Malaysian Journal of Social Sciences and Humanities (MJSSH) (e-ISSN : 2504-8562)
2023, Volume 8, Issue 7, e002380
DOI: https://doi.org/10.47405/mjssh.v8i7.2380

Factors Influencing TVET Choices among Secondary School Students in Kuching

Arenawati Sehat Binti Haji Omar[1*], Zalina Binti Mohd. Desa[2]

[1]Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Sarawak, Samarahan Campus 2, 94300 Kota Samarahan, Sarawak, Malaysia.
Email: arenasomar@uitm.edu.my
[2]Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Sarawak, Samarahan Campus 2, 94300 Kota Samarahan, Sarawak, Malaysia.
Email: zalina510@uitm.edu.my

CORRESPONDING AUTHOR (*):
Arenawati Sehat Binti Haji Omar
(arenasomar@uitm.edu.my)

KEYWORDS:
Perception
Secondary School Students
Enrolment
TVET
Education and Training

CITATION:
Arenawati Sehat Omar & Zalina Mohd. Desa. (2023). Factors Influencing TVET Choices among Secondary School Students in Kuching. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 8*(7), e002380. https://doi.org/10.47405/mjssh.v8i7.2380

ABSTRACT

TVET has not been well known among the Malaysian population. Participation in TVET has not yet been given a clear status. In Malaysia, TVET is currently not a popular option for higher education and is viewed negatively as it only serves dropouts. The majority of SPM graduates are still uncertain about which educational path they want to follow, and TVET is usually not their first choice. Given the recent surge in demand for skilled workers, this issue needs to be addressed. The aim of this study is therefore to investigate the perception of TVET among the genders and class streams of secondary school students. A quantitative descriptive study was conducted with 234 students from three different schools in the Kuching area who completed a questionnaire. The Statistical Package for Social Science (SPSS) was used to analyze the data. This finding implies that there is no statistically significant difference between male and female participants' overall impressions. As a result, the study indicates that there is insufficient data to establish the existence of a significant variation in overall perceptions across genders. According to the findings of the data analysis utilizing One-way ANOVA and post-hoc testing, there is no significant difference in overall perceptions amongst students from different class streams. To deepen students' interest in TVET, the government should continuously provide comprehensive information on TVET to students on a regular basis, helping them to make educated decisions regarding their tertiary education.

Contribution/Originality: This study adds a unique perspective to the field of TVET by delving into the interplay of gender and class streams in affecting students' preferences in the Kuching setting. This approach unveils fresh perspectives and previously unconsidered dynamics, infusing the academic discourse with novel insights that can inform tailored strategies for advancing TVET engagement among secondary school students.

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

1. Introduction

Prior to present, Malaysians were not familiar with TVET. Participation in TVET is still not fully understood in terms of its significance. In Malaysia, TVET is not yet an option for mainstream schooling and is seen to exclusively serve dropouts, which is a bad impression. The majority of SPM graduates are still unsure about their preferred course of study, and TVET is not usually their first choice. The need for trained labourers is increasing quickly right now, thus this issue needs to be taken into mind. In Malaysia, there have been issues with public understanding and perception of technical and vocational education and training (TVET). In the past, Malaysians were not familiar with TVET and did not completely comprehend its importance. Contrary to traditional education, TVET has frequently been thought of as a choice only for kids who struggle academically, which has left both students and parents with an unfavourable view. As a result, many SPM (Sijil Pelajaran Malaysia) graduates are still unsure about their desired field of study, and TVET programs are not their top choice. Despite the growing demand for skilled employees in a variety of industries, underrepresentation in TVET enrolment remains a problem. In light of this, a detailed assessment of secondary school students' views toward enrolling in TVET programs is necessary. Recognizing students' attitudes and preferences can aid in the clarification of misconceptions and the development of targeted measures to encourage TVET as a viable and valuable educational path. As the need for a skilled workforce increase, addressing this issue is vital to closing the gap between education and industry expectations, and giving students more options for future careers. The aim of this study is therefore to investigate the perception of TVET among the genders and class streams of secondary school students.

2. Literature Review

The perspective of Technical and Vocational Education and Training (TVET) among secondary school students is a crucial subject of interest in educational research. The creation and promotion of programs for vocational education can be greatly influenced by having a clear understanding of how students view TVET. In order to better understand how secondary school students see TVET, this review of the literature will explore and examine many aspects of that viewpoint. This analysis will pay particular attention to how students' opinions of TVET are influenced by gender disparities in TVET perception, and other factors. This review seeks to clarify the complexities and implications of students' perceptions through an examination of the literature already published in these fields. It does so in order to offer educational practitioners and policymakers' useful information in order to increase secondary school students' participation and engagement in TVET.

2.1. Perception of TVET among Secondary School Students

Perceptions in the context of this study pertain to secondary school students' attitudes and understandings regarding TVET programs. TVET has unfortunately been associated with a bad reputation, with some people believing it to be a choice for kids who struggle academically or a place where underachievers go to die (Gaotlhobogwe, 2010; Dasmani, 2011; Atakilti, 1950). Yeap et al. (2021) investigate the factors impacting students' perceptions of Technical and Vocational Education and Training (TVET) in Malaysia. The study investigates the impact of several elements on students' perceptions of TVET programs, such as their interests, vocational talent, demographic background, and personality. According to the study done by Azeem et al., (2012), these factors have a big impact on how students choose TVET programmes. The survey also emphasizes

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Malaysia's unfavorable social image of TVET programs. TVET students' classification as low achievers in school, as well as the linkage of negative stereotypes with TVET education, create challenges and impediments for kids who may have aptitude and interest in technical and vocational disciplines. The influence of parents and employers has also been cited as a factor in the poor perception of TVET programs. It also backs up the assertion that unfavorable social impression is a major worry in Malaysia, causing students to be hesitant to enroll in TVET programs. It presents evidence of the impact of numerous factors on students' perceptions of TVET and emphasizes the need to overcome negative stereotypes and improve the image of TVET education in Malaysia.

Most of the issues raised by the industry professionals are associated with Malaysians' negative perception of TVET. Negative views on TVET support the idea that children with low achievement should receive a secondary education. To make sure that students have access to a variety of rich and relevant educational and employment choices, it is crucial to combat these unfavourable preconceptions and promote the value and potential of TVET. Technical and vocational education and training (TVET) is a system of education that imparts the knowledge, abilities, and attitudes required for employment or self-employment. The majority of Malaysian students do not, however, prefer the TVET programme due to a variety of reasons, including lack of interest on the part of the students, parental influence, and employers' unfavourable perceptions, facilities at vocational schools, inexperienced TVET instructors, and societal prejudice. As a result, it brings up the problem of a lack of skilled labour (Hong et al., 2022). Yang and Fan (2018) also looked into the means of connecting secondary and higher-level vocational education. They examined the conditions, elements, and features of the connection between secondary vocational education and undergraduate study. This study offers knowledge on how TVET is combined with higher education, which may improve how students view TVET (Yang and Fan, 2018). In conclusion, a variety of factors, including motivating factors, practical experiences gained via internships, familiarity with vocational technical education, and the integration of TVET with higher education, might affect students' perceptions towards enrolling in TVET. In order to change students' perspectives and encourage enrollment in TVET programmes, it is essential to comprehend these aspects.

2.2. Gender Differences in TVET Perception

The perspectives of gender towards higher education have changed over the years. It has been discovered that male students had negative attitudes of higher education (Esa & Kannapiran, 2014). Due to the imbalanced gender enrolment in education, this circumstance leads to educational gender segregation. Smyth and Steinmetz (2008) claim that gender segregation in the labour market is mostly a result of educational segregation by gender. TVET thus plays a crucial role in resolving the issue of workforce competitiveness (Buzzell, 1993). TVET is in a unique position to provide students with the right skills for jobs in the current labour market. The Ministry of Education (2012) statistics for 2014 and 2015 provide credence to this assertion. According to the report, there are 2.9 thousand more female students enrolled in polytechnic schools. This shows that female students' opinions of TVET are becoming more positive (Ministry of Education, 2012). However, there isn't enough research to support this claim about students' perceptions of TVET improving.

Previous research conducted by Lam and Hassan (2020) found that gender was a crucial factor impacting students' impression of TVET in Malaysia. Female students showed a

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

more negative view than male students. Parental influence, career objectives, and the perceived worth of TVET in terms of job prospects and future achievement were among factors that influenced students' perception. In their study of secondary school students' perceptions of TVET in Kedah, Hong et al. (2022) examined the connections between students' socio-demographic backgrounds (gender) and their knowledge of, interest in, and motivation for TVET. The results showed that pupils' gender had no bearing on whether they had knowledge or were motivated or interested. The findings, which were in line with those of research by Hassan and Shamsudin (2019), Cheong and Lee (2016), also showed that Malaysians continued to have a poor opinion of TVET. Trends in Technical Education and Vocational Training Enrollment in Pakistan. Kouser's study on trends in TVET enrolment in Pakistan reveals that cultural restrictions, male domination, and a lack of counseling can prevent females from enrolling in TVET programs in Pakistan (Bano et al., 2022).

2.3. Influence of parents and peers on TVET perception

According to research by Ayub (2017), students' attitudes towards TVET are significantly influenced by their parents' upbringing. In her study, the majority of the respondents' parents come from poorer socioeconomic, educational, and occupational backgrounds. Parents of children who are interested in TVET education tend to be of lower socioeconomic position in society. Adjei (2017) cites parents as crucial decision-makers when selecting programs for their children, particularly in TVET. His research indicates that the general perception of parents regarding TVET in Polytechnic is 0.30 on average. This outcome demonstrates that a small majority of parents at Ghanian Polytechnic did have a poor opinion of TVET. Adjei (2017) also found that, on average, 1.09 parents at the Ghanaian Polytechnic agreed that TVET was only for those who lacked the intelligence to pursue serious academic work. In addition, Adjei (2017) found in his research that several parents agreed with the claim that TVET supplied low-paying jobs. Simply put, the majority of parents at Ghana Polytechnic believe that TVET primarily offers jobs in the blue collar sector. They presume that students in TVET will eventually work in demanding conditions. The study consequently assumes that parents strongly urge their kids to pursue wealthy careers because they view these as safe career paths.

Peer influence is crucial for subject selection, according to earlier research by Indoshi et al. (2010). Some students have a propensity to choose the subject that one of their friends has chosen. The family first shapes and develops the outcomes of its children, but peer influence eventually takes over the socialization process through selection and adoption of lifestyle, appearance, social activities, and academics (Sebald, 1968). Peers and friends have a crucial role in influencing an individual's views, attitudes, and ideas about the outside world as well as their decisions in the future (Baron et al., 1992).

2.4. Influence of students' class stream peers on TVET perception

The secondary school students' class stream can have an impact on their decision to participate in Technical and Vocational Education and Training (TVET) programs in Malaysia. Numerous studies have looked at how students' career self-efficacy, which may affect their decision to pursue TVET, and their class stream relate to one another. According to a previous Malaysian study by Ismail et al. (2019) in Terengganu secondary schools, pupils in the science stream have better levels of career self-efficacy than those in the non-science stream. This shows that students in the science stream may be more confident in their capacity to excel in technical and vocational subjects, possibly

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

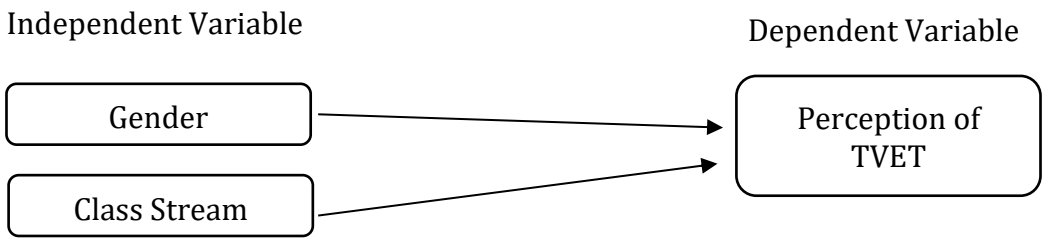
increasing their propensity to enroll in TVET programs. Faitar and Faitar (2013) posit that professors who share a minority background with their students exert a more significant influence on the career self-efficacy of minority students in the Technical and Vocational Education and Training (TVET) context.

2.5. Conceptual Framework

The relationship between the independent variables and the dependent variable is the basis of the conceptual framework of this study. According to a prior study by Ayub (2017), the independent variables include students' opinions on the influence of their parents, their peers, and their chances for employment. The dependent variable, which is future enrollment in Technical and Vocational Education and Training (TVET), is anticipated to be impacted by these variables. The study seeks to determine how students' impressions of the opinions of their parents, friends, and the prospective employment possibilities associated with TVET affect their choice to enroll in such programs. This study advances knowledge of the dynamics affecting students' decisions on their educational and career routes by examining these aspects in the context of secondary school pupils. The conceptual framework offers a methodical foundation for analyzing the interactions between the variables and delivers insightful information on how to encourage student participation in TVET, ultimately enhancing career development strategies and programs for vocational education.

Figure 1 shows the conceptual framework of this study, which delves into the nuanced examination of how perceptions of Technical Vocational Education and Training (TVET) are influenced by gender and class streams among secondary school students. In this context, the independent variables are gender and class streams, which represent the factors that are being manipulated or observed for their potential impact on the dependent variable. The dependent variable, in this case, is the perception of TVET. It serves as the outcome or response that is being measured to determine the effects of the independent variables. Through a rigorous analysis of these variables, the framework seeks to uncover the intricate relationships and interactions between gender, class streams, and the perception of TVET. By examining how these factors interplay, the study aims to provide a deeper understanding of the underlying dynamics that influence students' preferences and choices in the realm of technical vocational education and training.

Figure 1: Conceptual Framework



3. Research Method

A cross-sectional approach is used as the research strategy in this quantitative study with the aim of providing a descriptive exploration of some variables. A descriptive survey was used in the research as a quantitative approach. The study used a survey research

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

methodology and a questionnaire as its primary data collection tool. The inquiry is focused on specific Form 5 secondary school students, guaranteeing a concentrated focus on this group. The stratified random sampling technique, which was used, efficiently accounts for the disparities between schools. In order to ensure adequate representation while minimizing potential biases, the researchers calculated a sample size of 234 respondents using Krejcie and Morgan's (1970) formula. Then, it needs to be examined using the statistical package for social science (SPSS) for data analysis. The Cronbach Alpha value of 0.829, which denotes a high level of internal consistency and consequently increases confidence in the correctness of the measured variables, confirms the adoption of a trustworthy questionnaire. The combination of these methodological components increases the study's ability to offer insightful information on the topic under inquiry among Form 5 secondary school students.

4. Results

The study focused on gender differences and examined how secondary school students perceived technical and vocational education and training (TVET). Table 1 effectively encapsulates this nuanced analysis. The descriptive statistics further reveal a subtle variance between the genders' perceptions. Notably, male students exhibited slightly higher mean perception scores (M = 27.6325, SD = 3.35178) in comparison to their female counterparts (M = 26.7949, SD = 3.50256). However, upon reviewing the T-test outcomes (see Table 2), it became apparent that no statistically significant gender differences were evident (p = 0.063, = 0.05), This finding provides significant insight, indicating that gender holds limited sway over students' perceptions of TVET.

Table 1: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total_Perception	Male	117	27.6325	3.35178	.30987
	Female	117	26.7949	3.50256	.32381

In examining these results, it is evident that Table 2 encapsulates the comprehensive T-test analysis. It portrays the absence of substantial gender-related disparities, reinforcing the notion that students' impressions of TVET remain relatively consistent regardless of gender. This revelation carries important implications for education practitioners and policymakers, highlighting the need to promote TVET among secondary school students based on its universal applicability and appeal.

Table 2: Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total_Perception	Equal variances assumed	.077	.782	1.869	232	.063	.83761	.44819
	Equal variances not assumed			1.869	231.552	.063	.83761	.44819

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

For insights into the perceptions of secondary school students in different class streams toward TVET, the analysis employed a one-way ANOVA. The results are summarized in Table 3. The p-value of 0.525 ($p > 0.05$) and an F value of 0.646 are indicative. Notably, the p-value exceeds the significance level ($p = 0.05$), suggesting an absence of substantial disparities in the overall perceptions of students based on their class streams. In essence, the class stream appears to have a limited impact on students' impressions of TVET.

Table 3: Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.393	2	7.697	.646	.525
Within Groups	2751.923	231	11.913		
Total	2767.316	233			

Table 3 offers an in-depth overview of the ANOVA outcomes. It serves as a reference point for understanding the statistical significance or lack thereof regarding class stream influence on students' TVET perceptions. However, to comprehensively delve into the nuances of perceptual variations across different class streams, post-hoc tests were executed. Detailed results can be observed in Table 4, which presents the multiple comparisons among groups to enhance the robustness of the study's findings

Table 4: Multiple Comparisons

(I)Class Stream	(J)Class Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science Stream	Commerce Stream	.62821	.55269	.525	-.7335	1.9899
	Art Stream	.30769	.55269	.857	-1.0540	1.6694
Commerce Stream	Science Stream	-.62821	.55269	.525	-1.9899	.7335
	Art Stream	-.32051	.55269	.845	-1.6822	1.0411
Art Stream	Science Stream	-.30769	.55269	.857	-1.6694	1.0540
	Commerce Stream	.32051	.55269	.845	-1.0411	1.6822

5. Discussion

In summarising the research findings, it can be concluded that secondary school students generally have a favourable opinion of Technical and Vocational Education and Training (TVET). It's interesting to note that there is a difference in perspective based on gender, with female students showing more interest in TVET. This gender disparity may be explained by the higher level of educational awareness among female students. Based on the students' class streams, no appreciable difference in perception was found. The study's conclusions shed important light on how students view technical and vocational education and training (TVET) in the context of secondary schooling. TVET's relevance and potential appeal as a career and educational path are indicated by the favourable general view towards it. Since females are more interested in TVET than male students, there may be a need for focused interventions and awareness raising initiatives to encourage male students to pursue TVET. For directing educational policies and counselling procedures, it is essential to comprehend the aspects affecting students' perspectives. Notably, the significant impact of future employment and career prospects on students' perceptions underlines the significance of highlighting the real-world advantages and possibilities provided by TVET programmes. Numerous studies have also

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

demonstrated the importance of student interest, parental influence, and peer influence on their decision to pursue TVET, including Awang et al. (2011) and Buang et al. (2016) in the case of Malaysia, Ayub (2017) in the case of Pakistan, and Munyua et al. (2014) in the case of Kenya. It is critical for students to be interested in the TVET programme since this will motivate them to take the curriculum seriously and eventually help Malaysia develop a highly trained labour force. Additionally, family influence—whether it takes the form of moral support, guidance, financial support, or anything similar—is crucial since families, particularly parents, have a significant impact on the future of their children. Along with parents, friends also have an impact on how students behave.

6. Conclusion

The study's conclusions can help policymakers and educators create inclusive initiatives that encourage TVET among students and highlight the practical advantages it provides in terms of future job prospects and career options. Educational institutions can promote higher participation in TVET programmes and, in turn, a more skilled and varied workforce in the future by addressing gender imbalances and developing personalised methods to career advising. As a result, while the study offers insightful information about how students view TVET and emphasises the need to address scope, data collection methods, and variable limitations, it also paves the way for future research that will explore the complexities of students' perceptions of and motivations for technical and vocational education in greater depth. Future research can offer a more comprehensive and thorough understanding of how to promote and develop TVET programmes among secondary school students by widening the scope, using mixed-method approaches, and investigating other influential variables.

Ethics Approval and Consent to Participate

The researchers adhered to the research ethics guidelines of UiTM (Universiti Teknologi MARA). All activities carried out in this study involving human participants were conducted in accordance with the ethical standards set by the institutional research committee at UiTM.

Acknowledgement

Part of this article was extracted from a Bachelor's thesis submitted to Universiti Technologi MARA (UiTM), Sarawak.

Funding

This study received no funding.

Conflict of Interest

The authors affirm no conflicts of interest in this study and confirm the absence of potential conflicts regarding research, authorship, or article publication.

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

References

Adjei, S. O. (2017). Public Perception towards Technical and Vocational Education and Training (TVET) in Ghanaian Polytechnics. *Asian Research Journal of Arts & Social Sciences, 2*(3), 1-10.

Atakilti, T. (2014). Secondary Education Students' Perceptions about TVET (A Case Study of Two Government Schools in Addis Ababa). http://etd.aau.edu.et/handle/123456789/8425.

Awang, M. F., Ishak, M. A., & Osman, S. N. (2011). Students' career choice: The influence of parents, peers and teachers. *Procedia - Social and Behavioral Sciences*, 18, 292-296. doi: 10.1016/j.sbspro.2011.05.044

Ayub, H. (2017). Parental Influence and Attitude of Students towards Technical Education and Vocational Training. *International Journal of Information and Education Technology, 7*(7), 534–538. https://doi.org/10.18178/ijiet.2017.7.7.925

Azeem, N., Omar, M. K., Rashid, A. M., & Abdullah, A. (2022). The secondary school students' interest toward the TVET programs: Demographic differences. *International Journal of Learning, Teaching and Educational Research, 21*(4), 80-96.

Bano, N., Yang, S., & Alam, E. (2022). Emerging Challenges in Technical Vocational Education and Training of Pakistan in the Context of CPEC. *Economies, 10*(7), 153. https://doi.org/10.3390/economies10070153

Baron, R. A., Rea, M. S., & Daniels, S. G. (1992). Effects of indoor lighting (illuminance and spectral distribution) on the performance of cognitive tasks and interpersonal behaviors: The potential mediating role of positive affect. *Motivation and Emotion*, 16, 1–33.

Buang, N. A., Safa, M. S., Sa'ad, N. S., & Yusoff, M. N. (2016). The influence of family factors on students' career choice in Malaysia. *International Journal of Economics, Commerce, and Management, 4*(5), 82-95.

Buzzell, T. (1993). The role of TVET in resolving workforce competitiveness. *Journal of Vocational Education and Training, 5*(1), 23-36.

Cheong, K. C., & Lee, K. H. (2016). Malaysia's education crisis – Can TVET help? *Malaysian Journal of Economic Studies, 53*(1), 115-134. Retrieved from https://mjes.um.edu.my/index.php/MJES/article/download/2782/969/

Dasmani, A. (2011). Challenges facing technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. *Asia-Pacific Journal of Cooperative Education, 2012*(2), 67-77.

Esa, N., & Kannapiran, K. (2014). Male students' attitudes towards higher education. *International Journal of Educational Studies, 7*(2), 45-58.

Faitar, G.M., & Faitar, S.L. (2013). Teachers' Influence on Students' Science Career Choices. *American International Journal of Social Science, 2*(5), 10-16.

Gaotlhobogwe, M. (2010). *Attitudes to and perceptions of design and technology students towards the subject: A case of five Junior Secondary Schools in Botswana*. [Doctor of Philosophy], University of Wales, Cardiff.

Hassan, S., & Shamsudin, M. F. (2019). Measuring the Effect of Service Quality and Corporate Image on Student Satisfaction and Loyalty in Higher Learning Institutes of Technical and Vocational Education and Training. *International Journal of Engineering and Advanced Technology, 5*(8), 533-538. https://doi.org/10.35940/ijeat.e1077.0585c19

Hong, C. M., Abidin, N. Z., Ch'ng, C. K., & Roslan, T. R. N. (2022). Measuring the Perception of Secondary School Students in Kedah Towards the Attractiveness of Technical and Vocational Education and Training: A Demographic Analysis. *ASMScJ,* 17, 1-12. https://doi.org/10.32802/asmscj.2022.1261

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Indoshi F., Wagah M., & Agak J. (2010). Factors that determine students' and teachers' attitudes towards art and design curriculum. *International Journal of Vocational and Technical Education*, 2, 9-17.

Ismail, A., Yen, L. H., & Abdullah, A. G. K. (2019). Komuniti pembelajaran profesional dan efikasi kendiri guru sekolah menengah di Pulau Pinang. *JuPiDi: Jurnal Kepimpinan Pendidikan*, 2, 1-12.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607-610. doi:10.1177/001316447003000308

Lam, K. W., & Hassan, A. (2020, January 4). Factors Influencing Instruction Competencies as Perceived by Technical and Vocational Education and Training Students in Malaysia. *International Journal of Academic Research in Business and Social Sciences, 10*(1). https://doi.org/10.6007/ijarbss/v10-i1/6723

Ministry of Education. (2012). *Preliminary Report Malaysian Education Blueprint 2013-2025*. Putrajaya, Malaysia: Retrieved from https://www.moe.gov.my/menumedia/media-cetak/penerbitan/dasar/1207-malaysia-education-blueprint-2013-2025/file

Munyua, H., Too, J., Kiplang'at, J., & Omwenga, E. (2014). Influence of parental socio-economic background on students' career choice in secondary schools in Kenya: A case of public secondary schools in Nairobi County. *European Journal of Business and Social Sciences, 3*(5), 25-34.

Sebald, H. (1968). *Youth: Adolescence*. New York, Appleton-Century-Crofts.

Smyth, J., & Steinmetz, H. (2008). Gender segregation in the labor market: The impact of educational segregation by gender. *Journal of Labor Economics, 23*(4), 567-589.

Yang, F., & Fan, L. (2018). Research On the Mode of Linking Up Between Secondary and Higher Vocational Education. *Proceedings of the 8th International Conference on Social Network, Communication and Education* (SNCE 2018). https://doi.org/10.2991/snce-18.2018.64

Yeap, C. F., Suhaimi, N., & Nasir, M. K. M. (2021). Issues, challenges, and suggestions for empowering technical vocational education and training education during the COVID19 Pandemic in Malaysia. *Creative Education, 12*(8), 1818–1839.

© 2023 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).