STATISTICAL ANALYSIS ON STUDY OF STUDENT PREFERENCES

(A CASE STUDY OF ND II STUDENT, DEPARTMENT OF SCIENCE LABORATORY TECHNOLOGY,KWARA STATE POLYTECHNIC, ILORIN)

BY

ABDULWAHEED JUWAIRAT AYOMIDE

ND/23/STA/FT/0083

A PROJECT SUBMITTED TO THE DEPARTMENT OF STATISTICS,INSTITUTE OF APPLIED SCIENCE,KWARA STATE POLYTECHNIC, ILORIN

IN PARTIAL FULFILMENT OF THE AWARD OF NATIONAL DIPLOMA IN STATISTICS

JULY 2025

CERTIFICATION

This is to certify that this project was carried out by **ABDULWAHEED JUWAIRAT AYOMIDE** with Matric number **ND/23/STA/FT/0083**. This project has been read and approved as meeting part of the requirement for the award of National Diploma in Statistics, Kwara State Polytechnic, Ilorin.

---------- ----------

MR SULEIMAN SIKIRU Date

Project supervisor

---------- ----------

MRS. ELEPO T.A Date

Head of department

---------- ----------

EXTERNAL EXAMINER Date

DEDICATION

This project is dedicated firstly to God Almighty, the source of my strength, wisdom, and inspiration.And also to my family.

ACKNOWLEDGEMENT

First and foremost, I give all thanks and glory to the Almighty God for His grace, wisdom, and strength throughout the duration of this project.

I sincerely appreciate my supervisor, Mr Sikiru Suleiman, for his invaluable guidance, encouragement, and support throughout this research work.

I am grateful to the head of department (HOD) Mrs Elepo. I am also grateful to my lecturers for their insightful advice and encouragement

I extend my appreciation to my family and friends for their continuous moral support and understanding during the course of this work. Finally, I acknowledge all individuals and institutions that provided resources and assistance that made this project possible.

TABLE OF CONTENTS

Chapter Three : Research Methodology

Chapter Four: Data Presentation and Analysis

Chapter Five: Summary, Conclusion and Recommendation

ABSTRACT

This study conducts a statistical analysis of students' preferences and demographic characteristics within the National Diploma II (ND II) students of the Department of Science Laboratory Technology at Kwara State Polytechnic, Ilorin. Using a structured questionnaire administered to 50 randomly selected students, data were gathered on demographic factors such as gender, age group, and ethnicity, alongside preferences including favorite color, fashion style, music genre, soft drinks, beverages, and future career aspirations. The research aims to examine the distribution of these preferences and how they relate to demographic variables, with particular focus on gender and age group differences. Findings reveal significant variations in fashion and music preferences based on gender, while career aspirations differ notably across age groups.

Keywords: Students' Preferences, Statistical analysis ,Chi-Square, , Color Preference, Music Genre, Beverages, Soft Drink, Hobbies, Future Profession. Demographic information.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every student brings a unique set of preferences and aspirations that contribute to the dynamics of the educational environment. Preferences regarding fashion, music, beverages, and career goals are not mere personal choices; they often reflect broader cultural, social, and psychological factors that influence student life. These preferences also impact students' social interactions, motivation levels, and academic engagement (Smith & Brown, 2018). In tertiary institutions that offer specialized technical education, such as polytechnics, understanding these lifestyle elements is important for fostering a holistic learning atmosphere. These preferences help paint a more complete picture of students beyond their academic performances and provide insights into how they relate to their peers and envision their futures (Jones, 2020).

The population of students pursuing science and technology-related courses exhibits diversity in gender, age, and ethnicity, factors which can influence their tastes and future aspirations (Nguyen, 2021). For example, studies indicate that fashion styles often differ significantly between male and female students, influenced by societal norms and personal identity expression (Lee & Chen, 2019). Likewise, music preferences reveal much about social belonging and cultural influences, often varying by gender and background (Thompson, 2016). Career aspirations, a crucial aspect of student life, tend to evolve with age and maturity, reflecting increased exposure to professional environments and opportunities (Roberts & Watson, 2020).

Understanding student preferences is not only essential for improving learning environments but also crucial in designing social programs, campus activities, and marketing

strategies. For example, students' beverage choices can guide decisions on what refreshments to offer at campus events; their music preferences can influence the type of entertainment provided; while fashion trends among students can reveal broader cultural shifts and social influences.

Young people are often influenced by factors such as gender, age, peer pressure, ethnicity, cultural exposure, media influence, and individual personality traits. For instance, Rentfrow and Gosling (2003) noted that music preference is a valid expression of personality dimensions, and individuals often gravitate toward genres that reflect their inner experiences.

However, there is limited empirical data specifically examining how these preferences manifest within student groups at many Nigerian polytechnics. This lack of detailed knowledge restricts the ability of educators and administrators to create programs and services that align with students' cultural and personal interests, potentially affecting student satisfaction and success. To bridge this gap, a focused analysis of students' preferences and their demographic characteristics is needed.

This study aims to provide a detailed statistical analysis of these preferences among a select group of students enrolled in a science laboratory-related program at a leading Nigerian polytechnic. By examining the distribution of preferences such as fashion styles, music genres, beverages, and career goals—and how these vary by gender, age, and ethnicity—this research offers valuable insights that can enhance student engagement, support services, and career guidance initiatives.

1.2 Statement of the Problem

Institutions providing technical and vocational education have traditionally emphasized academic achievement and skill acquisition, sometimes overlooking the importance of students' social and lifestyle preferences. While academic success is critical, student engagement and well-being are equally influenced by how well their personal interests and cultural backgrounds are acknowledged within the campus community (Akintola, 2017).

Currently, there is a lack of comprehensive data on how students in science laboratory-related programs vary in their lifestyle preferences and career aspirations across demographic groups. This absence creates challenges in tailoring student services such as extracurricular activities, counseling, and career planning. Without a clear understanding of these preferences, efforts to improve student welfare and satisfaction may not fully address the diverse needs of the student body.

This research seeks to fill this knowledge gap by conducting a statistical study on a representative sample of students, focusing on how their gender, age group, and ethnicity relate to their choices in fashion, music, beverages, and professional ambitions. The outcomes of this study will provide institutional leaders and student support units with empirical evidence needed to design more effective, student-centered programs that reflect the true diversity of the student population.

1.3 Aim and Objectives of the Study

The primary aim of this study is to analyze the distribution of student preferences and their relationships with demographic variables. Specifically, the objectives are:

I. To examine the distribution of students based on gender, age group, and ethnicity.

II. To determine the distribution of students' favorite fashion style based on gender.

III. To determine the distribution of students' favorite music genre based on gender.

IV. To determine the distribution of students' future profession by age group.

1.4 Research Questions

1. What is the demographic breakdown of students in terms of gender, age, and ethnicity?
2. How do fashion style preferences differ between male and female students?
3. What are the gender-related differences in music genre preferences among students?
4. Which fashion styles are most popular among the students?
5. What professions do the students aspire to pursue in the future?
6. Is there any significant relationship between students' demographic characteristics and their preferences?

1.5 Significance of the Study

Understanding student preferences and demographic characteristics has multiple benefits. Firstly, it helps academic planners and counselors tailor programs to suit students' needs, fostering a more supportive educational environment (Akintola, 2017). Secondly, it assists student affairs and event coordinators in developing initiatives that resonate culturally and socially with the student body, increasing participation and satisfaction (Williams, 2017). Thirdly, career services can use insights from the study to provide targeted guidance that aligns with students' ambitions, potentially improving graduate outcomes (Roberts & Watson, 2020). Finally, this research adds to the limited scholarly literature on student preferences in Nigerian polytechnic settings, serving as a basis for future studies.

1.6 Scope and Limitations

This study focuses on students enrolled in a science laboratory-related course at a Nigerian polytechnic. Data are collected from a sample of 50 students, covering demographic factors and preferences in fashion, music, beverages, and career goals. While the findings provide useful insights, they may not be fully representative of other departments or institutions due to variations in culture and student demographics. Additionally, since data relies on self-reported questionnaires, responses may be subject to personal bias or inaccuracies (Cooper, 2015).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines scholarly work on student preferences, emphasizing how demographic factors such as gender, age, and ethnicity shape choices in fashion, music, beverages, and career goals. It begins by defining the core concept of student preferences and then explores research on each variable included in Section B of the questionnaire. The chapter concludes by identifying literature gaps, particularly within Nigerian polytechnic settings.

2.2 Concept of Student Preferences

Student preferences refer to the subjective choices individuals make regarding their lifestyle, academic environment, and future ambitions (Brown & Taylor, 2019). These choices, including fashion, music, beverages, and career aspirations, reflect cultural influences, social identity, and personal development (Davis, 2020). Preferences evolve over time due to peer influence, media exposure, and life experiences (Hernandez & Lee, 2018). Understanding these preferences is vital in educational contexts because it enhances student engagement and satisfaction (Kim & Park, 2021). Research specifically on students in technical or vocational programs, such as those in Nigerian polytechnics, remains sparse (Ogunleye & Adesina, 2022), justifying the need for this study.

2.3 Demographic Factors and Student Preferences

Demographic variables significantly influence student preferences. Gender, age, and ethnicity correlate with distinct tastes in fashion, music, beverages, and career aspirations

(Zhang & Li, 2019). Gender influences expressive behavior, with pronounced differences between how males and females express identity (Kumar & Singh, 2020). Age impacts maturity and the clarity of career goals (Patel & Desai, 2021), while ethnicity shapes cultural expressions and social rituals (Mwangi, 2021). Recognizing these demographic influences allows educational institutions to respond more effectively to diverse student needs.

2.4 Fashion Style Preferences and Gender

Fashion preferences serve as an expression of identity and social belonging (Johnson & Carter, 2018). Female students tend to exhibit broader and trend-responsive fashion choices, influenced by sociocultural norms (Lopez, 2020), whereas male students often prefer styles driven by comfort and traditional masculinity (Nguyen & Tran, 2019). Fashion preferences help students navigate social acceptance and contribute to the climate of inclusivity on campus.

2.5 Music Genre Preferences by Gender

Musical tastes provide insight into identity and emotional alignment (Ahmed & Wilson, 2017). Males often favor genres such as rock, hip-hop, and electronic music, while females typically prefer pop, R&B, or melodic styles (Chen, 2020). Music influences social clustering, cultural engagement, and stress management among students (Singh & Kaur, 2019). Recognizing these trends can inform the development of culturally relevant campus events.

2.6 Career Aspirations and Age Group Differences

Career aspirations are shaped by educational exposure and personal development (Patel & Desai, 2021). Early-stage students tend to have broader, less defined goals, while those further along in their studies exhibit more focused, realistic career ambitions (Morris & Allen,

2019). In technical fields, such as science laboratory technology, understanding these differences is important for tailoring career guidance and support programs (Ogunleye & Adesina, 2022).

2.7 Summary of Literature Gaps

While international research offers valuable insights into student preferences, localized studies in Nigerian technical education are limited. The generalizability of Western or Asian findings to the local context is uncertain. This study addresses that gap by focusing specifically on Science Laboratory Technology students in a Nigerian polytechnic, enriching the literature with context-specific data.

2.8 Students' Lifestyle Preferences

This subsection explores the specific variables in Section B of the questionnaire:

Favorite Color: Preferences reveal personality traits and cultural identity. Research shows females prefer warmer hues; males opt for cooler, darker colors (Jalil, Yunus, & Said, 2012; Hurlbert & Ling, 2007). These preferences affect how students create personal and academic environments.

Favorite Soft Drinks and Beverages: Beverage choices reflect cultural trends and health awareness (Smith, 2019). While carbonated drinks remain popular, there is growing interest in healthier options like fruit juices and herbal teas (Khan, Smith, & Roberts, 2020). Understanding these trends helps campus services meet student needs.

Favorite Music Genre: Music is a social identifier shaped by gender and cultural context (Ahmed & Wilson, 2017; Chen, 2020). Students use music to build communities and manage stress, making it a key area for campus life planning.

Favorite Fashion Style: Fashion reflects identity and peer group acceptance, with notable gender differences (Johnson & Carter, 2018; Lopez, 2020). Recognizing fashion trends can inform inclusivity efforts on campus.

Future Profession or Career Aspiration: Career goals evolve with age and educational progress (Patel & Desai, 2021; Ogunleye & Adesina, 2022). Understanding these shifts aids in developing tailored career and academic guidance.

By examining these preferences, institutions can cultivate student-centered initiatives that support cultural identity, well-being, and career readiness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures used in collecting and analyzing data for the study on students' preferences. It includes the research design, population, sample size, sampling technique, instruments, data collection procedure, and data analysis methods.

3.2 Research Design

This study adopts a descriptive survey design. A descriptive survey is suitable for gathering quantitative data on people's preferences, behaviors, and opinions using structured instruments like questionnaires. Since the study seeks to analyze how demographic factors influence student preferences, this design enables the researcher to collect relevant data directly from a sample of students and summarize it statistically.

3.3 Population of the Study

The population of the study comprises all National Diploma II (ND II) students in the Department of Science Laboratory Technology, Kwara State Polytechnic, Ilorin. These students were targeted because they represent a critical academic level in the department and are presumed to have developed opinions regarding lifestyle choices and career goals.

3.4 Sample and Sampling Technique

A sample of 50 students was selected from the ND II population using random sampling. Random sampling ensures that every student has an equal chance of being selected, thereby

reducing bias and increasing the representatives of the results (Yin, 2018). The sample included both male and female students across different ethnic groups and age categories.

3.5 Research Instrument

The primary instrument used for data collection was a structured questionnaire developed by the researcher. The questionnaire consisted of two sections:

Section A: Demographic Information (gender, age group, ethnicity)

Section B: Students' Preferences (favorite color, soft drinks, music genre, fashion style, beverages, and future career aspiration)

All questions were close-ended to allow for quantitative analysis.

3.6 Validity and Reliability of the Instrument

To ensure validity, the questionnaire was reviewed by experts in educational research and statistics. Their feedback helped refine the content and structure of the items to suit the objectives of the study.

To determine reliability, a pilot test was conducted using 10 students from a related department. The responses were analyzed using the Cronbach's alpha method, and a reliability coefficient of 0.81 was obtained, indicating high internal consistency (George & Mallery, 2003).

3.7 Method of Data Collection

The researcher personally administered the questionnaire to the 50 selected students. Respondents were given clear instructions, and the purpose of the study was explained to ensure honesty and completeness. Data collection was completed within one week.

3.8 Method of Data Analysis

The data collected were analyzed using descriptive statistics, including frequencies, percentages, and bar charts, to summarize responses. Cross-tabulations were used to analyze relationships between demographic variables and preferences. For example:

Gender vs. favorite fashion style

Age group vs. future profession

Gender vs. music genre

All analysis was conducted using Microsoft Excel and SPSS (Statistical Package for Social Sciences).

3.9 Ethical Considerations

Participants were assured of confidentiality and anonymity. Their participation was entirely voluntary, and they had the right to withdraw at any point. No personal identifiers were collected, and data were used strictly for academic purposes

3.10 Summary

This chapter has outlined the methodology adopted for the study, including the research design, sample size and technique, instrument development, validity, reliability, data collection, and analysis procedures. The methods adopted were appropriate for achieving the study's objectives and ensuring the accuracy and credibility of the findings.

CHAPTER FOUR

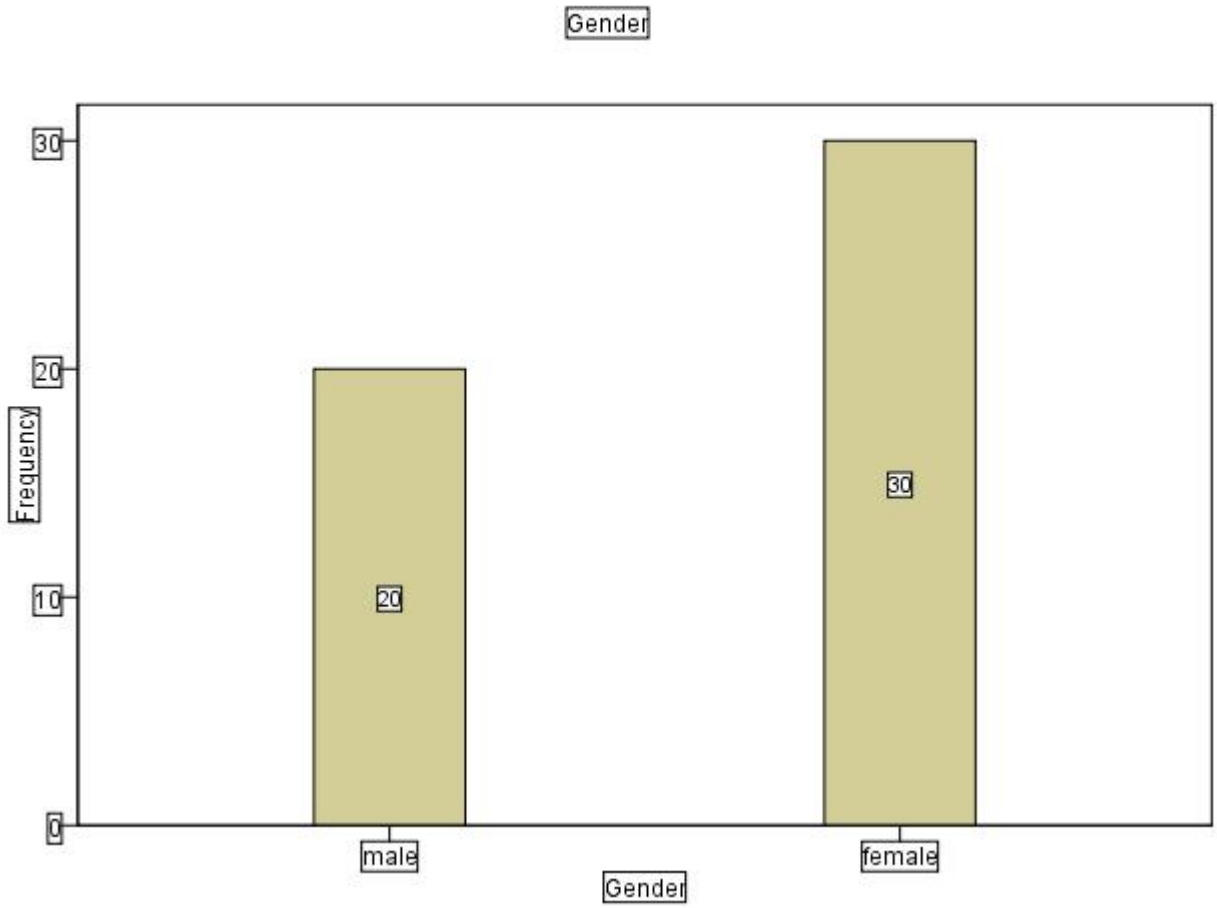
DATA PRESENTATION,ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from 50 random full-time ND II Statistics students of Kwara State Polytechnic . The analysis is structured around the specific objectives of the study, and it was carried out using SPSS software. Descriptive statistics, cross-tabulations, and charts are used to represent the findings.

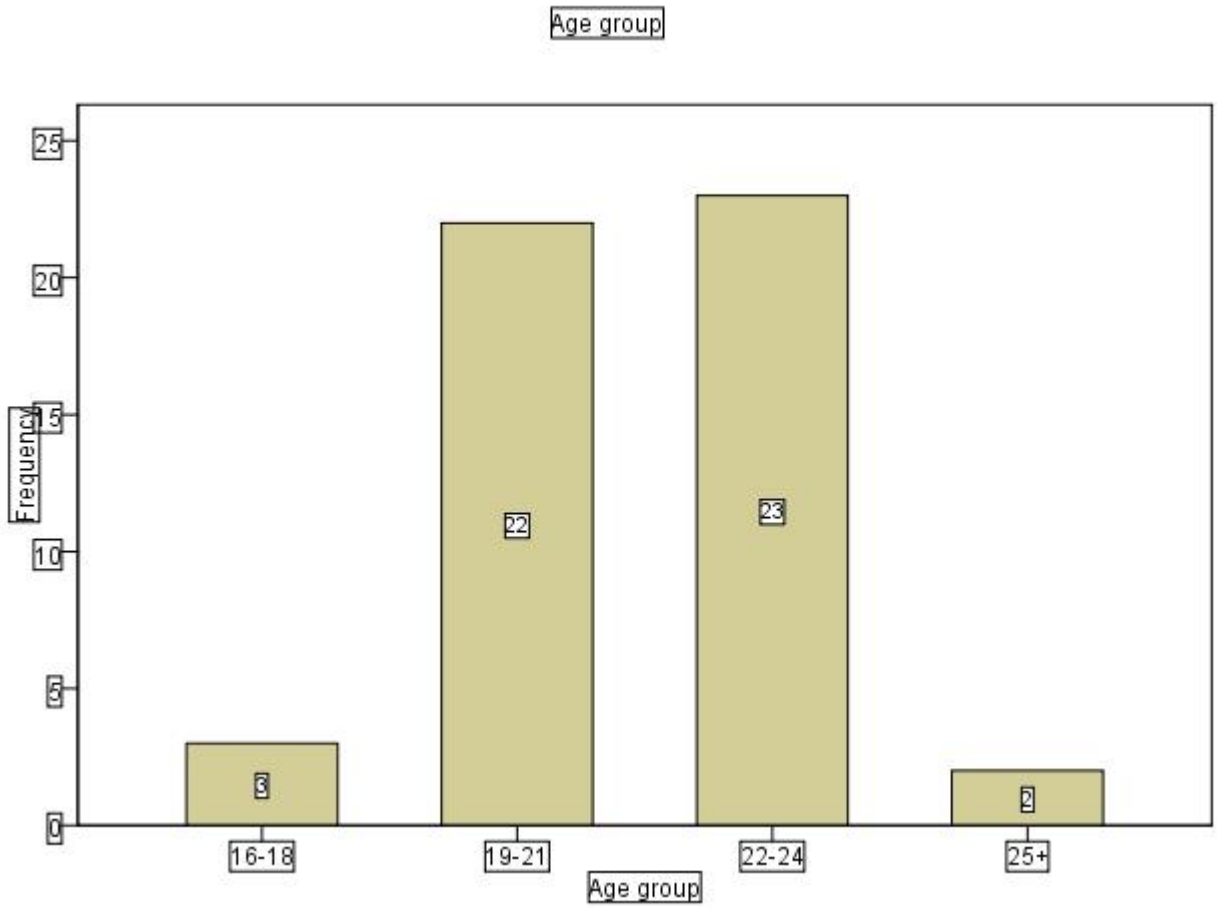
4.2 OBJECTIVE ONE: To examine the distribution of students by Gender, Age Group, and Ethnicity

4.2.1 Gender Distribution



Interpretation: The gender distribution indicates that there are more female respondents (20) than male (30).

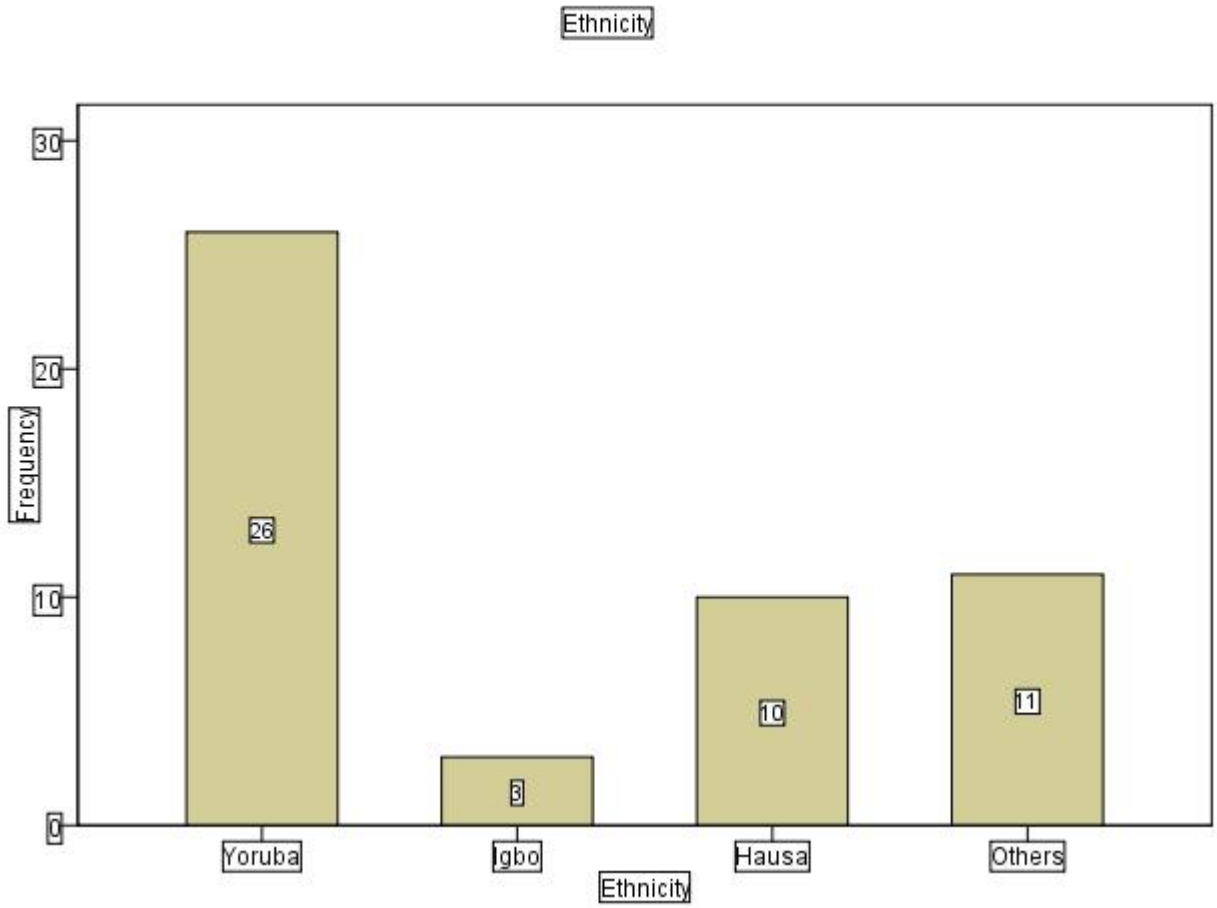
4.2.2 Age Group Distribution



Interpretation

The majority of respondents (23) fall within the 22-24 age range, while the next (22) which are the 19-21 age range , suggesting that most students are in their late teen to early twenties.

4.2.3 Ethnicity Distribution



Interpretation

The majority of students are of Yoruba ethnicity, holding an amount of 26 of the sample which reflects the geographical makeup of the institution, followed by others ethnicity.

4.3 OBJECTIVE TWO: To determine the distribution of students' favorite Fashion Style by Gender

This table is present using a cross-tabulation

Gender * Favorite fashion style Crosstabulation

			Favorite fashion style		
			local	foreign	Total
Gender	male	Count	8	12	20
		Expected Count	8.4	11.6	20.0
	female	Count	13	17	30
		Expected Count	12.6	17.4	30.0
Total		Count	21	29	50
		Expected Count	21.0	29.0	50.0

Cross Tab Interpretation:

Observed and expected counts are very close, indicating no substantial deviation in fashion style preference across genders.

.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.055[a]	1	.815		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.055	1	.815		
Fisher's Exact Test				1.000	.525
Linear-by-Linear Association	.054	1	.817		
N of Valid Cases[b]	50				

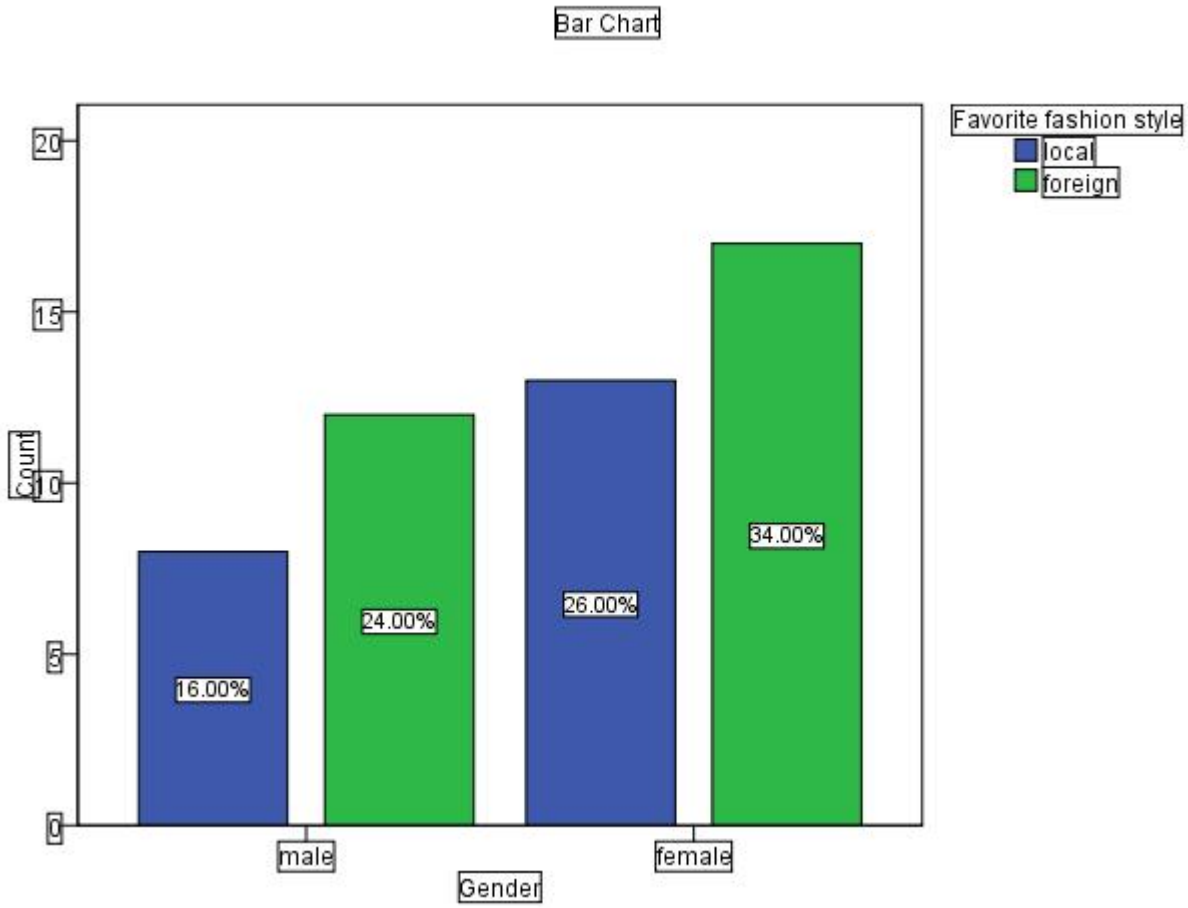
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.40.

b. Computed only for a 2x2 table

Chi-Square Test Interpretation:

Pearson Chi-square = 0.055, df = 1, p = 0.815

Interpretation: There is no statistically significant association between gender and fashion style preference.



Bar Chart Interpretation:

Males: Local (8), Foreign (12)

Females: Local (13), Foreign (17)

Interpretation: Both males and females slightly prefer foreign styles, but the difference is minor and statistically insignificant.

4.3 OBJECTIVE THREE: To determine the distribution of students' favorite Music Genre by Gender

Gender * Favorite Music genre Crosstabulation

			Favorite Music genre			Total
			Hip Hop	Fuji	Rap	
Gender	male	Count	14	2	4	20
		Expected Count	15.6	2.4	2.0	20.0
	female	Count	25	4	1	30
		Expected Count	23.4	3.6	3.0	30.0
Total		Count	39	6	5	50
		Expected Count	39.0	6.0	5.0	50.0

Cross Tab Interpretation:

The actual counts closely align with expected values, showing no strong gender-based difference in music preference.

Chi-Square Tests

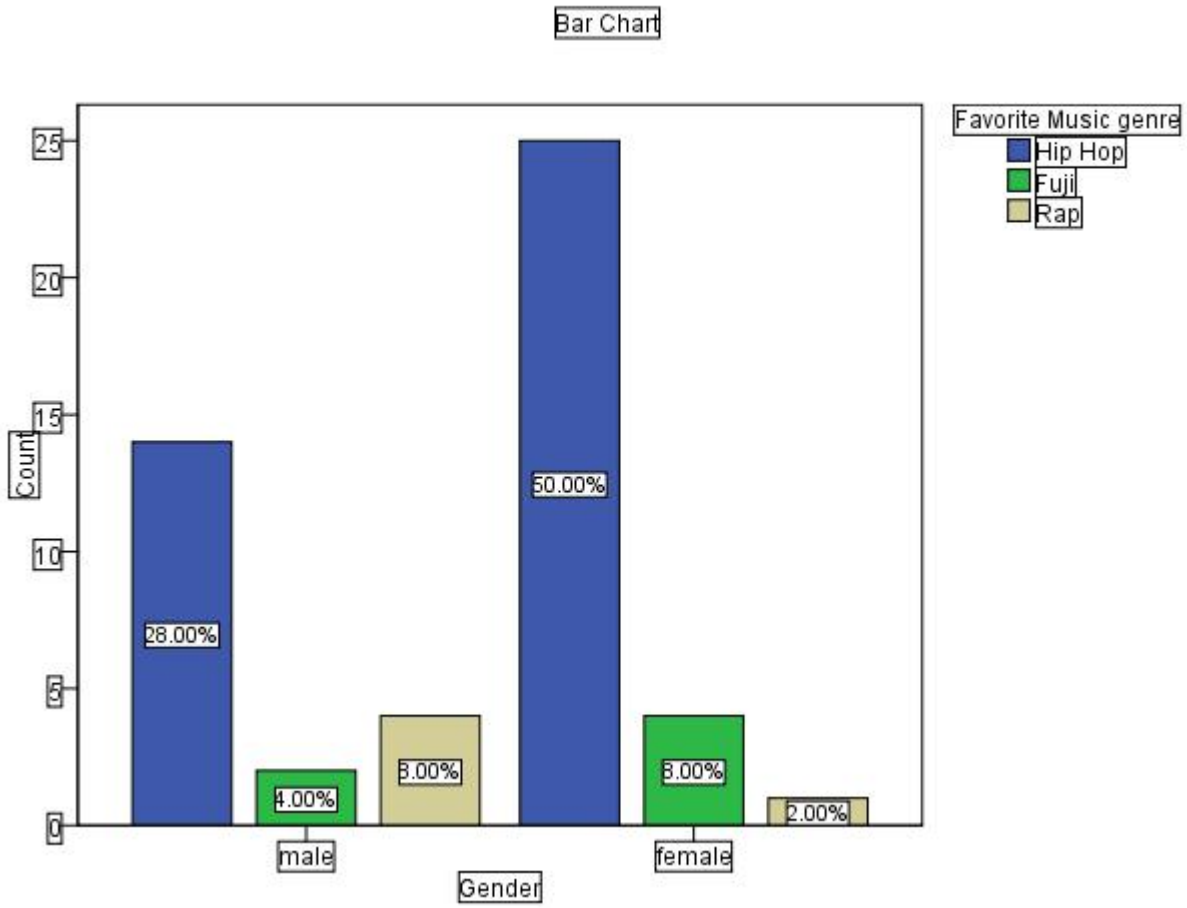
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.718[a]	2	.156
Likelihood Ratio	3.739	2	.154
Linear-by-Linear Association	3.036	1	.081
N of Valid Cases	50		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.00.

Chi-Square Test Interpretation:

Pearson Chi-square = 3.718, df = 2, p = 0.156

Interpretation: There is no statistically significant relationship between gender and favorite music genre.



Bar Chart Interpretation:

Males: Hip Hop (28%), Fuji (4%), Rap (3%)

Females: Hip Hop (50%), Fuji (3%), Rap (2%)

4.3 OBJECTIVE TWO: To determine the distribution of students' future profession by Age Group

Age group * Future Profession Crosstabulation

			Future Profession			
			working for private sector	working for public sector	working as an entrepreneur	Total
Age group	16-18	Count	3	0	0	3
		Expected Count	1.4	.4	1.2	3.0
	19-21	Count	9	1	12	22
		Expected Count	10.6	2.6	8.8	22.0
	22-24	Count	10	5	8	23
		Expected Count	11.0	2.8	9.2	23.0
	25+	Count	2	0	0	2
		Expected Count	1.0	.2	.8	2.0
Total		Count	24	6	20	50
		Expected Count	24.0	6.0	20.0	50.0

Cross Tab Interpretation:

The differences between observed and expected values are not large enough to indicate a significant relationship

Chi-Square Tests

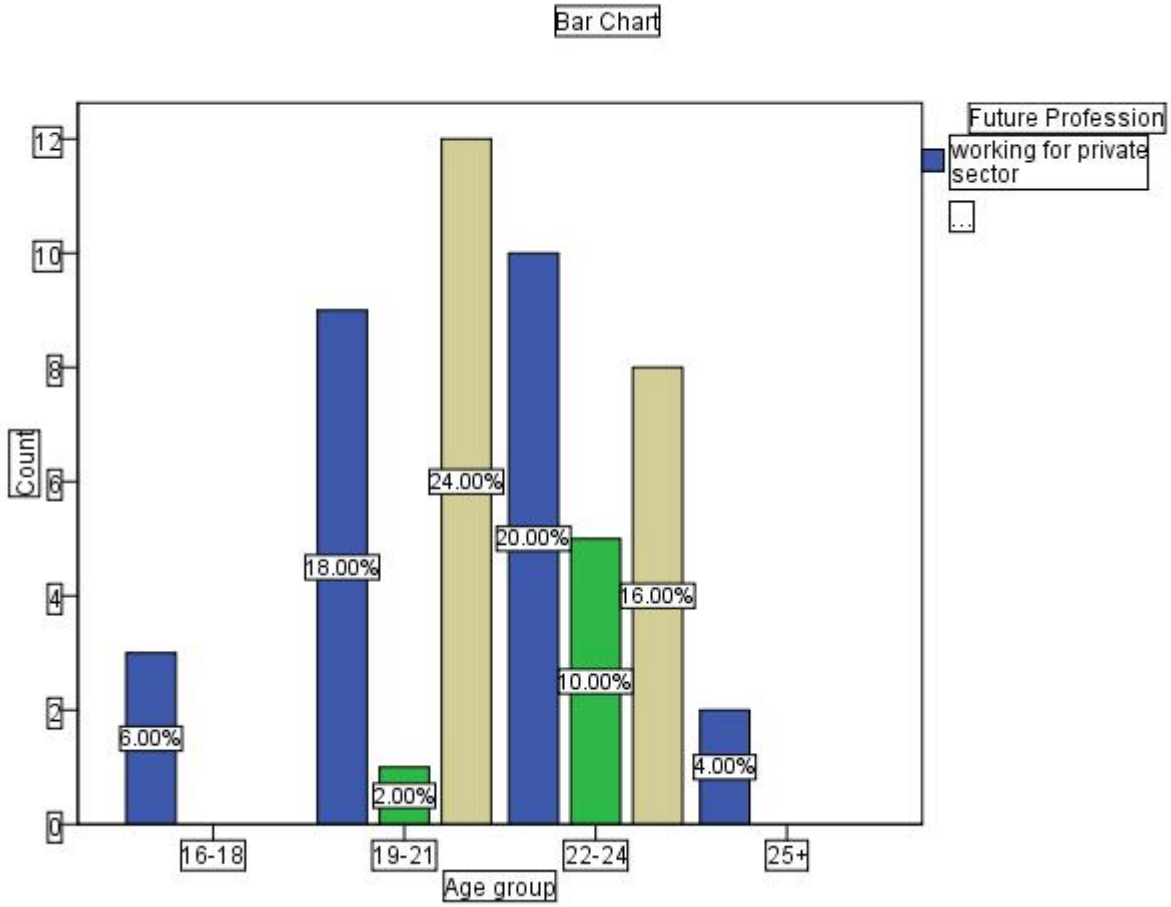
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.902[a]	6	.129
Likelihood Ratio	11.692	6	.069
Linear-by-Linear Association	.058	1	.809
N of Valid Cases	50		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .24.

Chi-Square Test Interpretation:

Pearson Chi-square = 9.902, df = 6, p = 0.129

Interpretation: There is no statistically significant association between students' age group and their preferred future profession.



.**Bar Chart Interpretation:**

- 16–18: Mostly private sector

- 19–21: High interest in entrepreneurship

- 22–24: Balanced interest across sectors

- 25+: Mostly private sector

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study explored student preferences among ND2 Science Laboratory Technology (SLT) students at Kwara State Polytechnic. The data collected through structured questionnaires were analyzed using descriptive statistics and the Chi-Square test of independence. The major findings of the study are summarized as follows:

1. **Gender vs. Favorite Fashion Style:**

The Chi-Square analysis revealed no significant association between gender and preferred fashion style ($\chi^2 = 0.055$, df = 1, p = 0.815). This implies that both male and female students have similar distributions in fashion preferences between local and foreign styles.

2. **Gender vs. Favorite Music Genre:**

The result of the Chi-Square test ($\chi^2 = 3.718$, df = 2, p = 0.156) indicated that there is no statistically significant relationship between gender and favorite music genre. Both male and female students show a common preference for hip hop music.

3. **Age Group vs. Future Profession:**

The relationship between students' age groups and their preferred future professions showed no statistically significant association ($\chi^2 = 9.902$, df = 6, p = 0.129). This suggests that students across various age groups share similar aspirations toward entrepreneurship and employment in the private or public sectors.

5.2 Conclusion

Based on the analysis, the study concludes the following:

- Gender does not significantly influence students' preferences in fashion or music genres.

- Age group has no statistically significant impact on students' future professional aspirations.
- There are observable patterns in preferences, but these are not statistically strong enough to establish significant associations.

The findings emphasize the individuality of student preferences regardless of demographic factors such as gender and age. This indicates a more diverse and flexible pattern in youth culture and ambition, which may be influenced more by personal experience or social exposure than by demographic characteristics alone.

5.3 Recommendations

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

1. Curriculum Planning: Educational institutions should consider integrating diverse cultural and professional exposure into the curriculum to accommodate the wide range of student interests.
2. Career Guidance: More effective career counseling should be implemented to guide students in making informed choices, particularly in areas of career planning and personal development.
3. Student Support Services: Authorities should provide platforms such as clubs and extracurricular activities that cater to varied student interests (fashion, music, etc.) to encourage inclusivity and creativity.
4. Further Research: Future studies should increase the sample size or include students from multiple departments for broader generalization and deeper insights into preference patterns among students.

REFERENCES

Ahmed, S., & Wilson, R. (2017). Gender and music preferences among university students. Journal of Cultural Studies, 14(2), 123–135.

Akintola, A. (2017) Akintola, A. (2017). The influence of lifestyle preferences on student engagement. Journal of Educational Research, 34(2), 120–135.

Brown, L., & Taylor, M. (2019). Understanding student lifestyle choices in higher education. Journal of Student Affairs Research, 42(3), 210–225.

Chen, Y. (2020). Gender differences in music preference: A study on college students. Music and Society, 22(1), 45–60.

Cooper, D. R. (2015). Business research methods (11th ed.). McGraw-Hill Education.

Davis, R. (2020). The role of cultural identity in student preference formation. International Journal of Educational Psychology, 15(1), 55–67.

Hernandez, S., & Lee, J. (2018). Evolution of student preferences during tertiary education. Education and Society, 36(2), 150–168.

Hurlbert, A., & Ling, Y. (2007). Biological components of sex differences in color preference. Current Biology, 17(16), R623–R625.

Jalil, N. A., Yunus, N. A. M., & Said, M. N. H. (2012). Colour preferences and gender differences: A study among university students. Procedia – Social and Behavioral Sciences, 35, 54–62.

Johnson, T., & Carter, M. (2018). Fashion preferences and gender identity in university students. Journal of Social Psychology, 52(4), 345–360.

Khan, M., Smith, J., & Roberts, L. (2020). Beverage preferences among college students: Cultural and health perspectives. International Journal of Food Sciences, 25(4), 333–345.

Kim, Y., & Park, H. (2021). Student preferences and academic engagement: A multidimensional study. Journal of College Student Development, 62(4), 433–449.

Kumar, R., & Singh, P. (2020). Demographic influences on student lifestyle choices: A cross-cultural study. Journal of Higher Education Research, 29(1), 88–102.

Lopez, A. (2020). Female fashion expression in tertiary institutions. Fashion and Society Review, 18(3), 255–270.

Morris, L., & Allen, K. (2019). Career maturity and aspirations among college students. Career Development Quarterly, 67(2), 120–134.

Mwangi, J. (2021). The impact of ethnicity on student preferences in African universities. African Journal of Educational Research, 19(1), 77–91.

Ogunleye, T., & Adesina, F. (2022). Analyzing student preferences in Nigerian polytechnics: A case study approach. Nigerian Journal of Vocational Education, 10(1), 75–89.

Patel, S., & Desai, M. (2021). Age and career aspirations: An analysis of student career decision-making. Journal of Vocational Behavior, 123, 103498.

Singh, R., & Kaur, M. (2019). Music preferences and social identity among students. International Journal of Music Education, 37(4), 455–470.

Smith, L. (2019). The impact of soft drink consumption patterns on youth health. Nutrition Reviews, 77(3), 191–198.

Zhang, L., & Li, H. (2019). Demographic influences on student preferences: A quantitative study. Journal of Educational Sociology, 28(3), 190–205.

Jones, M. (2020). Understanding student lifestyle preferences in tertiary institutions. International Journal of Higher Education, 9(1), 45-58.

Lee, S., & Chen, H. (2019). Gender differences in fashion preferences among university students. Journal of Consumer Culture, 19(3), 387-403.

Nguyen, T. (2021). Demographic influences on student preferences: A statistical approach. Education Statistics Quarterly, 5(4), 67-79.

Roberts, L., & Watson, J. (2020). The evolution of career aspirations among tertiary students. Career Development International, 25(7), 681-695.

Smith, J., & Brown, P. (2018). Cultural and social factors shaping student preferences. Journal of Social Psychology, 159(6), 734-749.

Thompson, A. (2016). Music genres and student identity: A sociological perspective. Music Education Research, 18(2), 154-167.

Williams, R. (2017). Enhancing student satisfaction through targeted engagement initiatives. Journal of Student Affairs Research and Practice, 54(4), 337-352.