Research in Management of Technology and Business Vol. 2 No. 1 (2021) 335–348

RMTB

Homepage: http://publisher.uthm.edu.my/periodicals/index.php/rmtb
e-ISSN : 2773-5044

Factors Influencing Students' Attitudes towards Technical and Vocational Education and Training (TVET)

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DOI: https://doi.org/10.30880/rmtb.2021.02.01.024
Received 01 March 2021; Accepted 30 April 2021; Available online 01 June 2021

Abstract: In what way of usage level and practicality of mobile health applications (m-health apps) to support a healthy lifestyle among Malaysian is unclear. So, the purpose of this research is to identify the factors towards the adoption of m-Health apps and to determine the relationship between the factors and the adoption of m-Health apps among adults (age of 20 to 60 years old) in Kulai, Johor. The factors that being studied were a relative advantage, perceived ease of use, compatibility, observability, trialability and perceived risk. This study was a cross-sectional study using a structured questionnaire as a survey instrument and employed convenient sampling techniques. Based on the population in Kulai, Johor, the expected number of samples was 383 respondents. Later, the total number of 245 sets of online questionnaires form had been distributed and the rate of response was 63.97%. Descriptive analysis using SPSS was used to analyze the data from the questionnaire. The finding of this research identified factors towards the intention of using m-Health apps and the relationship between the factors and usage of m-Health apps. This research may contribute some insights to m-Health apps software developer to improve their apps so that it is easy-to-use and more user friendly.

Keywords: TVET, Student's attitude

1. Introduction

The term Technical and Vocational Education and Training (TVET) was officially used in 1999 at the World Congress of TVET, which has held in Seoul, Korea (Azeem & Omar, 2019). TVET includes formal, non-formal, and informal learning that prepares young people with the Technical and Vocational Education has played an essential role in our country and boost up economic development in the country. TVET students cover education and skill development at all levels from post-primary to tertiary education through both formal and non-formal programs. In this 21st century, with

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advanced technology, different products need vocational knowledge and skills. It will only serve people with sufficient capability, knowledge, and skills required in the world of work.

1.1 Research Background

TVET programs in Malaysia are offered at certificate, diploma, and degree levels by seven ministries that include the Ministry of Higher Education (MOHE), which provides the most TVET programs to the highest number of students. Presently, qualifications for academic (higher education) and vocational education sectors offered by MOHE's universities, polytechnics, and community colleges were accredited by the Malaysian Qualifications Agency (MQA). In contrast, skills training programs offered by skills training institutions are certified by the Department for Skill Development (DSD) of the Ministry of Human Resources. Education Ministry Higher Education Department deputy director-general Professor Datuk Dr. Mohd Saleh Jaafar said there are many options for SPM school leavers. Different students choose different pathways, and the first pathway is getting Form 6 or diploma or matriculation to a degree. The second pathway is the TVET pathway which involves taking up certificate and diploma courses (Mustafa, 2018).

TVET continues to remain in the government's focus to drive the nation's economy to increase the number of TVET students in Malaysia (Hazlina, 2019). Vocational High School has been able to create graduates who can be employed directly after graduation, with the largest percentage represented in the year 2009 for 75.51%, followed by 2010 for 62.77%, and 2011 for 79.00% from year to year (Suartini, 2019). In the 11th Malaysia Plan, Graduates' employability rate for higher education has improved steadily over the years from 76.1% in 2015 to 79.1% in 2017. The percentage of graduates employed in the semi-skilled job category increased from 28.2% in 2015 to 35.2% in 2017, implying a mismatch and underemployment. Malaysia successfully produced 165,000 vocational graduates in 2013 and hoped to increase the number to 225,000 graduates by 2020 (Khoo, 2016).

1.2 Problem Statements

TVET programs have always been seen as training to produce skilled human capital for the development of industries. Today, the level of human skills and knowledge needed for the industries have fallen. According to Professor Datuk Dr. Noraini Idris, an academician, Education Ministry should have a plan to guide TVET students to career pathways, and thus, indirectly improve the acceptance of TVET courses and improve misunderstanding of parents' perception about TVET. Then only parents will encourage their children to pursue TVET courses (Harun & Rahim, 2019). She also suggested the ministry improves its promotion of the TVET course and work with the Human Resources, Rural Development Ministry, and Finance Ministry.

Ex-Human Resources Minister, M. Kulasegaran, said that another challenge of TVET is to change the mentality of certain employers in terms of wages of workers undergoing vocational training (Jerry, 2019). Datuk Mahfuz Omar, ex-Deputy Human Resources Minister said parents should place more confidence and support on their children taking TVET as this field is capable of producing local manpower which is currently lacking but needed by the industry and nation to cope with Industrial Revolution 4.0 (IR 4.0) (Daim & Yunus, 2019). In the past, graduates who have qualified from TVET institutions do not have a sound career path to advance in studies and secure jobs that are naturally very technical (Sani, 2019).

Lately, the government has given serious attention to TVET. To ensure the implementation of TVET is in line with the domestic and international economic landscape, the current technological advancement, and the needs of Industry 4.0, the government has invested heavily in the TVET education systems as well as various initiatives to ensure its implementation. For example, in the 10th Malaysia Plan, the government has increased the allocation of development expenditure to public TVET institutions from RM1.8 billion in 2010 to RM2.1 billion in 2014 (Economic Planning Unit

[EPU], 2010). In Budget 2018, RM4.9 billion has been allocated to seven ministries involved in the TVET program as well as agencies under it to produce a highly skilled and competitive workforce (Ministry of Finance [MOF], 2017). Additionally, the government is also working to increase the number of TVET graduates, aiming to raise the 164,000 graduates enrolled in 2015 to 225,000 in 2020 by attracting more youths into TVET so that the agenda for skilled labour preparation is achieved as targeted in the 11th Malaysia Plan (EPU, 2015). TVET helps young people to become job creators rather than job seekers.

So far, the government has shown numerous efforts to strengthen TVET education. It's now the public particularly youths and their parents to make decisions. Studies have shown parents, guardians, teachers, and friends can play important role in motivating them to pursue TVET. Paseka and Schwab (2020) study found that parents' education and socio-economic background affect their attitudes towards the inclusion of students with physical and learning disabilities. The higher the educational level and income, the more positive were parents' attitudes towards the inclusion of students with physical disabilities. Azubuike (2011) studied the factors that affected secondary school students' attitudes towards vocational/technical subjects in Nigeria and found that interest, gender, and socio-economic status, the qualification of teachers and instructors, and guidance from counsellors have influence towards students' attitudes. While Rathidevi and Sudhakaran (2019) research aimed to understand the attitudes of secondary students towards vocational education in Chennai district of Tamil Nadu, India. The results showed that male and female students statistically significant have different attitudes towards vocational education. Male students preferred vocational education program more than female students. Birth order, number of siblings, parents' educational status, family type and maternal employment doesn't influence the attitude of students towards vocational education. In conjunction with previous research, the researcher aims to identify the significant factors that have effects on TVET students' attitudes in UTHM towards TVET education.

1.3 Research Questions

(i) What are significant factors that influence students' attitudes towards TVET?
(ii) Is there any relationship between the factors and attitudes towards TVET?

1.4 Research Objectives

(i) To determine the significant factors that influence students' attitudes towards TVET.
(ii) To determine the relationship between the factors and attitudes towards TVET.

1.5 Scope of the Study

This study will be conducted at University Tun Hussein Onn Malaysia. Respondents are TVET students at the Faculty of Technical and Vocational Education (FPTV) in UTHM.

1.6 Significance of the Study

This study examined the factors influencing student's attitudes towards TVET education. Parent influence, teacher influence, peer influence, grades in school, future career and job potential, socio-economic background are the factors studied. By knowing the significance of these factors, they can be manipulated in promoting TVET among potential students by relevant authorities.

2. Literature Review

2.1 Definition of Vocational Education

Vocational education includes any form of education aimed at obtaining qualifications related to a particular profession, art, or employment, or by providing the necessary technical knowledge and

skills. These two are essential in students can exercise a profession, act, or activity, independently of their age and their training level, even if the training program also contains elements of general education (Mortaki, 2012).

Vocational education generally including knowledge, attitudes, skills, the value that someone must have so that can achieve a reasonable degree of competence in their daily life. The main purpose of education refers to the provision of appropriate skills, abilities, and mental and physical abilities as necessary equipment for individuals to live effectively in society (Okocha, 2010). Vocational students are able to be among the greatest human capital to a national economy, especially in the era of Industry 4.0.

2.2 Students' Attitude Towards TVET

Many among the public have a poor perception towards education and career in TVET which must be rectified to make it consistent with our national industrial development blueprint. Awang *et al*. (2011) study was to investigate the opinions of secondary school students and apprentices of private institutes on the image of and their loyalty towards TVET education. The results indicate that school students and apprentices disagree with the perception that TVET students had low academic interest, tend to be criminals, problematic and possess little interest in advancing their education to the tertiary level. Apprentices have a better perception of the image of TVET compared to secondary school students. Furthermore, secondary school students demonstrated low interest in continuing education and work in TVET compared to apprentices.

2.3 Factors influencing attitudes towards TVET

(a) Social Institution

(i) Parents' Influence

Parents have the role to guide their children in the education or training needed in order to achieve their children dream professions. Parents always hope their children have the correct pathway and success in life. Most parents pray for their children to have good professions, i.e. white-collar jobs after graduation. Parents' goal in their children education is good employment as most parents have a concept that a good academic reputation can lead to better employability. Research by Ayub (2017) found that parents' background has a remarkable effect on students' attitudes towards TVET. Most of the respondents' parent in her study have a lower economic, educational and occupational background in society. It can be concluded that parents with lower socioeconomic status in society encourage their children to pursue TVET education.

(ii) Teachers' Influence

Teachers play an important role and a strong predictor in students' academic engagement and motivation in career academics (Safarmamad, 2019). If a teacher greeted students pleasantly, students will be felt invited. However, if the teacher greeted students with negative behaviour, students will be felt not invited. Teachers want to make students and learners feel important and invited, by providing appropriate responsibility, listening, and valuing to each student. Teachers also must send some positive messages to the students by encouraging and ensure a feeling of belonging and showing care for students (Ahmed & Khamis, 2015). Ayub (2017) found that teachers have no significant impact on students' of TVET institutes in Punjab, Pakistan perception about TVET. She stated that this was due to in Pakistan, career counsellors are not present in schools to guide students.

(iii) Peer Influence

Based on previous studies signify that peer has a significant effect on teenagers in any of their decision making including about education. Research showed that some students selected the subjects

which the same as their close friends (Alnaqbi, 2015). In another research showed that friends' influential power has a huge impact, which can contribute to 50% of young people's decision-making in choosing a career. Ayub (2017) found that the result of her research was opposite to the previous research. The finding of her research showed that there was no significant impact of peers on student's attitude towards TVET.

(iv) Grades in Schools

Grading is the process that identifies the most valuable learning methods in a course, construct exams and assignments to test the learning methods, formulate standards, guide students' learning, and implement changes in teaching. Grade level also can affect on learning approach in studies. Students feel hard to score in a compulsory subject that needed to pass in SPM, such as basic language subject and History subject. Since school type can influence the learning context, it is important that school type can change students learning approach (Esma, 2014).

(v) Future Career and Job Potential

Stanislav (2019) investigated that future career and employment impact on student's choice. Students choose the direction of the career path most suited to enter the courses after their secondary school. Students must be motivated approach and positive thinking to pursue their careers. Dream jobs are reaching once the necessary steps correct path that built up the skills and competence for it.

(b) Demographic Factors

Socio-economic status is the social standing or class of parents that measured by education, income, and occupation. The family's socio-economic condition may affect a child's interest. Based on Ayub (2017) research indicates that parental socio-economic status is the greatest impact on student attitude and interest in Technical and Vocational education. It shows that majority of parents have a lower economic, educational, and occupational background in society. According to the findings of this research, it shows that parents with lower socioeconomic status in society encourage their children to join Technical and Vocational Education. According to Awang *et al*. (2011) have proved that 61% and 58.8% of middle school students and apprentice fathers have a secondary school diploma, respectively. Only 17.6% of fathers of middle school students have academic degrees and university degrees, while only 15.4% of fathers of apprentices.

2.4 Research Framework

The hypotheses of this study are:

- H1: The parent's influence is positively related to student's attitudes towards Technical Education and Vocational Training.
- H2: The teacher's influence is positively related to student's attitudes towards Technical Education and Vocational Training.
- H3: The peer's influence is positively related to student's attitudes towards Technical Education and Vocational Training.
- H4: The grades and school achievement are positively related to student's attitudes towards Technical Education and Vocational Training.
- H5: The future career and job potential are positively related to student's attitudes towards Technical Education and Vocational Training. socio-economic
- H6: The socio-economic class are positively related to student's attitudes towards Technical Education and Vocational Training.

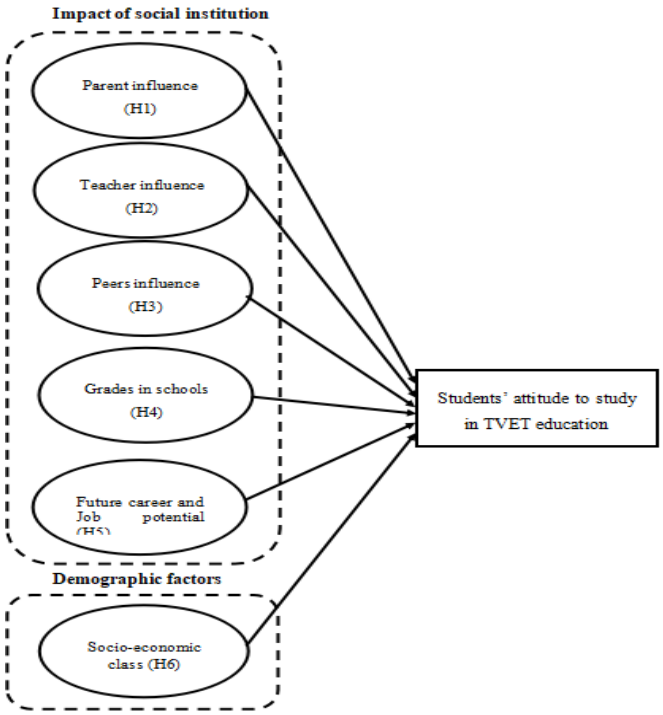

Figure 1: Research Framework

3. Research Methodology

3.1 Research Design

In this study, the researcher used quantitative methods to determine whether (1) parent influence, (2) teacher influence, (3) peer influence, (4) grades in school, (5) future career and job potential, (6) socio-economic have a relationship with TVET student's attitude in UTHM. The quantitative study includes the tabulation, assessment, and numerical analyses of statistical information. Further, both independent variables and dependent variables are obviously and exactly defined in quantitative studies.

3.2 Target Population

The selected respondents are university students at UTHM Johor. According to Krejci and Morgan samples (1970), at least 278 respondents were required to answer this questionnaire. However, only 200 sets of questionnaire forms were responded to by the respondent. The rate of return for this study is 71.94%.

3.3 Research Instrument

The questionnaire was distributed using the online method. Zikmund (2003) observes that it can decrease the time of delivery and processing by using internet questionnaires, quickly distribute and respond and decrease the handling of survey documents. In addition, scientists can easily ship questionnaires in distinct fields to respondents ' objectives. Questionnaire items can be used in the form of a Likert Scale. Measurement of Likert assessment scales can be useful and reliable tools for measuring self-efficacy.

3.4 Reliability and Validity

Research accuracy relates to the standardization of study studies or trials (McLeod, 2013). To determine the inner validity and efficiency of the trial, the general correlation element and alpha index are evaluated (Lee & Wu 2011).

Table 1: Result of reliability test

Variable	Cronbach's Alpha
Parent influence	0.890
Teacher influence	0.828
Peer influence	0.859
Grades in schools	0.805
Future career and job potential	0.808
Socio-economic class	0.790
Student attitude	0.858

3.5 Data Collection

In this study, researchers have used both primary and secondary data to collect data and this data is used to answer hypotheses and research questions. All relevant data is analyzed and conclusions have been taken from the invention.

3.6 Variables and Measurement

In Part A of the questionnaire, a nominal type of question is used to collect respondent's demographic data such as gender, age, and subject study. In Part B and Part C, a five-point Likert Scale is used to measure the independent variables and dependent variables on the study. There are six independent variables selected in this study whether (1) parent influence, (2) teacher influence, (3) peer influence, (4) grades in school, (5) future career, and job potential, (6) socio-economic. The dependent variables of this study are aimed at students' attitudes in UTHM.

3.7 Data Analysis

This research aimed to examine the affecting variables and student attitude, as well as the advantages to be achieved, by conducting descriptive and correlation research. The information is analyzed using the Social Sciences Statistics Package (SPSS) to identify the connection between the independent and dependent variables.

(a) Descriptive Analysis

In this study, descriptive analysis was used to analyze the information obtained about the students' attitude towards TVET education among University students in FPTV UTHM. The descriptive analysis done by the researcher includes percentage, mean, standard deviation, and frequency. Percentage and frequency analysis was done to analyze data for respondents' demographics.

(b) Normality Test

This study was conducted to assess the relationship between influencing factors and students' attitude among students in UTHM. Normality analysis between influencing factors and students' attitude adoption recorded abnormal results of <0.05. This result shows that Spearman Rho's correlation analysis will be used to determine the relationship between the two variables. Table 2 shows the result of the normality test.

Table 2: Result of normality test

Items	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
avPI	0.435	200	.000	0.409	200	.000
avTI	0.359	200	.000	0.448	200	.000
avPeI	0.429	200	.000	0.343	200	.000
avGSA	0.386	200	.000	0.449	200	.000
avCJP	0.359	200	.000	0.563	200	.000
avSS	0.338	200	.000	0.465	200	.000
avSA	0.306	200	.000	0.525	200	.000

(c) Correlation Analysis

To illustrate the relationship between influencing factors and students' attitudes in TVET, correlation analysis will be used. Correlation of Spearman Rho (r) 1.0 showed a positive relation and (r) -1 showed a negative correlation.

4. Results and Discussion

4.1 Respondent Demographic Analysis

Tables 3 shows that 89 out of 200 participants are men and 111 women. This indicates that men surveyed are 11 percent greater than females. Meanwhile, Table 4 shows the age of respondents; most respondents are aged between 21 - 23 years old. FPTV students are only aged between 18 to 26 years old, the least involved in this study are aged between 18 -20 years old and 24 - 26 years old.

Table 3: Gender of respondents

Gender	Frequency	Percentage (%)
Male	89	44.5
Female	111	55.5

Table 4: Age of respondents

Age	Frequency	Percentage (%)
Less than 18 years old	0	0
18 – 20 years old	42	21
21 – 23 years old	100	50
24 – 26 years old	58	29
More than 26 years old	0	0

Next, Table 6 shows that 63 respondents are Malay, 82 respondents are Chinese, and 55 respondents are Indian. Most of the respondent has responded is Chinese which contributed 41%, Malay 31.5%, Indian 27.5%.

Table 6: Race of respondents

Race	Frequency	Percentage (%)
Malay	63	31.5
Chinese	82	41.0
Indian	55	27.5

4.2 Factors Influencing Students' Attitude towards TVET

(a) Parents' Influence

Table 7 shows the mean value, standard deviation, and level of agreement for each item in the parental influence factor.

Table 7: Parents' influence

Item	Parents Influence	Mean	Standard Deviation	Level of Agreement
PI1	My parents react negatively to my study of Vocational and Technical Education.	4.89	0.44	High
PI2	Parents see Vocational and Technical Education for children of poor parents.	4.84	0.50	High
PI3	Parents want to take up Vocational and Technical Education as a career.	4.83	0.54	High
PI4	Your parents encourage you to study Vocational and Technical Education.	4.85	0.46	High
Score		4.85	0.49	High

(b) Teachers' Influence

Table 8 shows the mean value, standard deviation, and level of agreement for each item in the teacher influence factor.

Table 8: Teachers' influence

Item	Teachers' Influence	Mean	Standard Deviation	Level of Agreement
TI1	You were counseled in the previous school about Vocational and Technical Education.	4.77	0.62	High
TI2	Teachers counseled you negatively about Vocational and Technical Education.	4.79	0.61	High
TI3	Teachers of the previous school had enough knowledge about Vocational and Technical Education.	4.79	0.62	High
Score		4.78	0.62	High

(c) Peer Influence

Table 9 shows the mean value, standard deviation, and level of agreement for each item in the peer influence factor.

(d) Grades and School Achievements

Table 10 shows the mean value, standard deviation, and level of agreement for each item in the Grades and School Achievements factor.

(e) Career and Job Potential

Table 11 shows the mean value, standard deviation, and level of agreement for each item in the Career and Job Potential factor.

Table 9: Peer influence

Item	Peer Influence	Mean	Standard Deviation	Level of Agreement
PeI1	You join the field which your peers choose.	4.86	0.47	High
PeI2	Your peers have a good perception of Vocational and Technical Education.	4.89	0.45	High
PeI3	Your peer's field of study impacts you for career selection.	4.87	0.47	High
Score		4.87	0.46	High

Table 10: Grades and school achievements

Item	Grade and School Achievements	Mean	Standard Deviation	Level of Agreement
GSA1	You choose Vocational and Technical Education because of low grades in school.	4.86	0.45	High
GSA2	Vocational and Technical Education is for the low achiever in school.	4.86	0.49	High
GSA3	You choose Vocational and Technical Education because you did not get admission in any other field.	4.89	0.44	High
GSA4	You choose Vocational and Technical Education because you fail in matric.	4.76	0.61	High
Score		4.84	0.50	High

Table 11: Career and job potential

Item	Career and Job Potential	Mean	Standard Deviation	Level of Agreement
CJP1	Vocational and Technical Education help me to lead to the work I want.	4.71	0.70	High
CJP2	People with Vocational and Technical Education Diploma are attractive in Labor Market.	4.67	0.74	High
CJP3	Vocational and Technical Education guarantee future employment.	4.77	0.61	High
Score		4.71	0.68	High

(f) Social Status

Table 12 shows the mean value, standard deviation, and level of agreement for each item in the Social Status factor.

(g) Student Attitudes

Table 13 shows the mean value, standard deviation, and level of agreement for each item in the Student Attitudes factor.

Table 12: Social status

Item	Social Status	Mean	Standard Deviation	Level of Agreement
SS1	Jobs related to Vocational and Technical Education have a low status in society.	4.85	0.49	High
SS2	The educational background of the family impacts the selection of studies.	4.84	0.45	High
SS3	Economical background of family impacts the field of study.	4.85	0.44	High
SS4	The social background of the family impacts on selection of studies.	4.82	0.52	High
Score		4.84	0.48	High

Table 13: Student attitudes

Item	Student Attitudes	Mean	Standard Deviation	Level of Agreement
SA1	Vocational education is better than academic education.	4.76	0.64	
SA2	I encourage my brothers, sisters, and friends to go to Technical and vocational institutes.	4.77	0.58	
SA3	Technical and vocational education has a bright future.	4.73	0.63	
SA4	Technical and vocational education provides me with useful knowledge and skills.	4.71	0.64	
SA5	More Technical and Vocational Institutes and schools should be established.	4.78	0.64	
Score		4.75	0.63	

4.3 Discussions

The objective of this research was to determine the variables affecting students' attitude towards TVET education and also to determine the variables which are (1) parent influence, (2) teacher influence, (3) peer influence, (4) grades in school, (5) future career and job potential, (6) socio-economic among students FPTV UTHM. The descriptive survey design has been used for this study based on the nature of the study and the set of objectives. Technique sampling probability is used to arrive at a population sample of 278 students taken from UTHM. As a result of questionnaires distributed among UTHM students, only 200 of them were returned. This gave the study a response rate of 71.94% which is statistically sufficient for data analysis. The data collected were analyzed through the Social Science Package (SPSS) and Microsoft excellently for quantitative reports submitted as frequency, percentage, mean, and standard deviations and all variables have important relationships with the students' attitude as a result of the analysis that has been carried out. Table 14 and Table 15 show the summary of objectives findings.

Table 14: Result for objective 1

Item	Mean	Standard Deviation	Level
Parent Influence	4.85	0.49	High
Teacher Influence	4.78	0.62	High
Peer Influence	4.87	0.46	High
Grades and School Achievements	4.84	0.50	High
Career and Job Potential	4.71	0.68	High
Social Status	4.84	0.48	High
Student Attitudes	4.75	0.63	High

Table 15: Result for objective 2

	Variables		avPI	avTI	avPeI	avGSA	avCJP	avSS	avSA
Spearman's Rho	avPI	Correlation Coefficient	1.000	.291	.235	.189	.201	.186	.210
		Sig. (2-tailed)	-	.000	.001	.007	.004	.008	.003
		N	200	200	200	200	200	200	200
	avTI	Correlation Coefficient	.291	1.000	.384	.105	.211	.332	.346
		Sig. (2-tailed)	.000	-	.000	.141	.003	.000	.000
		N	200	200	200	200	200	200	200
	avPeI	Correlation Coefficient	.235	.384	1.000	.324	.280	.289	.238
		Sig. (2-tailed)	.001	.000	-	.000	.000	.000	.001
		N	200	200	200	200	200	200	200
	avGSA	Correlation Coefficient	.189	.105	.324	1.000	.472	.335	.363
		Sig. (2-tailed)	.007	.141	.000	-	.000	.000	.000
		N	200	200	200	200	200	200	200
	avCJP	Correlation Coefficient	.201	.211	.280	.472	1.000	.322	.405
		Sig. (2-tailed)	.004	.003	.000	.000	-	.000	.000
		N	200	200	200	200	200	200	200
	avSS	Correlation Coefficient	.186	.332	.289	.335	.322	1.000	.451
		Sig. (2-tailed)	.008	.000	.000	.000	.000	-	.000
		N	200	200	200	200	200	200	200
	avSA	Correlation Coefficient	.210	.346	.238	.363	.405	.451	1.000
		Sig. (2-tailed)	.003	.000	.001	.000	.000	.000	-
		N	200	200	200	200	200	200	200

**Correlation is significant at the 0.05 level (2-tailed).

Based on the results, it is found that most of the respondents of this study were more agree with the peer influence factor compared to other factors. However, all the factors are at a high and satisfactory level. To further strengthen this study, a Spearman Rho's Correlation analysis was conducted and the result indicates that all independent variables (parent influence, teacher influence, peer influence, grades in school, future career and job potential, and socio-economic) are positively supported and related with the dependent variable.

The result indicates that the variables affecting student attitude in TVET as a course in UTHM are generally at an elevated point. Based on the outcomes, most of the research participants agreed more on the peer influence factor. Based on the highest mean is 4.87 for peer influence factors that have a significant effect on student attitude. This indicates that students who study with a peer will learn a great deal by explaining their ideas to others in which they can learn from their peers. This type of learning will help to improve their educational knowledge and skills. The quality of time with peer have applied during their daily studies. Peer learning help students learn effectively. The learning process is based on their idea and using their way to study during university life. According to Korir (2014) mention that peer will be observing others perform a particular behaviour or voice a certain opinion can introduce an individual to new behaviours and viewpoints that may be different from his or her own. This may cause peer pressure is also defined as when people of one's age encourage or urging the person to do something or to keep from doing something else, no matter if the person personally wants to do it or not.

Based on the findings, there is a significant relationship between the independent variables and the dependent variables. In this research, all variables are found to be positively related to students' attitudes toward TVET. The highest positive relationship is socio-economic towards TVET. The socio-economic status of a child is most commonly determined by combining parents' educational level, occupational status, and income level. Student socio-economic status has a strong influence on the attitudes in school. Comparison of students having lower socio-economic status with those having high socioeconomic status shows that the latter seek higher learning achievements. Past studies done by Dudaitė (2016) found that socio-economic home background has a strong statistically significant influence on student outcomes. Low socio-economic status prevents access to resources and leads to additional stress and conflicts at home that affect all aspects of a child's life including academic achievement (Barry, 2006). The findings of this research reveal that parents with poor socio-economic status influence their children to joinTVET training.

4.4 Hypotheses Test

H1: There is a significant relationship between parent influence and the students' attitude towards TVET.

H2: There is a significant relationship between teacher influence and the students' attitude towards TVET.

H3: There is a significant relationship between peer influence and the students' attitude towards TVET.

H4: There is a significant relationship between grades in school and the students' attitude towards TVET.

H5: There is a significant relationship between future career and job potential and the student's attitude towards TVET.

H6: There is a significant relationship between socioeconomic class and the students' attitude towards TVET.

5. Conclusion

This study found that among the factors, (1) parent influence, (2) teacher influence, (3) peer influence, (4) grades in school, (5) future career and job potential, (6) socio-economic; peer influence and parents influence are two strong factors that influence TVET students' attitudes in FPTV UTHM towards TVET. All the studied factors have significant relationships with students' attitudes towards

TVET. Peer and parent can be trained to motivate a targeted group of students to join TVET programs.

Acknowledgement

This research was made possible by support from the Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia.

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