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# Exploring the Determinants of Students' Attitudes Towards Technical and Vocational Education and Training (TVET) in Western Fiji

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**Abstract:** This study aims to identify the factors influencing students' attitudes toward Technical and Vocational Education and Training (TVET) in Western Fiji, focusing on parental influence, teacher influence, peer influence, career prospects, job potential, and social status. The research investigates whether these factors significantly affect students' perceptions of TVET. A total of 200 participants, consisting of 111 males and 89 females aged between 20 and 60 years, were surveyed using a structured questionnaire. The study employed a cross-sectional design with a convenience sampling method, distributing 250 online questionnaires to the target population in vocational institutions. A response rate of 80% was achieved, with 200 completed questionnaires returned. Data were analysed using descriptive statistics via SPSS. The findings indicate that parental, teacher, and peer influences significantly shape students' attitudes towards vocational education. The results suggest that these influences, combined with career and social expectations, may contribute to negative attitudes toward TVET.

**Keywords:** Vocational, career, parental influence, teacher influence. attitude

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## INTRODUCTION

Technical Education (TE) and Vocational Training (VT) aim to equip individuals with specialized skills, competencies, trades, industrial knowledge, agricultural expertise, and commercial acumen for self-sufficiency. It is generally associated with manual and practical skills rather than intellectual abilities. (Dincer & Yesilyurt, 2019). Vocational training typically encompasses education and instruction aimed at physical labour, equipping learners for roles associated with a particular industry. Mwanza (2020) defines it as training or education specifically tailored to equip individuals for certain roles in the business, trade, or information technology sectors, or to enhance students' skills and knowledge for increased productivity. Okoye and Udoudo (2015) contend that the acquisition of practical skills via vocational education can enhance a nation's productivity, thus augmenting its economic output. Rathidevi and Sudhakaran (2019) contend that TE resembles VE; nevertheless, the focus is on the progress in digital information. These skills facilitate understanding and knowledge acquisition, enabling effective entry and advancement in the workforce. In summary, Technical and Vocational Education and Training (TVET) denotes the amalgamation of both Technical Education (TE) and Vocational Training (VT). TVET programs are intended to equip learners with the skills and information essential for success in the employment sector. They frequently include a combination of theoretical and practical training to ensure that learners possess both the technical and practical abilities required for the industry. TE and VT are both essential elements of TVET, and their relationship is characterized by their complementary nature. TE offers the theoretical framework for learners to comprehend the ideas and concepts of a certain technological domain, whereas VT delivers practical experience in implementing that knowledge in real-world scenarios. TVET forms a robust synergy that equips learners for prosperous careers in the labour market. By amalgamating these two methodologies, TVET programs provide a complete and comprehensive educational framework that is crucial for success in the swiftly evolving job market. In contrast to conventional education, TVET receives increased focus (Mosebekoa, M. J., 2018). Technical and Vocational Education and Training (TVET) addresses multiple issues, such as poverty, unemployment, and the development of workplace skills (Ade-Ibijola, A., & Aruleba, K. 2019).

An educator is essential to the educational framework. The responsibilities of teachers include preparing, advising, instructing, leading instruction, assessing, and reviewing student achievement. As the world continues to evolve, it is essential to enhance the quality of human capital to compete globally, particularly in the industrial sector (Maskey, S., 2019). Vocational education, commonly referred to as technical

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and vocational education training (TVET), emphasizes education that is responsive to industry demand (Darma, 2019). Consequently, TVET educators must thoroughly acquire new competencies to cultivate graduates that fulfill contemporary industry requirements (Kopsen, 2014). Teacher competencies refer to the educator's capacity to attain learning objectives within the educational process. Educators are tasked with imparting knowledge, fostering attitudes, and promoting spiritual development to harmonize academic maturity and cognitive perspectives, particularly considering contemporary technological advancements (Stanislav, 2019). Therefore, TVET educators must enhance their abilities and adaptability to emerging technology and global issues.

The vocational institution seeks to cultivate skilled, competitive, and industry-aligned graduates for the contemporary industrial landscape (Hong & Yoon, 2018). Sunarto and Supriadi (2018). It is claimed that pursuing a career as a vocational educator is demanding due to the extensive range of vocational education. Vocational educators must thoroughly grasp their competencies to deliver vocational training that cultivates future human capital aligned with the demands of the digital age (Ningsih, 2019). In addition to pedagogical skills, an adept educator needs other professional competences to effectively adapt to contemporary technologies. Consequently, the professional competencies of vocational teachers must align with the current technology advancements. This study will delineate and enumerate the competences necessary for TVET educators to enhance their performance in accordance with the advancements of the Industrial Revolution (Azeem & Omar 2019).

Furthermore, Technical and Vocational Education and Training (TVET) imparts essential skills and knowledge for students to thrive in the labour market, simultaneously equipping them to become proficient professionals in a particular field, contributing to its increasing popularity. The importance of the TVET sector for national development was acknowledged worldwide. Aligned with this notion, certain validated scientific evidence indicates that TVET will contribute to the enhancement of national economic growth (Wagiran et al., 2019). Henseler, Hubona, and Ray (2016) assert that African nations ought to implement TVET to equip their technical workforce for economic advancement and industrialization. The European Union, the African Union, and the Middle East have revised their training curricula to guarantee an adequate supply of highly skilled professionals in response to the increasing demand for personnel and resources (Hair et al., 2022). According to Australia's extensive government strategy from 2004 to 2010, supported by numerous international efforts, there is a need to reevaluate TVET (Aliyu, 2017).

Education is a significant priority on the Government's agenda, which seeks to transform Fiji into a knowledge-based society. Technical and Vocational Education and Training (TVET) is emphasized in these guidelines and recognized as a fundamental element of educational reform and sustainable development assistance. The TVET sector delivers superior, globally acknowledged training founded on robust collaborations among governments, TVET institutions, and industry organizations. In the 2021-2022 budget, the Government allotted around $1.5 million in tuition scholarships for students seeking to study in the TVET sector (Leo, 2014).

The Technical and Vocational Education and Training (TVET) sector is governed by the Higher Education Commission (HEC) and directed by the Fiji National Qualifications Framework (FNQF). The HEC is tasked with guaranteeing the quality of all training and managing the recognition and equivalence of technical qualifications. The HEC registers training institutes, approves curricula, and accredits educational establishments. The quality assurance process facilitates the accreditation of training providers, ensuring that courses offered at all levels are assessed for high-quality education and training (UNESCO).

Technical and Vocational Education and Training (TVET) can be pursued at educational institutions, industrial settings, vocational schools, and various TVET providers, including technical training institutes. Delivery methods encompass full-time, part-time, online, distance education, apprenticeships, and traineeships. In reaction to the COVID-19 epidemic, the Australia Pacific Training Coalition, Fiji National University, and the Higher Education Commission created the TVET Remote Delivery in a Crisis: A Guideline for Fiji TVET providers to facilitate TVET during a crisis. In collaboration with key TVET stakeholders and Fijian government departments, it was developed primarily based on the delivery experiences of Fiji's TVET providers during the worldwide COVID-19 epidemic in 2020, supplemented by a rapid literature study of pertinent experiences from other developing nations.

Globalization has led to significant changes in developing countries' economies, socialization, and infrastructure for skill development (Martínez et al., 2019). Because of this global trend, Lesotho's economy and education system have encountered several obstacles, including a sharp economic reaction as raw material exploitation and cheap labour have declined. Poverty levels have also increased in response to rising unemployment (Mosebekoa, 2018). The new Curriculum Assessment Policy (CAP) aims to provide learners with advanced entrepreneurial, vocational, and technological skills in response to several attempts by the Ministry of Education and Training (MOET) (Ayanwale et al., 2023)

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to eliminate unemployment and boost the economy through additional education and employment. Thus, evaluating students' attitudes toward TVET is critical since a favourable attitude may indicate that more students will continue to learn about TVET.

Previous studies appear to have focused on students' views about core topics such as English, Mathematics, and Science (Mwanza, 2020), while empirical studies are scarce in assessing students' opinions toward TVET subjects in Lesotho. Previous research in other countries, such as Nigeria, has investigated numerous elements connected with students' attitudes about learning TVET, including family characteristics, society, methods of mass communication, instructors, and course sets (Rozdi et al., 2016). Using variance-based structural equation modelling (VB-SEM), this study investigates some of these variables in the context of Mafeteng, a Lesotho district, to determine their predictive tendency on students' attitudes about TVET. The findings will thereby benefit TVET policymakers, curriculum developers, and teachers in this country. Furthermore, this study aims to improve TVET performance in the attitudes of students in Fiji schools.

TVET courses should attract many students due to their significant value however the reverse has occurred. The explanation for this could be that people's techniques of viewing TVET do not require specialist expertise. The learners believe that even at home, the necessary expertise to study, such as cooking, farming, construction, and plumbing, may be obtained without formal training. Students are unaware of the relevance of vocational courses, which might help male and female students get formed and provide answers to glitches. Similarly, it permits learners to gain skills and capacities important for self-governing life, especially in these economic challenges (Omar et al., 2020).

**Attitude towards TVET**

Attitudes toward a situation or item might be favourable or negative. Attitudes can be structured to varying degrees, both good and negative. Positive attitudes think positively about a situation, whereas negative attitudes think negatively about it (Ali et al., 2022). Individuals fail to display their knowledge and skills on a topic they have negative feelings about. They find it easier to demonstrate their knowledge and talents with a positive attitude (Prasanna et al., 2020). As a result, attitudes should not be overlooked and should be positively developed throughout the educational process to modify and improve a person's habits in the desired course. Individuals do not inherit their attitudes; they are formed. Attitudes can shift and form at any time. According to Adewale et al., attitudes stem from assumptions about oneself and one's surroundings. Attitudes influence other people's actions in several ways, including whether they behave depending on the perceptions of others. Thus, attitude and normative considerations are formed, which exert various degrees of power to modify one's attitudes for more positive or negative responses.

Studies show that parents, guardians, teachers, and friends can motivate students to pursue TVET. Chua et al. (2020) discovered that parents' educational and socioeconomic backgrounds influence their attitudes regarding the inclusion of kids with physical and learning disabilities. Parents' attitudes regarding including pupils with physical disabilities were more positive as their education and income levels increased. Azubuike (2011) investigated the factors influencing secondary school students' attitudes toward vocational/technical subjects in Nigeria and discovered that interest, gender, socioeconomic status, teacher and instructor qualifications, and counsellor guidance all impact students' attitudes. Ahmed's (2015) research sought to evaluate secondary students' attitudes about vocational education in the Chennai area of Tamil Nadu, India. The findings revealed that male and female students hold statistically significant differences in views toward vocational education. Male students favoured vocational education programs more than female students. Birth order, number of siblings, parents' educational position, family type, and mother's employment do not influence students' attitudes toward vocational education.

Many people have a negative impression of education and careers in TVET, which must be changed to align with our national industrial development roadmap. Awang et al. (2011) sought to evaluate the perceptions of secondary school students and apprentices at private institutes regarding the image of TVET education and their allegiance to it. The findings show that school students and apprentices disagree with the idea that TVET students have low academic interest, are problematic, and have little interest in continuing their education to the university level.

Parents are responsible for guiding their children in the education and training necessary to attain their desired vocations. Parents consistently aspire for their children to follow the appropriate trajectory and achieve success in life (Barry,2006). Many parents hope their children will get respectable professions, specifically white-collar positions, upon graduation. Parents aim for their children's education to facilitate advantageous jobs, as many believe that a strong academic reputation enhances employability. Ayub's (2017) research indicated that parental background significantly influences students' attitudes about TVET. The majority of the respondents' parents in her study possess a lower socioeconomic, educational, and occupational status in society. It can be inferred that parents of lower socioeconomic standing in society promote their children to engage in TVET education.

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Educators are a significant determinant of students' academic engagement and motivation in their educational pursuits (Safarmamad, 2019). If a teacher greets students warmly, they will feel welcomed. However, the students would feel unwelcome if the teacher greeted them with bad behaviour. Educators aim to instil a sense of significance and inclusion in children by assigning suitable responsibilities, actively listening, and appreciating everyone. Educators must convey positive signals to pupils by fostering a sense of belonging and demonstrating concern (Hamid et al, 2016). Ayub (2017) determined that educators exert no substantial influence on the perceptions of students on TVET in Punjab, Pakistan. She asserted that this is attributable to the absence of career counsellors in schools in Pakistan to assist kids.

Previous research indicate that peers significantly influence teens' decision-making, especially educational choices. Research indicated that certain students chose subjects identical to those of their close mates (Alnaqbi, 2015). Another study demonstrated that the influencing power of friends significantly affects young people's job decision-making, contributing up to 50% of their choices. Ayub (2017) discovered that her research findings contradicted prior studies. The results of her research indicated that classmates had no major influence on students' attitudes regarding TVET.

Grading is the process that determines the most effective learning strategies in a course, designs assessments to evaluate these strategies, establishes criteria, directs students' learning, and enacts modifications in instruction. The grade level might also influence the learning technique in studies. Students find passing scores in compulsory subjects required for the SPM, such as basic language and history, is challenging. Given that the type of school can affect the learning environment, it is crucial for the school type to alter students' learning methodologies (Davadas & Lay, 2018).

Opportunities Stanislav (2019) examined the influence of future career and job prospects on students' choices. Students select the career trajectory most appropriate for enrolling in courses following their secondary education. Students must adopt a motivated approach and maintain optimistic thinking to advance their professions. Dream occupations are attainable by following the appropriate steps that develop the requisite skills and competencies.

## THEORETICAL FRAMEWORK

This study is grounded in the theory of Social Cognitive and Planned Behaviour. In response to his discontent with the tenets of behaviourism and psychoanalysis, Bandura formulated the social cognitive theory. These two concepts largely overlook cognition's significance in motivation and situational factors' impact. Social cognitive theory posits that personal, contextual, and behavioural factors influence attitudes and behaviours. Social cognitive theory elucidates the mechanisms via which individual attitudes and beliefs toward TVET are developed and the impact of school-based affective support, familial influence, and societal factors on this formation (Bandura, 1986). Davadas and Lay (2020) contend that individuals become their own motivators and establish a framework through which they connect their inspirations. Social cognitive theory encompasses various subjects, including ethical decision-making and psychological stimulation. According to Ajzen (2012), the Theory of Planned Behaviour enhances the Theory of Reasoned Action, augmenting and reinforcing its foundational assumptions. The Theory of Planned Behaviour posits that attitudes, behavioural intentions, social norms, and volitional control collectively influence an individual's behaviour, directly impacting their actions. Furthermore, insights into the correlation between intents and attitudes can be acquired through the theory of planned behaviour (TPB). According to the Theory of Planned conduct (TPB), actions are shaped by individuals' attitudes towards the conduct, subjective norms (the perceived social pressure to engage in a specific behaviour), and perceived behavioural control (the perceived ease or difficulty of executing the behaviour). In relation to TVET, TPB elucidates the connection between student attitudes towards TVET and their plans to enrol in TVET programs, as well as the impact of social and environmental factors on these intentions. Education and vocational training researchers have extensively utilized both SCT and TPB (Rathidevi & Sudhakaran, 2019). Research has investigated the influence of social support and perceived decision-making control on student attitudes about TVET, utilizing these theories as a framework. Significantly, TPB and SCT enable authors to investigate the intricate interactions among personal, social, and environmental elements that influence student attitudes regarding TVET. Students' perceptions of TVET programs can be elucidated by examining the elements that affect them, enabling the formulation of initiatives to enhance student engagement and enrolment. To advance vocational education and training, legislators, educators, and employers must comprehend student views. Utilizing SCT and TPB, researchers can offer evidence-based recommendations to enhance TVET programs and boost student enrolment. Consequently, these theories offer a framework for examining students' attitudes towards TVET subjects, facilitating the identification of the underlying issues, and aiding the researcher in addressing the study objectives. This study aims to explore the key factors that influence students' attitudes toward Technical and Vocational Education and Training (TVET) and to investigate the relationship between these factors and students' attitudes toward TVET. The research objectives are twofold: first, to identify the significant factors that

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shape students' attitudes toward TVET, and second, to examine how these factors are related to students' attitudes. The scope of the study is confined to the Western Division of Fiji, where data will be collected from TVET students, parents, and teachers across various vocational centres.

**Significance of the Study**

The significance of this study lies in its exploration of the various factors that shape students' attitudes toward Technical and Vocational Education and Training (TVET). Specifically, it examines the influence of parents, teachers, peers, career prospects, and socio-economic background on students' perceptions of TVET. Understanding these factors is crucial for several reasons. First, by identifying the key elements that influence students' attitudes, educational institutions and policymakers can develop targeted strategies to address misconceptions or biases surrounding TVET. Additionally, this knowledge allows for the design of interventions that can enhance the appeal and value of TVET, particularly among students who may otherwise be hesitant to pursue such paths. By leveraging these factors, relevant authorities—including educational planners, vocational training centres, and government bodies—can more effectively promote TVET, making it a more attractive and viable option for students. This study contributes to creating a more informed and supportive environment for TVET, potentially increasing enrolment and improving the long-term success of vocational education programs.

# RESEARCH METHODOLOGY

**Research Design**

This study employed a quantitative research design to examine the relationship between several key factors and students' attitudes toward Technical and Vocational Education and Training (TVET). Specifically, the study focused on five independent variables: (1) parent influence, (2) teacher influence, (3) peer influence, Career and job potential and social status. The aim was to determine whether these factors significantly correlate with students' attitudes toward TVET. The research involves collecting and analysing numerical data through statistical methods, including tabulation, assessment, and interpretation of survey results. The independent variables (influencing factors) and the dependent variable (students' attitudes) are clearly and precisely defined in the study context. This quantitative approach enables the researcher to measure the strength and direction of the relationships between these factors and attitudes, providing a solid empirical foundation for the study's conclusions.

**Target Population**

The population for this study consists of vocational students from the Western Division of Fiji. Based on Krejcie and Morgan's sample size determination table (1970), A total of two hundred participants, consisting of 111 males and 89 females aged between 20 and 60, were surveyed using a structured questionnaire.

**Research Instrument**

The primary research instrument used in this study was an online questionnaire. The decision to use an online survey was influenced by several advantages noted by Zikmund (2003), who highlights that online questionnaires can significantly reduce delivery and processing times. The digital format enables rapid distribution and response collection and minimizes the handling of physical survey documents. Additionally, the online method allows for greater flexibility in targeting specific respondent groups and facilitates data collection from diverse geographic locations, such as the vocational centres in Western Fiji.

The questionnaire was designed using a Likert Scale, a well-established tool for measuring attitudes, perceptions, and self-reported behaviours. The Likert Scale captures the intensity of respondents' feelings toward various factors influencing their attitudes toward TVET. This scale provides measurable, quantitative data that can be easily analysed and compared. The use of a Likert Scale also enhances the reliability and validity of the instrument, as it allows for consistent measurement across a range of statements related to parent influence, teacher influence, peer influence, career expectations, and socio-economic background. Thus, the questionnaire serves as a reliable and efficient tool for gathering data to address the study's research objectives.

**Data Analysis**

The data analysis for this study focused on examining the variables influencing students' attitudes toward TVET and identifying the potential benefits associated with these factors. Descriptive statistics were employed to summarize and describe the key characteristics of the data. To analyse the relationship between the independent variables (parent influence, teacher influence, peer influence, career expectations, and socio-economic background) and the dependent variable (students' attitudes toward TVET), the data were processed using the Statistical Package for the Social Sciences (SPSS). This software enabled the researcher to perform various statistical tests and analyses to determine the strength and significance of the connections between the variables, providing a clear understanding of how each factor impacts students' perceptions of TVET.

**Results**

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**Table 1:** Parents' Influence

| No | Parents Influence | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | My parents have a negative response to my pursuit of Vocational and Technical Education. | 4.75 | 0.44 | High |
| 2 | Parents view Vocational and Technical Education as a path for children from low-income families. | 4.42 | 0.50 | High |
| 3 | Parents encourage their children to pursue Vocational and Technical Education as a career path. | 4.52 | 0.54 | High |
| 4 | Parents encourage you to pursue studies in Vocational and Technical Education. | 2.85 | 0.46 | Low |

Results for insights into the influence of parents on students' attitudes toward Vocational and Technical Education (TVET). For each item related to parent influence, the results include the mean score, standard deviation, and the level of agreement.

The results indicate mixed levels of parental influence on students' attitudes toward TVET. A high mean score of 4.75 suggests that many respondents feel their parents react negatively to their pursuit of TVET, with little variation in responses (SD = 0.44). This indicates that parental opposition is a significant factor shaping students' attitudes. Similarly, a mean of 4.42 reveals that most parents view TVET as a path for lower socio-economic students, reflecting a societal stereotype, although there is some variation in responses (SD = 0.50). On the positive side, a mean score of 4.52 indicates that many respondents feel their parents encourage them to pursue TVET as a career option, though the moderate standard deviation (SD = 0.54) suggests some differences in parental support. However, the mean score of 2.85 for the item about direct encouragement shows that, overall, parents do not strongly encourage their children to study TVET. This low score, coupled with a low standard deviation (SD = 0.46), suggests a general lack of active support or awareness of TVET's value among parents.

**Table 2:** Presents The Mean Values, Standard Deviations, And Levels of Agreement for Each Item Under the Teachers Influence Factor.

| Item | Teachers' Influence | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | You received counselling about Vocational and Technical Education at your previous school. | 4.67 | 0.62 | High |
| 2 | Teachers provided negative counselling regarding Vocational and Technical Education. | 4.85 | 0.61 | High |
| 3 | The teachers at your previous school had sufficient knowledge of Vocational and Technical Education. | 2.75 | 0.42 | High |

The results related to teachers' influence on students' attitudes toward Vocational and Technical Education (TVET) reveal a complex dynamic. The mean score of 4.67 for the item **"You received counselling about Vocational and Technical Education at your previous school"** indicates a high level of agreement among respondents that they received counselling on TVET, with a relatively moderate standard deviation (0.62), suggesting some variation in the extent of counselling received. Similarly, the item **"Teachers provided negative counselling regarding Vocational and Technical Education"** received a mean score of 4.85, showing that most respondents strongly agree that the counselling they received was negative. The low standard deviation (0.61) suggests a consistent perception among participants regarding the negative nature of this counselling. In contrast, the item **"The teachers at your previous school had sufficient knowledge of Vocational and Technical Education"** had a mean of 2.75, which indicates a low level of agreement. This suggests that respondents generally felt that their teachers lacked sufficient knowledge about TVET. The relatively low standard deviation (0.42) indicates little variation in this perception, reinforcing the idea that many students perceived their teachers as inadequately informed about the field. Together, these results highlight the mixed and generally negative role that teachers' influence may have played in shaping students' perceptions of TVET.

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**Table 3:** Peer Influence
Results of Peer Influence on Career Selection and Perceptions of Vocational and Technical Education

| Item | Peer Influence | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | You follow the field chosen by your peers. | 4.56 | 0.47 | High |
| 2 | Your peers have a positive perception of Vocational and Technical Education. | 4.34 | 0.45 | High |
| 3 | Your peers' field of study influences your career choice. | 4.44 | 0.47 | High |

The results regarding peer influence on students' attitudes toward Vocational and Technical Education (TVET) show a strong impact. The mean score of 4.56 for the item **"You follow the field chosen by your peers"** indicates a high level of agreement, suggesting that many students are influenced by their peers when choosing their academic or career paths. The low standard deviation (0.47) indicates that this influence is consistent across respondents. Similarly, the item **"Your peers have a positive perception of Vocational and Technical Education"** received a mean score of 4.34, reflecting a strong agreement that peers generally view TVET positively, with a standard deviation of 0.45, indicating moderate consistency in responses. Finally, the item **"Your peers' field of study influences your career choice"** received a mean of 4.44, showing that students feel their peers' academic choices significantly affect their own career decisions. The standard deviation of 0.47 suggests little variation in this perception. Overall, these results highlight that peer influence plays a significant and consistent role in shaping students' perceptions of TVET and their career choices.

**Table 4:** Career And Job Potential
Results on the Influence of Career and Job Potential on Students' Attitudes Toward Vocational and Technical Education

| Item | Career and Job Potential | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | Vocational and Technical Education helps me pursue the career I desire. | 4.66 | 0.69 | High |
| 2 | Individuals with a Vocational and Technical Education diploma are highly valued in the labour market. | 4.87 | 0.72 | High |
| 3 | Vocational and Technical Education provides a guaranteed path to future employment. | 4.56 | 0.56 | High |

The results regarding **Career and Job Potential** indicate a strong positive perception of Vocational and Technical Education (TVET) in terms of career prospects. The item **"Vocational and Technical Education helps me pursue the career I desire"** received a mean score of 4.66, suggesting that respondents largely agree that TVET is an effective pathway to achieving their career goals. The standard deviation of 0.69 shows moderate variation, indicating that while most students feel TVET supports their career aspirations, some differences in opinion still exist. Similarly, the item **"Individuals with a Vocational and Technical Education diploma are highly valued in the labour market"** scored the highest mean of 4.87, with a standard deviation of 0.72, highlighting that respondents strongly believe that TVET graduates are in high demand in the labour market. The relatively higher standard deviation here suggests some variability in responses but still indicates a consensus. Lastly, the item **"Vocational and Technical Education provides a guaranteed path to future employment"** received a mean score of 4.56, with a lower standard deviation of 0.56, indicating strong agreement that TVET offers a reliable route to securing employment. Overall, these results reflect a high level of confidence among students in the career and job potential that TVET offers.

**Table 5:** Social Status
Results on the Influence of Social Status on Parents' Decision to Choose Vocational Studies for Their Children

| Item | Social Status | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | Jobs related to Vocational and Technical Education are perceived to have low social status. | 4.73 | 0.46 | High |
| 2 | The family's educational background influences the choice of studies. | 4.56 | 0.43 | High |
| 3 | The family's economic background influences the choice of field of study. | 4.66 | 0.42 | High |
| 4 | The family's social background influences the selection of studies. | 4.52 | 0.49 | High |

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The results related to **Social Status** reveal strong agreement that various aspects of family background influence the choice of studies, particularly in the context of Vocational and Technical Education (TVET). The item **"Jobs related to Vocational and Technical Education are perceived to have low social status"** received a high mean score of 4.73, suggesting that respondents widely perceive TVET-related jobs as having a lower status in society. The relatively low standard deviation of 0.46 indicates that this perception is consistent across respondents. Regarding family background, the items **"The family's educational background influences the choice of studies"** and **"The family's economic background influences the choice of field of study"** scored mean values of 4.56 and 4.66, respectively, with low standard deviations of 0.43 and 0.42. These results suggest that both the educational and economic backgrounds of families play significant roles in shaping students' choices of academic and vocational paths. Additionally, the item **"The family's social background influences the selection of studies"** scored a mean of 4.52, with a standard deviation of 0.49, indicating that social status also impacts the selection of studies, though slightly less strongly than educational or economic factors. Overall, these results emphasize the important role of family background—particularly social and economic status—in influencing students' decisions regarding TVET.

**Table 6:** Attitude of students

Results on Students' Attitudes Toward Choosing Vocational Studies

| Item | Students Attitudes | Mean | Standard Deviation | Level of Agreement |
|---|---|---|---|---|
| 1 | I believe that vocational education offers as many career opportunities as traditional academic paths. | 3.92 | **0.52** | Moderate |
| 2 | I would consider pursuing vocational education if I were interested in a hands-on career. | 3.25 | **0.43** | Moderate |
| 3 | I believe that vocational education offers as many career opportunities as traditional academic paths. | 3.82 | **0.53** | Moderate |
| 4 | Students who pursue vocational education are well-prepared for employment after graduation. | 3.25 | **0.56** | Moderate |
| 5 | Vocational education provides valuable skills that are useful in the workforce. | 3.11 | **0.44** | Moderate |

The results regarding students' attitudes toward vocational studies reveal a generally moderate level of agreement. The item **"I believe that vocational education offers as many career opportunities as traditional academic paths"** received a mean score of 3.92, indicating a moderate perception that vocational education can provide comparable career opportunities to traditional academic routes. The standard deviation of 0.52 suggests that responses were somewhat consistent, but there was still some variation in opinions. Similarly, the item **"I would consider pursuing vocational education if I were interested in a hands-on career"** received a mean score of 3.25, suggesting a moderate level of agreement with the idea that vocational education is a viable option for those seeking practical, hands-on careers, with a standard deviation of 0.43 showing minimal variation in responses. Other items, such as **"Students who pursue vocational education are well-prepared for employment after graduation"** (mean = 3.25, SD = 0.56) and **"Vocational education provides valuable skills that are useful in the workforce"** (mean = 3.11, SD = 0.44), reflect similar moderate agreement, indicating that while students acknowledge the practical value of vocational education, they are somewhat less confident about its overall benefits compared to traditional academic education. Overall, the results suggest that while there is moderate support for vocational education, many students still view it as less appealing or as offering fewer opportunities than conventional academic paths.

# DISCUSSION

This study's results indicate varying degrees of parental influence on students' perceptions of Technical and Vocational Education and Training (TVET). A notable conclusion is that most respondents (mean = 4.75) perceive their parents' reactions to their pursuit of TVET as negative, with a low standard deviation (SD = 0.44), signifying minimal heterogeneity in these views. This discovery underscores the significant influence of parental opposition on students' impressions of TVET. Parental attitudes significantly influence students' career options, as parents play a pivotal role in moulding educational choices (Ayub, 2017). Negative parental attitudes of TVET might cause students to doubt the value and legitimacy of vocational education, thus dissuading them from pursuing it.

The discovery that a mean score of 4.42 suggests most parents perceive TVET as a viable option for students from lower socio-economic backgrounds illustrates a prevalent cultural prejudice. This viewpoint associates TVET with marginalized populations and neglects its wider applicability for a variety of pupils (Al-Sa'd, 2007). The moderate standard deviation (SD = 0.50) indicates that although many parents share this

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perspective, there is considerable variability, with a portion of parents potentially regarding TVET as a feasible option for all pupils, not exclusively those from poorer socio-economic situations. The findings align with research indicating the stigma associated with vocational education, frequently perceived as less prestigious than academic education (Adewale et al., 2017). This societal bias can restrict the attractiveness of TVET to students who might otherwise contemplate it.

The mean score of 4.52 indicates that several students perceive their parents as supportive of their pursuit of TVET as a career option. Nevertheless, the moderate standard deviation (SD = 0.54) suggests that this support is not ubiquitous. Some pupils indicated robust parental encouragement, whereas others perceived diminished support. This varied level of support illustrates the overarching societal and cultural influences that shape parental perceptions about vocational education. Research indicates that parental support for Technical and Vocational Education and Training (TVET) is frequently associated with heightened student engagement and achievement in these programs (Azubuike, 2011).

The findings indicate a modest level of endorsement for vocational education, with numerous students acknowledging its advantages, particularly for professional preparation, although still perceiving it as a subordinate alternative to academic education. This aligns with current studies indicating that although vocational education has gained acknowledgment for its contribution to labour market needs, it is frequently regarded as a less esteemed or appealing choice for several students and their families (Tilak, 2003). Initiatives to improve the public view of vocational education and its employment prospects are crucial for altering attitudes and motivating more students to consider it as a legitimate and beneficial educational option.

The findings of this study indicate that students possess a predominantly favourable disposition towards the career and employment prospects associated with Vocational and Technical Education (TVET), with significant acknowledgment of its importance in facilitating professional ambitions. The statement "Vocational and Technical Education assists me in pursuing my desired career" earned a mean score of 4.66, signifying that most respondents perceive TVET as a viable avenue for realizing their career aspirations (Mohd Zin, & Md. Yunus, M. 2020). The moderate standard deviation (SD = 0.69) indicates a degree of variability in opinion, suggesting that although most students acknowledge the career advantages of TVET, a minority may hold divergent perspectives regarding its capacity to fulfill their career ambitions. This corresponds with the prevailing view that, although TVET is increasingly seen as a legitimate professional option, some students still question its relevance or breadth for career flexibility (Ngogo, 2014).

The statement "Individuals with a Vocational and Technical Education diploma are highly valued in the labour market" attained the highest mean score of 4.87, indicating a robust consensus among respondents regarding the desirability of TVET graduates by employers. A standard deviation of 0.72 suggests heterogeneity in responses; yet the robust consensus among students underscores the assertion that TVET equips graduates with valuable, sought-after abilities (Mohamed, 2022). This discovery reinforces the increasing acknowledgment of TVET as a vital factor in addressing labour market demands, especially in sectors requiring technical proficiency (Novota, 2012). The favourable view of TVET's labour market worth aligns with research indicating a growing demand for skilled labour across multiple industries, including manufacturing, healthcare, and technology (NS, M., 2014).

The findings indicate that students perceive TVET as a viable pathway to career success, acknowledging its significance and worth in the job market. The moderate variance in replies suggests that some students may still harbor reservations or concerns about the career flexibility or long-term prospects linked to TVET. Mitigating these issues via focused information campaigns and enhancing the visibility of successful TVET alumni could augment its attractiveness as a career option (Amedorme & Fiagbe, 2013).

## CONCLUSION

Although there is some positive parental support for TVET, current attitudes are largely characterized by negative perceptions and inadequate active encouragement. These findings highlight the imperative for targeted interventions to alter societal and family perceptions of TVET, accentuating its importance as a legitimate and valuable educational pathway. Public campaigns, increased awareness of employment options, and greater media focus on the importance of vocational education could be crucial in transforming these perceptions.

To counter these preconceptions, it is essential to persist in promoting the significance of vocational education, not merely as a route to employment but also as a method for acquiring high-quality, transferable skills. Efforts to enhance understanding of the varied employment prospects for vocational graduates, coupled with initiatives to alter public perceptions of vocational careers, may positively influence students' attitudes toward this significant educational route.

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