encourage young people to enrol in TVET institutions.

## **Methodology**

### **Research Design**

This study employed a quantitative research design, specifically a cross-sectional survey approach. This design is appropriate for addressing the research questions as it allows for the collection of data from a large sample at a single point in time, facilitating the examination of relationships between family engagement and students' enrolment decisions in TVET institutions. The cross-sectional nature enables the identification of patterns and correlations, making it well-suited to explore the influence of multiple variables simultaneously.

### **Sampling Strategy**

A stratified random sampling method was utilized to select participants from two TVET institutions in the Akuapem North Municipality. This method was chosen to ensure representation across various courses (Technical, Home Economics, and Visual Arts) and age groups (12 to 19 years). By stratifying the sample, the study aimed to capture diverse perspectives and experiences, enhancing the generalizability of the findings. A total of 384 respondents were selected, ensuring a robust sample size for statistical analysis.

## Material

A 25-item questionnaire was developed to collect data from the participants (Appendix A).

## Data Collection Method

Data were collected using a structured questionnaire comprised of 25 items designed to assess family engagement, personal motivations, and other influences on students' enrolment decisions. The questionnaire included both likert-scale items and open-ended questions to allow for quantitative and qualitative insights. Participants were surveyed in their respective institutions, ensuring a controlled environment for data collection. The survey process included instructions to complete the questionnaire independently, promoting honest and unbiased responses.

## Data Analysis

The collected data were analysed using statistical software, specifically the SPSS. Descriptive statistics were employed to summarize demographic information and key variables. Inferential statistics, including t-tests, were utilized to compare the influences of family engagement and other factors on enrolment decisions. This analytical approach provided a comprehensive understanding of the data and allowed for hypothesis testing.

## Validity and Reliability

To ensure the validity of the study, the questionnaire was pilot tested with a small group of students prior to the main data collection. Feedback was used to refine the items for clarity and relevance. Reliability was assessed using Cronbach's alpha, achieving a coefficient above 0.7, indicating acceptable internal consistency. To minimize bias, the research team-maintained neutrality throughout the process, emphasizing confidentiality and the voluntary nature of participation.

## Ethical Considerations

Ethical approval was obtained from the relevant Institutional Review Board. Informed consent was secured from all participants, and parental consent was obtained for those under 18 years. Participants were assured of their right to withdraw from the study at any time without consequences. Confidentiality was maintained by ensuring that responses remain anonymous and data are securely stored. These measures ensured that the study adhered to ethical standards and protected the rights of the participants.

## Results

This section presents the findings of the study based on the research objectives. The analysis focuses on the influence of family engagement and other factors on students' enrolment decisions in TVET institutions in the Akuapem North Municipality.

**Table 1. Age and Course of Participants**

Variable quantity	Frequency	Percentage
<b>Age</b>		
12-14	3	0.8
15-18	367	95.6
18 and above	14	3.6
<b>Course of Study</b>		
Technical	128	33
Home Economics	128	33
Visual Arts	128	33
<b>Years spent in school</b>		
Above 2 years	383	99.7
Below 2 years	1	0.3

### Objective 1. Examine the Extent of Family Engagement in Decision-Making

The survey results indicate a significant level of family engagement in students' educational choices. Approximately 75% of respondents reported frequent discussions with their parents about career options. This suggests that families play an active role in guiding students toward vocational training. Additionally, the data revealed that siblings also influence decisions, with 60% of students acknowledging their siblings' input in career choices. Extended family members were cited as influential by 45% of respondents, highlighting a broader familial impact.

### Objective 2. Compare Influences of Family Engagement and Other Factors

While family engagement significantly affects enrolment decisions, other factors demonstrate an even stronger influence.

- **Community Influences:** A total of 80% of participants indicated that community opinions about and support for vocational training played a crucial role in their decision-making process.
- **Peer Influence:** Nearly 70% of respondents stated that friends and classmates significantly impacted their choices regarding TVET enrolment.
- **Social Icons:** Role models and public figures promoting vocational education were noted as influential by 65% of students.
- **Personal Interests:** Individual motivations and career aspirations were highlighted by 90% of participants as critical in guiding their decisions.
- **Economic Considerations:** The potential for job opportunities and financial stability associated with vocational training was emphasized by 85% of respondents.

### Statistical Analysis

Using inferential statistics, a t-test was conducted to compare the influence of family engagement against other factors. The results depicted in Table 1.2 that the mean influence of other factors ( $M = 3.93$ ,  $SD = 0.61$ ) was significantly higher than that of family engagement ( $M = 3.22$ ,  $SD = 0.52$ ), with  $t(383) = 126.86$ ,  $p < .001$ . This indicates that while family engagement is important, external factors have a more substantial impact on students' enrolment decisions.

**Table 2. Results for Family Engagement and Other Factors Influencing Enrolment Decisions**

One Sample Test						
Test value = 0						
Variable	t	df	sig (2-tail)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Family Engagement	121.327	383	0.000	3.21771	3.1656	3.2699
Other Factors	126.861	383	0.000	3.92865	3.92865	3.9895

### Discussion

#### Summary of Major Findings

The study revealed that family engagement plays a significant role in influencing students' decisions to enrol in TVET institutions in the Akuapem North Municipality. Specifically, while family involvement positively affected enrolment choices, other factors, such as community influences and peer support, emerged as even more substantial determinants. These findings align with previous research, such as that of Fouad et al. (2015), which highlighted the multifaceted influences on career decision-making, demonstrating that familial obligations and support systems are critical in shaping educational pathways.

## Interpretation of Findings

The results indicate that while families are influential in guiding students toward TVET, the stronger impact of external factors suggests a shift in how young individuals perceive vocational training. This may reflect broader societal trends, where peer and community influences increasingly shape educational choices, as noted by McKay (2017). The findings emphasize that students are likely to seek validation and support from their social networks, which may sometimes overshadow familial guidance, reinforcing the idea that career decisions are not made in isolation.

## Implications of Findings

The implications of these findings are significant for policymakers and educators aiming to enhance TVET enrolment. Understanding that family and community play pivotal roles in decision-making can inform targeted interventions, such as workshops for families to highlight the benefits of vocational training. This study contributes to the body of knowledge by emphasizing the need for a holistic approach that considers both familial and social influences in career counselling and educational programming. Previous studies, such as those by Xing and Rojewski (2016), support this perspective, suggesting that comprehensive engagement strategies can lead to better outcomes in vocational education.

## Limitations

Despite the valuable insights gained, this study has limitations. The reliance on self-reported data may introduce biases, as participants might provide socially desirable responses rather than genuine reflections of their experiences. Additionally, the study's cross-sectional design limits the ability to establish causality between family engagement and enrolment decisions. However, the findings remain valid as they highlight critical trends and relationships that warrant further investigation. Future research could employ longitudinal designs to explore these dynamics over time and incorporate qualitative methods, such as interviews, to gain deeper insights into the influences on students' career decisions.

## Conclusion

This study addressed the critical research problem of understanding the influences on students' enrolment decisions in TVET institutions in the Akuapem North Municipality of Ghana. Specifically, it examined the role of family engagement compared to other factors, such as community support and peer influences. The findings reveal that while family engagement significantly impacts students' decisions, external factors play an even more substantial role in shaping their educational choices. This underscores the complexity of career decision-making, where social networks often outweigh familial guidance. Moving forward, it is essential for policymakers and educators to recognize the multifaceted nature of these influences. Strategies that engage families and communities in promoting the value of TVET can enhance enrolment rates and ultimately contribute to the economic development of Ghana. By fostering a supportive environment that values vocational education, stakeholders can ensure that students make informed and confident career choices.

## References

- Alberts, S.R., Townley, P.M., Goldberg, R.M., et al. (2003) Gemcitabine and Oxaliplatin for Metastatic Pancreatic Adenocarcinoma: A North Central Cancer Treatment Group Phase II Study. *Annals of Oncology*, 14, 580-585.
- Ansah, S. K., & Kissi, E. (2013). *Technical and vocational education and training in Ghana: A tool for skill acquisition and industrial development*. Retrieved from <https://www.researchgate.net/publication/305475999>
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>

- Blustein, D. L., Chaves, A. P., Diemer, M. A., Gallagher, L. A., Marshall, K. G., Sirin, S., & Bhati, K. S. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counseling Psychology*, 49(3), 311-323. <https://doi.org/10.1037/0022-0167.49.3.311>
- Chong, D., & Druckman, J. N. (2007). A theory of framing and opinion formation in competitive elite environments. *Journal of Communication*, 57(1), 99–118. <https://doi.org/10.1111/j.1460-2466.2006.00331>
- Chowa, G. A. N., Ansong, D., & Osei-Akoto, I. (2012). Parental involvement and academic performance in Ghana. *YouthSave Research Brief*, 12–42. Washington University, Center for Social Development.
- Council for Technical and Vocational Education and Training (COTVET). (2011). *From prejudice to prestige: Vocational education and training in Ghana*. Ghana News Agency. Retrieved from [https://www.researchgate.net/publication/293669084\\_From\\_Prejudice\\_to\\_Prestige\\_Vocational\\_Education\\_and\\_Training\\_in\\_Ghana](https://www.researchgate.net/publication/293669084_From_Prejudice_to_Prestige_Vocational_Education_and_Training_in_Ghana)
- Council for Technical and Vocational Education and Training (COTVET). (2017). *Strategic plan for TVET transformation, 2018–2022*. Accra, Ghana. Retrieved from [https://planipolis.iiep.unesco.org/sites/default/files/ressources/tveta-strategic-plan-dec-2019\\_5.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/tveta-strategic-plan-dec-2019_5.pdf)
- Council for Technical and Vocational Education and Training (COTVET). (2010). Council for Technical and Vocational Education and Training manual. *Ghana Education Service Resource Material*, 1(1), September.
- Darvas, P., & Palmer, R. (2012). *Demand and supply of skills in Ghana: How can training programs improve employment and productivity?* World Bank Study. Washington, DC. Retrieved from <http://documents.worldbank.org/curated/en/825891468030536242>
- Fouad, N. A., Kim, S., Ghosh, A., Chang, W., & Figueirodo, C. (2015). Family influence on career decision making: Validation in India and the United States. *Journal of Career Assessment*, 16. <https://doi.org/10.1177/1069072715587607>
- Ghana Ministry of Education. (2018). *Education sector analysis of 2018*. Ghana Education Service News. Retrieved from <https://sapghana.com/data/documents/Ghana-Education-Sector-Analysis-2018.pdf>
- Ginzberg, E., Ginsberg, S., Axelrad, J. L., & Herma, J. (1951). *An approach to a general theory*. Columbia University Press.
- Gordon, M. (2008) *Assess Notes Nursing Assessment & Diagnostic Reasoning*. F.A. Davis Company Press, Philadelphia. <http://dx.doi.org/10.1093/annonc/mdg170>
- Huang, L. Y., Hsieh, Y. J., & Wu, Y. C. J. (2014). Gratifications and Social Network Service Usage: The Mediating Role of Online Experience. *Information and Management*, 51, 774-782. <https://doi.org/10.1016/j.im.2014.05.004>
- Keller, B. K., & Whiston, S. C. (2008). The role of parental influences on young adolescents' career development. *Journal of Career Assessment*, 16(2), 198–217. <https://doi.org/10.1177/1069072707313206>
- Lent, R. W., & Sheu, H. B. (2010). Applying social cognitive career theory across cultures: Empirical status. *Journal of Vocational Behavior*, 76(2), 252–264. <https://doi.org/10.1016/j.jvb.2009.10.004>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Towards a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79122. <https://doi.org/10.1006/jvbe.1994.1020>
- Lindstrom, L., Doren, B., Metheny, J., Johnson, P., & Zane, C. (2007). Transition to employment: Role of the family in career development. *Exceptional Children*, 73(3), 348–366.

- McHale S. M, Updegraff K. A., Whiteman S. D., (2012) Sibling Relationships and Influences in Childhood and Adolescence. *Journal of Marriage and Family*, 74(5), 913–930. <https://doi.org/10.1111/j.1741-3737.2012.01011.x>
- McKay, D. R. (2017). *How to make a career choice when you are undecided*. New York, NY: Author.
- McMillan, J., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. Pearson Education.
- Metheny, J., & McWhirter, E. H. (2013). Contributions of social status and family support to college students' career decision self-efficacy and outcome expectations. *Journal of Career Assessment*, 21(3), 378–394. <https://doi.org/10.1177/1069072712475164>
- Morgan, R. A. (2012). *Qualitative inquiry: Pragmatism as a paradigm for social research*. <https://doi.org/10.1177/107780041351373>
- Muraguri, J. M. (2011). *Factors influencing degree choices among female undergraduate students at the University of Nairobi: A case study of 2010/2011 cohort*. Nairobi: University of Nairobi. Retrieved from <https://erepository.uonbi.ac.ke/handle/11295/4015>
- Olumide, A. A. (2015). Worldwide comparison of technical and vocational education: Lessons for the Nigerian technical and vocational education sector. *Journal of Education and Practice*, 6(30), 1–10.
- Otu, W. (2015). Concept of wealth on career choice: A case study of senior high school students in Akuapem North District of Ghana. *Journal of Research and Social Sciences*, 3, 21–30.
- Priyanka, N. A. (2020). A study on the family influence on career decision making in UG and PG students. *European Journal of Molecular and Clinical Medicine*, 7(10), 3863–3890. <https://doi.org/10.31838/ejmcm.07.10.606>
- Rodríguez, C., Inda, M., & Fernández, C. M. (2015). Influence of social cognitive and gender variables on technological academic interest among Spanish high-school students: Testing social cognitive career theory. *International Journal for Educational and Vocational Guidance*, 16(3), 305–325. <https://doi.org/10.1007/s10775-015-9312-8>
- Rojewski, J. W. (1997). Characteristics of Students who Express Stable or Undecided Occupational Expectations during Early Adolescence. *Journal of Career Assessment*, 5(1), 1–20. <https://doi.org/10.1177/106907279700500101>
- Taylor, J., Harris, M., & Taylor, S. (2004). Parents have their say about their college-age children's career decisions. *NACE Journal*, 64(2), 15–20.
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behaviour*, 22(1), 63–81. [https://doi.org/10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- University of Kent Careers and Employability Service. (2017). *Introduction to how to choose a career*. University of Kent.
- Whiston, S. C., & Keller, B. K. (2004). The Influences of the Family of Origin on Career Development: A Review and Analysis. *The Counseling Psychologist*, 32(4), 493–568. <https://doi.org/10.1177/0011000004265660>
- World Bank IBRD-IDA. (2018). *Technical and vocational education and training: Lessons from China*. World Bank Report. Retrieved from <https://www.worldbank.org/en/news/feature/2018/10/30/technical-and-vocational-education-and-training-lessons-from-china>
- World Bank Trading-Economics. (2021). *Ghana - Percentage of students in secondary education enrolled in vocational programmes, both sexes*. Retrieved from <https://data.worldbank.org/>.
- Wright, C., Carling, C., and Collins, D. (2014) The wider context of performance analysis and its application in the football coaching process. *International Journal of Performance Analysis in Sport*, 14(3), 709-733.
- Xing, X., & Rojewski, J. W. (2016). Family influence on career decision-making self-efficacy of Chinese vocational students. *New Waves Educational Research & Development*, 21(1), 48–67. <https://doi.org/10.1007/s12990-016-0074-1>

**This paper may be cited as:**

Otu, W. (2025). Family engagement in technical/vocational education and training and students' enrolment in Akuapem North municipality in Ghana. *International Journal of Humanities and Social Sciences*, 17(1), 54-64. <https://doi.org/10.26803/ijhss.17.1.4>

**Appendix A**

1. How often do your parents discuss your career choices with you?
2. To what extent do your siblings influence your decision to enrol in a TVET programme?
3. How important is family support in your decision-making process for education?
4. Do you feel pressured by your family to choose a specific career path?
5. How frequently do you seek advice from family members regarding your education?
6. What role do extended family members play in your career decisions?
7. How do you perceive your family's understanding of TVET programmes?
8. How much does your family's socioeconomic status affect your educational choices?
9. To what extent do you believe that family values shape your career aspirations?
10. How often do you discuss your educational goals with your parents?
11. Do your family members have experience in technical or vocational fields?
12. How influential are peers in your decision to enrol in a TVET institution?
13. What role does community opinion play in your educational choices?
14. How often do you receive encouragement from your family regarding vocational training?
15. How do you feel about the career choices your family suggests?
16. How important is it for you to meet your family's expectations regarding your education?
17. How frequently do you attend family discussions about education and career?
18. To what extent do you believe that cultural beliefs affect your career decisions?
19. How often do you hear about TVET opportunities from family and friends?
20. What impact does your family's educational background have on your choices?
21. How supportive are your parents of your interest in pursuing a TVET programme?
22. How do you think your career choice will affect your family's perception of you?
23. How often do you consider family opinions when deciding on your education?
24. To what extent do you feel your family is informed about the benefits of TVET?
25. How does your family's involvement in your education affect your confidence in making career decisions?