Factors Affecting Student’s Attitude towards Technical Education and Vocational Training

Hina Ayub

Abstract—The purpose of this paper is to investigate the factors affecting student’s attitude towards Technical Education and Vocational Training. Technical Education and Technical and Vocational Institutes under the umbrella of TEVTA Punjab were the Population of this study. In this study data was collected from all three zones of Punjab (Central, North, and South) and Two institutes from each zone and 50 students from each city (25 students from Vocational institutes and 25 students from Technical Institute) through questionnaire and total 300 students were the sample of this study. Multivariate Regression analysis is used to find the statistical impact of factors on Students Attitude towards Technical Education and Vocational Training.

The results of this study reveals that parental influence, peers influence, socioeconomic status and career & job potential variables are statistical significant which impact on the student decision towards TEVT. Previous school grades and teacher influence are statistically insignificant variables. The findings of this study would help the policy makers and head of TEVTA institution for promotion of Technical Education and Vocational Training system in Pakistan and deal with ongoing challenges.

Keywords—Technical Education and Vocational Trainings, underemployment.

I. INTRODUCTION

Technical and Vocational education is designed to prepare the individuals for specialize skills, abilities, trade, industries, agriculture, business for self-reliance and it is generally linked with manual and practical skills and commonly does not include academic abilities [5]. Vocational training often refers to education and training that focuses more on practical skills and being able to perform tasks related to working in a particular industry. Technical Education is similar in nature, but the focus is on technology and developments made in computers and digital information. These skills encompassing individual’s knowledge and information to enter and make progress in employment on productive basis. The major benefit of TEVT system is that it support for alleviation of unemployment as it assist in increasing skills of youth for meeting the requirement of industry. The aim of Technical and Vocational education system to provide trained manpower in various applied fields, to provide technical knowledge and vocation skills. Trained and skilled workforce has significant role in Economic development, Industrialization, Individual Development, and to attract foreign direct investment.

Unemployment and underemployment are two thoughtful issues being confronted by many countries including Pakistan and these issues becoming hurdle in the way of economic development and TEVT system. Rate of enrolment and completion rate in Technical and Vocational institutes is going to be low day by day which results in decreasing in well trained workforce. [1]

Al-sad (2007) investigated that low status of Technical Education and Vocational Training in society affects on student’s attitude towards it. He further revealed that most of the students have neutral attitude towards Technical Education and Vocational Training other factors parental influence, siblings and peer group influence on their attitude towards Technical Education and Vocational Training. Result of Awang et al (2011) equivalency of Technical and Vocational Education with general education, social status in society and application of course content are important factors to attract students. Ozioma (2011) investigated that socioeconomic status of parents, gender and lack of career counselor in school impact on student’s choice towards Technical and Vocational Education. Ohiwerei and Nwosu (2009) find out that political and economic condition of a country, career which pays more and peer groups are the factors which effect on students attitude towards Technical and Vocational Education.

Now a day large number of educated youth coming out from formal is unemployed. In Pakistan perception on Technical and Vocational Education is negatives and considered a low status jobs relating to it. Youngsters think about white collar job and feel embarrassment in job which is related to practical work or work in factories. This is the main reason of unemployment which is spreading all over the country. In Pakistan the TEVT system is controlled jointly by different agencies such as Technical and vocational Training Authority (TEVTA), Punjab Vocational and Training Authority (PVTC) and Skill development council. Provision of well-trained and skilled workforce is the main objective of Technical and Vocational Education.

This study will be very use full in understanding the factors which effect on students attitude towards Technical and vocational Education and further to propose the policies to address this issue.

Hina Ayub, Mphil Scholar Lahore Leads University, Lahore, Pakistan.
II. RESEARCH OBJECTIVE
To explore factors which impact on Student’s attitude towards Technical Education and Vocational Training.

III. SIGNIFICANCE OF STUDY
No research was taken regarding issues and problems of Technical Education & Vocational Training in Pakistan so this study will be very great contribution for strengthen this system in Pakistan.

This study would be beneficial for Head Technical Education & Vocational Training in Pakistan to understand the factors which effects on students attitude towards Technical Education and Vocational Training in society. This issue is affecting on enrolment of TEVT institutes and in results skilled workforce is decreasing in Pakistan.

The main purpose of Technical Education and Vocational Training is to prepare skilled work force so this study will be beneficial for promotion of TEVT and ultimately contribute for preparation of demand driven skilled work force for industry.

IV. LITERATURE REVIEW
Review of previous researches point out different variables which impact on students’ attitude towards Technical Education and Vocational Training. Researcher used different methods of researches in different demographic factors to find out the variables that impact on student’s attitude towards Technical and Vocational. Therefore in this study researcher finds out some conclusion from previous researches which is summarized below.

Lavendets et al (2012), Mari Mrs (2009), Al-sad (2007) Ohiwerei and Nosu (2009) investigated the impact of parental influence on student’s attitude towards Technical and Vocational Education. Findings of their research are that Parents’ educational level, occupational and income have significant impact on students’ choice towards Technical and Vocational Educational.

Indoshi et al (2010), Al-sad (2007) investigated from their research that peers influence is most important for selection of subjects. Some students select that subjects which their friends chose. Some peer group belongs to any social class who share same values so peers group influence to their Peer in the choice of Vocational Education.

Ozioma (2011), Indoshi et al (2010), Ohiwerei and Nwosu (2009), Kassotakis (1978) investigated that future career and employment impact on students’ choice. Students have perception that career related to Technical and vocational education is not secure and not much paying and have low status in society.


Review of these researches reveals that there are many factors which impact on students’ attitude towards Technical and Vocational Education. There are some factors which have a direct relation for formulation of students’ attitude like parental influence and some variables have indirect relation in formulation of student’s attitude like future career and job potential.

No research was carried out in Pakistan to investigate the factors which impact on students’ attitude towards Technical and Vocational Education. This study tried to find out the variables which impact on student’s attitude towards Technical and Vocational Education in Pakistan.

THEORETICAL FRAMEWORK

HYPOTHESES
H1: The parental role is positively related with student’s attitude towards Technical Education and Vocational Training.
H2: The peers influence is positively related with student’s attitude towards Technical Education and Vocational Training.
H3: The Teacher’s influence is positively related with student’s attitude towards Technical Education and Vocational Training.
H4: There is positive relationship between socioeconomic status and student’s attitude towards Technical Education and Vocational Training.
H5: There is positive relationship between grades and school’s achievements and student’s attitude towards Technical Education and Vocational Training.
H6: There is positive relationship between future career and job potential and student’s attitude towards Technical Education and Vocational Training.

V. RESEARCH METHODOLOGY

POPULATION AND SAMPLE

The target population for this study is Technical and Vocational Institutes working under the umbrella of Technical Education and Vocational Training Authority (TEVTA) Punjab. The main demographic characteristic of this research are gender (male and female) and area of residence (urban and rural). There are three zones in Punjab: one Technical and Vocational Institute from urban area and one from rural area from each zone were selected for data collection.

TABLE I  

<table>
<thead>
<tr>
<th>Gender</th>
<th>Technical</th>
<th>Vocational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>South</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
</tr>
</tbody>
</table>

VI. INSTRUMENT DEVELOPMENT

The measurement of impact of background factors (independent variables) is based on instruments that have been used in past studies and have been proven to have high reliability and validity. Al-sad 2007, Pimpa 2007, Awang 2011, Alandas (2002), Ozioma (2011) Students of technical and vocational institutes cannot fill the questionnaire in English so Interview technique is used to fill up the questionnaire.

VII. DATA ANALYSIS

Researcher is using more than one dependent and independent variables in this study that why multi variable regression analysis is used. T test is used to determine the statistical of significant between the dependent and independent variables.

VIII. REGRESSION MODELS

\[
\begin{align*}
SA &= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \epsilon_i \\
SA_1 &= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \epsilon_i \\
SA_2 &= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \epsilon_i \\
SA_3 &= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \epsilon_i
\end{align*}
\]

Results of this Table III show that student’s interest (dependent variable) has significant relationship with Parental Influence, Career & Job Potential and socioeconomic status (independent variable). Image of Technical and Vocational Education (dependent variable) have significance relationship with parental influence, career & Job Potential and Socioeconomic status. Usefulness of Technical and Vocational education (dependent variable) has significance relationship with parental influence, career & job potential and socioeconomic status of family (independent variables). Overall student’s attitude (dependent variable) has significance relationship with parental influence, career and job potential and socioeconomic status (independent variables).

IX. RESEARCH FINDINGS AND DISCUSSION

Most of the previous researches concluded that parents have significant influence on student’s attitude towards Technical and Vocational Education. Lavendets (2012), Mari Mrs (2009) Al-sad (2007), Ohiwerei and Nosu (2009) investigated the impact of parental influence on student’s attitude towards Technical and Vocational Education. Parent’s educational level, occupational and income have significant impact on students’ choice towards Technical and Vocational Educational. The findings of this research reveal that parents
have significant impact on student’s attitude towards Technical and Vocational Education. The majority of respondent’s parents have lower economic, educational and occupational background in the society. According to findings of this research it shows that parents with lower socioeconomic status in the society encourage their children to join Technical and Vocational Education.

Review of the previous researches indicates that peer play and important role on attitude of students on any decision. Indoshi et al (2010), Al-sad (2007) investigated from their research that peers influence is most important for selection of subjects. Some students select that subjects which their friends chose. Some peers group belongs to any social class who share same values so peers group influence to their Peer in the choice of Vocational Education. The findings of this research are opposite to the previous research. The findings of this research show that there is no significant impact of peers on student’s attitude towards Technical and Vocational Education.

The findings of previous research Pimpa (2007), Ohiwerei and Nwosu (2009) Indoshi et al (2010) reveals that teachers of previous schools and career counselor plays an important role for developing positive attitude of students towards Technical and Vocational education. The findings of this research are contradictory with previous researches. No significant impact was found between student’s attitude and previous school influence. The reason for this is that in our country career counselor are not present in schools to guide students.

Lavendet et al (2012), Ozioma (2011) investigated that previous schools grades and schools achievements impact on student’s attitude towards Technical and Vocational Education. Students with low grades join Technical and Vocational Education. The results of this research are contradictory with previous researches no significant impact is between grades and school achievement and students attitude towards Technical and Vocational Education.

Ozioma (2011), Indoshi (2010) Ohiwerei and Nwosu (2009) Kassotakis (1978) investigated that future career and employment impact on student’s choice. Students have perception that career related to Technical and vocational education is not secure and not much paying and low status in society. The finds of this research is contradictory with previous researches reveals that students have perception that Technical and Vocational education are more attractive in Labor market and more jobs are available. This perception impacts on student attitude for selection of Technical and Vocational Education.

The findings of this research reveal that socioeconomic status of family have significant impact on student’s attitude towards Technical and Vocational Education. Awang et al (2011), Ozioma (2011), Pimpa (2007) investigated that students have perception that Technical and Vocational education is for students from Poor socioeconomic background. Lavendet et al (2012) find out that parents place of living impact on their children for selection VET as career.

The findings of this research reveal that parents with poor socioeconomic status influence their children to join Technical Education and Vocational Training.

X. RECOMMENDATIONS

Technical/Vocational Boards Official and Head of TEVTA Institutions can play vital role by arranging guidance and counselling sessions with parents and general public to influence their children towards Technical Education and Vocational Training. Educational & Policy Makers can promote TEVT through adding supplementary subject regarding Technical and Vocational studies and its importance with respect to economic development. It will help to mold students’ attitude towards Technical Education and Vocational Training.

XI. BIBLIOGRAPHY


