

SECONDARY SCHOOL STUDENTS' AWARENESS AND PERCEPTION TOWARD MANJUNG COMMUNITY COLLEGE: A CASE STUDY ON LOCAL UNDERSTANDING OF TVET IN FASHION AND APPAREL

Muhammad Ikhwan Syafiq Zulkifli¹,
Shazwani Farhah Shamsuddin²,
Nurhafiza Mohd Nafi³

¹ Kolej Komuniti Manjung
(email – ikhwansyafiq@kkcm.edu.my)

² Kolej Komuniti Manjung
(email – shazwani.farhah@kkcm.edu.my)

³ Kolej Komuniti Manjung
(email – hafiza.nafi@kkcm.edu.my)

Article history

Received date : 15-2-2025

Revised date : 16-2-2025

Accepted date : 24-3-2025

Published date : 15-4-2025

To cite this document:

Zulkifli, M. I. S., Shamsuddin, S. F., & Mohd Nafi, N. (2025). Secondary school students' awareness and perception toward Manjung Community College: A case study on local understanding of TVET in fashion and apparel. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 8 (26), 450-462.

Abstract: *This study explores the level of awareness and perception among local secondary school students towards Manjung Community College, a TVET institution offering the Fashion and Apparel Certificate programme. In recent years, the college have seen a worrying decline in enrolment, prompting concerns about the institution's visibility and public perception. Using a mixed-methods research design, the study collected data through questionnaires and an open-ended question among students from five selected schools in the Manjung district. The findings revealed that overall awareness of the college stands at 63%, with significant variability across schools. Teachers and school counsellors were identified as the primary sources of information, while social media had minimal influence. Students showed generally positive perceptions towards TVET programmes but remained hesitant about enrolling, preferring traditional academic universities. Factors such as communication gaps, societal stigma towards TVET, and ineffective digital outreach were identified as key challenges faced. The study recommends enhancing teacher and counsellor's engagement, conducting targeted school campaigns, leveraging peer influence, and strengthening digital marketing strategies through platforms like TikTok and Instagram to improve visibility and enrolment targeting Generation Z. The findings offer valuable insights for Manjung Community College and similar institutions aiming to revitalize student interest in TVET programmes.*

keyword : *Manjung Community College, TVET Education, Student Awareness, Fashion and Apparel Programme, Enrolment Decline, Perception of TVET, Digital Outreach, Secondary School Students, Malaysia*

Introduction

Community colleges in Malaysia were established to cater the ever growing technical and vocational education and training (TVET) demand. The inception of community colleges dates back to the year 2000, under the Ministry of Education which now the Ministry of Higher Education, with the aim to provide affordable and localised learning opportunities. These institutions were strategically developed to support national aspirations such as workforce upskilling, economic growth through entrepreneurship, and reducing unemployment. The first batch of community colleges began with 10 pioneer campuses, but has since expanded to over 100 across the country. Community colleges offer a wide range of certificate as well as diplomas level programmes, including Fashion and Apparel, Automotive, Culinary, and Information Technology, all tailored to meet local industry demands. Since, the institution have produced thousands of semi-skilled workers to fill jobs that require specific skills, especially in the technical departments. Community Colleges also provides various lifelong learning courses which covers from cooking, sewing and even light vehicle services skills that is aimed at all kinds and levels of the community.

In recent years, Manjung Community College (Kolej Komuniti Manjung), a TVET institution in Manjung District, Perak has been experiencing a decline in the enrolment of Fashion and Apparel Certificate programme (Sijil Fesyen dan Pakaian) from 40 above per year to below 20. This trend is worrying, as Ministry of Higher Education has been promoting to enhance TVET as a feasible and respected career. Among possible factor that might contribute to this issue is a lack of awareness among secondary school students, especially those who did not manage to further into academic universities. This study aims to explore the level of awareness and perception among local secondary school students from five selected schools towards Manjung Community College and its Fashion and Apparel Programme. The research also pursues to understand how students obtain information about the college, and whether they are aware that community colleges are government-owned institutions under the Ministry of Higher Education. The findings are expected to provide clearer understanding in the effectiveness of current outreach strategies. The results would help to determine the parts that may be insufficient, as well as offering a more solid suggestions to help improve enrolment. It is important to define the possible causes of the decline, and plan to curb the issue soonest as possible. Different era requires different strategies, and in this current period, it is the Generation Z.

Statement of the Problem

Even though Manjung Community College was established to serve the educational needs of the local community, it appears that awareness among its target audience remains limited. The college currently offers only one programme which is Fashion and Apparel Certificate. It also currently competes with several other Technical Institutions nearby such as Institut Kemahiran MARA, Institut Latihan KEMAS and Institut Kemahiran Bina Negara, in which all owned by government or government linked agency. This struggle is increased by society perceptions that considers Technical and Vocational Education and Training (TVET) as a second-tier choice compared to more traditional academic universities. Such perceptions, combined with a lack of visibility, pose significant challenges in attracting school leavers to the programme. Moreover, there is no existing data on students' awareness and perceptions of the college, where this lack of information makes it difficult for the institution to design effective outreach and promotional strategies.

This research aims to address this issue by examining the level of awareness and perception of local secondary schools students towards Manjung Community College and its Fashion and

Apparel programme. The findings will help identify current limitations in promotional efforts and provide recommendations to support enrolment numbers and improve the institution's public image.

Literature Review

Community colleges in Malaysia were established to provide accessible Technical and Vocational Education and Training (TVET), particularly for students who do not meet the SPM (Sijil Pelajaran Malaysia) requirements for academic pathways. These institutions aim to serve local communities by offering skill-based programs aligned with industry needs. However, despite their important role, many community colleges remain under-recognised, especially smaller institutions like Manjung Community College. Leong (2011) mentioned that TVET has always been regarded as lower to academic education. The general consensus is that TVET in Malaysia is the profession of choice for those who have fewer educational achievements. Harun, Yusoff, and Zakaria (2020), highlights that the biggest challenge in empowering TVET education is having to deal with misunderstanding, misperception, and stigmatization towards TVET. Wong and Atan (2021) observed that the public often holds negative perceptions of TVET education and careers, viewing them as less prestigious. This perception contributes to the belief that TVET is a last resort for students deemed academically weaker. Therefore, it hinders the enrolment of students into vocational programs, even though there is a growing demand for skilled workers in industries such as fashion and apparel.

Community perceptions significantly contribute to the negative attitudes that parents hold toward TVET programmes. Many parents tend to view university graduates as more successful and prestigious compared to TVET graduates, whom they perceive as having limited career prospects. According to Hong et al. (2021), negative feedback from parents and close relatives plays a major role in discouraging student enrolment in TVET institutions. Similarly, Ismail and Abiddin (2014) highlighted that TVET qualifications and careers are often undervalued and poorly recognized by many employers in the workforce. In the case of Manjung Community College, which offers Fashion and Apparel certificate, Hamid et al. (2023) emphasized that TVET institutions, including community colleges, faces an issue where they are not seen as a viable option for post secondary education. Only by changing these perceptions should there be an improvement in student interest and enrolment. By emphasizing the value and career opportunities within the fashion industry, Manjung Community College can counteract the stigma that surrounds TVET education.

In summary, both awareness and perception significantly influence secondary school students' decisions about post-secondary education. Therefore, understanding and addressing these two factors are essential for developing effective strategies to improve student enrolment in TVET programs like the Fashion and Apparel certificate at Manjung Community College.

Objectives

- To measure the level of local secondary school students' awareness regarding Manjung Community College and its programme.
- To explore perceptions of the Fashion and Apparel Certificate (Sijil Fesyen dan Pakaian) among local secondary school students.
- To identify key factors that influence local secondary school students' perception and awareness.

Methodology

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches. The quantitative component consists of questionnaire aimed at measuring students' awareness and perceptions of Manjung Community College. Meanwhile, the qualitative component comes from a single open-ended question intended to capture students' personal suggestions for improving the college's appeal.

Sampling:

The target population consists of Form 5 students from five selected secondary schools within the Manjung district. A total of 72 respondents participated in this study, selected using a convenience sampling method due to time constraints and access considerations.

Instrument:

Data will be collected through a bilingual (Malay and English) questionnaire developed via Google Forms. The questionnaire includes demographic items, awareness questions, and perception statements measured on a Likert scale. An open-ended question included to give deeper insights on what the students think.

Data Analysis:

Quantitative

Collected responses will be analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Cross-tabulation will be employed where relevant to identify relationships between variables. Microsoft Excel is used to do the analysis as the data volume is not huge.

Qualitative

Responses to the open-ended question in Section D were analysed using thematic analysis. Key themes were identified manually by grouping similar suggestions to explore students' opinions and expectations about how the college could be improved

Ethical Considerations:

Participation was voluntary and anonymous. Respondents were informed about the purpose of the study and that their data would be used strictly for academic purposes. Informed consent was implied through the act of submitting the completed form.

Findings

Demographic and awareness overview

A total of 70 secondary school students participated in the survey, representing five secondary schools within the Manjung district. Each school contributed an equal number of respondents, with 14 students from SMK Pangkalan TLDM, SMK Dato' Idris, SMK Seri Samudera, SMK Kampung Dato' Seri Kamaruddin, and SMK Seri Manjung. In terms of gender distribution, the sample comprised 30 male students (43%) and 40 female students (57%), indicating a slight majority of female participants across the dataset. In regards to awareness, the results showed that 63% of the students (44 out of 70) had heard of Manjung Community College, while the remaining 37% (26 students) had not. This indicates that although the college has some presence among the target group, a significant portion of students are still unaware of its existence, highlighting the need for improved outreach and visibility efforts.

Table 1: Awareness by school

School	Heard of the College	Awareness Percentage
SMK Dato' Idris	11	78%
SMK Kampung Dato' Seri Kamaruddin	11	78%
SMK Seri Manjung	9	64%
SMK Pangkalan TLDM	7	50%
SMK Seri Samudera	6	42%

SMK Dato' Idris and SMK Kampung Dato' Seri Kamaruddin have the highest awareness of the college, with 78% of students from these schools familiar with it. SMK Seri Manjung follows with 64% awareness, while SMK Pangkalan TLDM has 50%. SMK Seri Samudera has the lowest awareness, with only 42% of students familiar with the college.

Table 2: Awareness by Gender

Gender	Heard of the College	Awareness Percentage
Male	17	56%
Female	27	68%

Male students have a lower awareness of 56% being aware of the college compared to female students with 68%.

Table 3: Awareness Among Students Who Have Heard of Manjung Community College

Question	Yes	No
Knows it is a government institution under Ministry of Higher Education	36 (82%)	8 (18%)
Aware of the Fashion and Apparel programme	23 (52%)	21 (48%)

Among the 44 students who had heard of Manjung Community College, 82 percent know that it is a government institution under the Ministry of Higher Education. However, about half which is 48% are unaware that the college offers a Fashion and Apparel programme. This shows that while general recognition of the college's status is fairly strong, awareness of the specific course it offers is still quite limited.

Table 4: Sources of Information Among Students Who Have Heard of Manjung Community College

Source	Number of Students	Percentage
Teachers / School Counselling	16	36%
Family	11	25%
Friends	10	23%
Social Media	7	16%

The most common source of awareness about the college is Teachers / School Counselling, with 36% of students mentioning it. Family and Friends are also significant sources of information, with 25% and 23% of students, respectively, learning about the college through them. Social Media has the smallest impact, with only 16% of students using this platform to become aware of the college.

Table 5: Sources by school

School	Teachers / School Counselling	Friends	Family	Social Media
SMK Seri Manjung	5	0	1	3
SMK Dato' Idris	3	3	3	2
SMK Kampung Dato' Seri Kamaruddin	4	3	3	1
SMK Seri Samudera	1	2	3	0
SMK Pangkalan TLDM	3	2	1	1

Most students learned about Manjung Community College through Teachers / School Counselling, with 16 students mentioning it as their source of information. SMK Seri Manjung have the highest number of students (5) relying on school staff for information. Family is the second most common source, with 11 students mentioning it, particularly in schools like SMK Seri Samudera, where family influence is strong. Friends are the source for 10 students, with SMK Dato' Idris and SMK Kampung Dato' Seri Kamaruddin having the most students (3 each) learning from their peers. Finally, Social Media is the least common source, with only 7 students citing it, the majority from SMK Seri Manjung and none in SMK Seri Samudera. In summary, teachers and family are the main sources of awareness, while social media has the least impact.

Table 5: Perceptions of TVET and the Fashion & Apparel Programme

Perception Statement	Mean Score	Interpretation
TVET programmes offer good career prospects	4.1	Respondents generally agree that TVET programs provide promising career opportunities.
Fashion and Apparel is a respected and viable career path	3.8	There is moderate to strong agreement that a career in fashion and Apparel is respectable and viable.
I would consider enrolling in Manjung Community College	3.3	Responses are close to neutral, indicating mixed feelings about enrolling in the college.
Manjung Community College is well known among students	3.0	Respondents are neutral, suggesting that the college's recognition among students is limited.
The facilities at community colleges are adequate	3.2	Participants are somewhat neutral, indicating moderate satisfaction with the current facilities.
I prefer academic universities over TVET institutions	3.6	There is a slight preference for academic universities.

Students' perceptions of Technical and Vocational Education and Training (TVET) programmes and the fashion and Apparel programme offered by the college are generally positive. However, the data shows a more balanced view when it comes to perceptions of the

college's programme, reputation and facilities. There is also a bit higher mean of preference for universities over TVET institutions.

i. Open-ended responses thematic analysis

Variation of Courses and Programs

- Students expressed interest in a broader range of courses.
 - *"Pelbagaikan lagi kursus"* (Expand more courses)
 - *"Menambahkan lebih banyak lagi aliran untuk dipelajari"* (Add more streams to study)

Enhanced Facilities and Infrastructure

- Suggestions were made to improve facilities to create a more conducive learning environment.
 - *"mempunyai alat kemudahan yang lengkap"* (to have adequate facilities)

Proximity and Accessibility

- The college's location was also a factor.
 - *"Dekat dengan rumah"* (Close to home)

Marketing and Awareness Campaigns

- Students suggested initiatives to raise awareness about the college.
 - *"Mungkin boleh memulakan kempen untuk menarik minat ramai pihak murid yang berminat"* (Maybe can start a campaign to attract the interest of many students)

Positive Perceptions and Satisfaction

- Some students already view the college positively.
 - *"Tiada, saya rasa semuanya bagus!"* (Nothing, I think everything is good!)

Discussion

i. Awareness and Variability Across Schools

The survey data indicate that overall awareness of Manjung Community College among the respondents stands at about 63%. However, when divided by school, there is a clear variability where it can be seen that SMK Dato' Idris and SMK Kampung Dato' Seri Kamaruddin reports the highest awareness at 78% in number, 11 out of 14 students are aware. Followed by SMK Seri Manjung in which 9 out of 14 students that equals to 64%. SMK Pangkalan TLDM then shows a moderate awareness level at 50% with 7 out of 14 students. Finally is SMK Seri Samudera, where only 6 out of 14 students has the awareness that translates to 42%.

To begin, all of the involved school have consistent promotion activities done by Manjung Community College. Nevertheless, this variation suggests that the spreading of information about the college is uneven across the district. Even though SMK Dato' Idris is the furthest, they did score higher on the table. This might be due to their teachers who are very aggressive in promoting students towards TVET institutions. The lower awareness in SMK Seri Samudera could be due to several factors such as less encouragement from teachers or limited counselling programs as well as social media mismatch that affect the student's awareness towards the institution.

ii. Awareness of Government Ownership

The analysis shows that among the 44 students who are aware of Manjung Community College, a significant majority (82%) recognize the college as a government institution under the Ministry of Higher Education. This strong recognition reflects the college's established position within the education system as its affiliation with the Ministry promotes better opinion among the secondary school students. However, the 18% who are unaware of this important detail, combined with the remaining 26 students who do not even know of the college's existence, tells a different story. These figures highlight an important communication gap where a significant portion of the student is unaware of the college's governmental status as well as its existence.

This suggests that while the college has made some progress in communicating its affiliation, it may not be reaching all segments effectively. The 18% of respondents unaware of the college's governmental status may not fully appreciate the advantages that come with such an affiliation, such as government funding, accreditation, and potential career opportunities tied to the Ministry of Higher Education. These students might be missing key information that could influence their perceptions of the college's quality and opportunities.

Furthermore, the 26 students who are unaware of the existence of Manjung Community College altogether indicate that the college has substantial room to improve its visibility, not just in terms of its governmental affiliation but also in general brand recognition. This group represents a significant portion of potential students who have yet to learn about the college, which could limit its ability to attract prospective students. It may also signal the need for improved marketing and outreach strategies, especially in the local community and surrounding areas.

iii. Awareness of Fashion and Apparel Programme

The responses to the Fashion and Apparel program reveal a relatively balanced awareness, with 52% of students aware that the college offers this program and 48% unaware. This is an area that could benefit from increased visibility. If the college wants to attract more students to this program, it could focus on enhancing its visibility through targeted campaigns, information sessions, or collaboration with high schools and community outreach efforts. The 48% who are unaware of the program represent a potential audience that could be engaged with better promotional strategies.

iv. Sources of Information

The main channels through which students learned about Manjung Community College were:

- **Teachers / School Counselling (36%)**
- **Family (25%)**
- **Friends (23%)**
- **Social Media (16%)**

These results shows that teachers and counsellors play an important role in empowering students to select the best-fit education pathway, as emphasized by Arshad et al (2018). Family and friends scores similarly in spreading awareness towards the awareness. This view is shared in a study by Loon and Saring (2012), where interpersonal influence from parents and peers provide positive support towards the students which can affect their college choice decisions directly. Interestingly, social media, which is accessible to all levels of community did not have such impact towards delivering the information regarding college. Manjung Community College currently relies on Facebook for promotion and visibility, yet the sources percentage

are negligible. To discuss, recently Generation Z in Malaysia is increasingly shifting towards other platforms like Tiktok, Instagram and Snapchat.

According to a study by Jambulingam, Francis, and Dorasamy (2018), Gen Z prefers visually-driven and interactive content, while Facebook's popularity has declined among this age group. To further strengthen this view, a recent finding from the *Digital 2024 Malaysia* report indicates that TikTok has become the most preferred social media platform among Generation Z in Malaysia where their advertising reach 85.4% of the local internet user base. This high engagement suggests that TikTok plays a dominant role in how Gen Z interacts with digital content and brands in the country (DataReportal, 2024). To better engage with younger students, the college could consider focusing more on Tiktok, Instagram, Snapchat, or even Youtube, where dynamic and interactive content like short videos and live streams would resonate more. Facebook engagement needs to continue as the teachers and counsellors prefer this platform.

v. Perceptions of TVET and the Fashion Programme

The survey also explored perceptions related to TVET and the Fashion and Apparel programme. Overall, the data show:

- Students generally agree that TVET programmes offer good career prospects (mean score 4.1).
- They view the fashion and Apparel career path as both respected and viable (mean score 3.8).
- For the question of whether they will consider enrolling in Manjung Community College, the students are undecided. (mean score 3.3).
- The students are neutral in regards to the well known status of Manjung Community College. (mean score 3.0)
- The facilities at Manjung community college receive a moderate score, as shown by students' unfamiliarity towards college. (mean score 3.2)
- The last question covers the preferences of either the academic universities or TVET institutions, in which students were leaning towards the former. (mean score 3.6)

These perceptions suggest that while there is a positive attitude toward the career prospects of TVET and the specific programme, the students are hesitant about choosing the TVET route. As students are also influenced by the society views and lack of detailed knowledge about the programme, more exposure is needed to correct the bias. To overcome these prejudices, planning more aggressive and accurate promotions of success stories that involves alumni and their career outcomes are crucial. The enrolment consideration data reveal that the students are undecided, as shown by a mean score of 3.3. However, when analyzed by school, some trends can be interpreted:

- Schools with higher overall awareness (SMK Kampung Dato' Seri Kamaruddin and SMK Dato' Idris) tend to have slightly higher number of students willing to enrol (3.8 and 3.5 mean score) compared to schools with lower awareness which is SMK Pangkalan TLDM and SMK Seri Samudera (3 and 2.9 mean score).

These finding highlights that improving awareness regarding the college's government affiliation and the benefits of a TVET route could positively affect the student's consideration towards enrolling in Manjung Community College. To elaborate, the student's low awareness of the facilities provided by Manjung Community College requires early intervention by

sharing more of the equipment and facilities prepared. This could be achieved through social media sharing as well as open day invitation for schools to visit the institution. To enhance the experience, exposing them the TVET route earlier is a must. This is crucial to refute the negative perceptions of TVET institutions in comparison to academic universities.

vi. Possible Causes and Implications

The analysis identified several potential causes for the challenges faced by Manjung Community College in attracting students. One key factor is communication gaps, particularly in schools with lower awareness, such as SMK Seri Samudera. In these schools, limited engagement from teachers and school counseling services may result in a lack of accurate information about available educational opportunities, including those offered by Manjung Community College. This highlights the importance of community outreach and information campaigns to raise awareness about institutions like Manjung Community College.

Another contributing factor is the societal bias toward TVET. The stigma surrounding TVET education persists, leading to lower enrolment intentions, even when career prospects are seen positively. Mahuyu and Makochekanwa (2020) noted that many parents view TVET students as low achievers, associating them with weak academic performance, lower socio-economic status, and “dirty” or unorganized work. Historically, vocational education has been regarded as more focused on training than on formal education, emphasizing skills for jobs that are seen as requiring only basic competencies (Moodie, 2002). Moreover, some parents prioritize academic success over students' skills and interests, contributing to the low enrolment in TVET programs. Community perceptions also reinforce these negative attitudes, with some parents expressing greater pride in university graduates and viewing them as more successful than TVET graduates. TVET trainers are often seen as having limited career prospects, a sentiment echoed by Hong et al. (2021), who highlighted that negative feedback from parents and close relatives leads to fewer students pursuing TVET. Additionally, Ismail and Abiddin (2014) pointed out that many employers have a low regard for TVET-based qualifications and careers in the workplace.

Lastly, the digital divide is another important factor. Despite Manjung Community College's active presence on social media, its influence seems limited, suggesting the need for adjustments, especially in the platforms used. Khalid et al. (2023) found that TikTok has become a dominant platform among Malaysian Generation Z, with respondents using it not only for entertainment but also as a primary source of information. TikTok's unique blend of entertainment and user-generated content sets it apart from other social media platforms like Instagram and Facebook. The platform's personalized algorithm further enhances engagement, making it a powerful tool for connecting with this demographic. These findings are consistent with DataReportal (2024), which reports that TikTok and Instagram are the leading platforms among Malaysian youth.

Recommendations

Based on the findings, several strategies can be implemented to address the identified issues and enhance awareness of Manjung Community College. First, enhancing teacher and school counseling engagement is crucial. Training sessions for teachers and school counselors on the benefits and opportunities provided by Manjung Community College could significantly improve overall awareness and provide students with accurate information regarding TVET pathways. Additionally, targeted promotional campaigns are needed, particularly for schools with lower awareness levels, such as SMK Seri Samudera. In-school presentations and

interactive sessions could help bridge the knowledge gap and create direct engagement with students. Another effective approach would be leveraging peer influence. Encouraging students who are already aware of the college to share their positive experiences can serve as a valuable tool to reach a broader audience. Peer endorsements often resonate more with students, making the college's offerings more relatable and attractive.

Furthermore, enhancing digital outreach is essential. Although social media has a limited current impact, a more robust digital campaign should complement traditional outreach methods to make information easily accessible and engaging. As highlighted in the discussion, focusing on platforms that resonate with Generation Z, such as TikTok and Instagram, would be crucial. According to Khalid et al. (2023), these platforms have become dominant sources of information and entertainment for Malaysian youth. By leveraging TikTok's dynamic content-sharing format and Instagram's visual appeal, Manjung Community College can reach its target demographic effectively, boosting its digital marketing strategy and increasing student engagement.

In summary, combining these strategies of enhanced engagement with teachers and counselors, targeted campaigns, peer influence, and a stronger digital presence could effectively address the awareness and perception challenges faced by Manjung Community College.

References

- Afifah, H., Ulya, W., & Budi Wirawan, N. (2024). Exploring Gen Z's preferences toward higher education institutions' promotional strategies. *International Business Education Journal*, 17(2), 127–140. <https://doi.org/10.37134/ibej.Vol17.2.10.2024>
- Arshad, M., Tahir, A., Khan, M. M., & Basit, A. (2018). Impact of career counseling and vocational guidance on employment in TVET sector. *International Journal of Human Resource Studies*, 8(1), 274–289. <https://doi.org/10.5296/ijhrs.v8i1.12554>
- Chhor, C., Sek, V., Norng, R., Hoeurn, S., & Sam, R. (2024). Factors influencing students' enrollment decisions in higher education institutions: A case study of the National University of Battambang. *European Journal of Contemporary Education and E-Learning*, 2(6), [https://doi.org/10.59324/ejceel.2024.2\(6\).10](https://doi.org/10.59324/ejceel.2024.2(6).10)
- Dalol, A. A., Islam, R., & Humayun, K. S. M. (2021). Social media usage and behaviour among Generation Y and Z in Malaysia. *Middle East Journal of Management*, 8(5), 405–425. <https://doi.org/10.1504/MEJM.2021.117506>
- DataReportal. (2024). *Digital 2024: Malaysia*. Retrieved from <https://datareportal.com/reports/digital-2024-malaysia>
- Hamid, H. B. A., Piahat, T. B., Haris, N. A. L. A., & Hassan, M. F. (2023). Shades of gray: TVET in Malaysia—Issues and challenges. *International Journal of Academic Research in Business and Social Sciences*, 13(6), 2152–2167. <https://doi.org/10.6007/ijarbss/v13-i6/16747>
- Harun, A., Yusoff, R. M., & Zakaria, A. M. (2020). TVET in Malaysia: Capabilities and challenges as viable pathway and educational attainment. *Journal on Technical and Vocational Education*, 5(1). Retrieved from <https://upikpolimas.edu.my/ojs/index.php/JTVE/article/view/372>
- Hong, C. M., Ch'ng, C. K., & Roslan, T. R. N. (2021). Students' tendencies in choosing technical and vocational education and training (TVET): Analysis of the influential factors using analytic hierarchy process. *Turkish Journal of Computer and Mathematics Education*, 12(3), 2608–2615. <https://doi.org/10.17762/turcomat.v12i3.1262>

- Ismail, A., & Abiddin, N. Z. (2014). Issues and challenges of technical and vocational education and training in Malaysia towards human capital development. *Middle-East Journal of Scientific Research*, 19(2), 7-11.
- Ismail, M. E., Hashim, S., Abd Samad, N., Hamzah, N., Masran, S. H., Mat Daud, K. A., Amin, N. F., Samsudin, M. A., & Kamarudin, N. (2019). Factors that influence students' learning: An observation on vocational college students. *Journal of Technical Education and Training*, 11(1). Retrieved from <https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/3105>
- Jambulingam, M., Francis, J., & Dorasamy, M. (2018). What is Generation Zs' preferred social media network? In *Proceedings of the 2018 Fourth International Conference on Advances in Computing, Communication & Automation (ICACCA)* (pp. 1-4). IEEE. <https://doi.org/10.1109/icaccf.2018.8776817>
- Khalid, J. K., Adnan, W. H., & Mohamed, S. (2023). The use of TikTok social media in influencing Generation Z online purchasing behaviour in Malaysia. *Management Research Journal*, 12(2), 40-52. <https://doi.org/10.37134/mrj.vol12.2.4.2023>
- Koe, W. L., & Saring, S. N. (2012). Factors Influencing the Foreign Undergraduates' Intention to Study at Graduate School of a Public University. *Jurnal Kemanusiaan*, 10(1).
- Leong, P. C. (2011, August). Key reforms in revitalising Technical and Vocational Education and Training (TVET) in Malaysia. In *Regional Conference on Human Resource Development Through TVET as a Development Strategy in Asia* (pp. 4-5).
- Mahuyu, J., & Makochekanwa, A. (2020). Perspectives of parents towards technical and vocational education and training (TVET) in Zimbabwe. *Advances in Politics and Economics*, 3(4), 1-7. <https://doi.org/10.22158/ape.v3n4p1>
- Ministry of Education Malaysia. (2013). *Malaysia education blueprint 2013-2025*. Putrajaya: Ministry of Education Malaysia.
- Moodie, G. (2002). Identifying vocational education and training. *Journal of Vocational Education and Training*, 54(2), 249-266. <https://doi.org/10.1080/13636820200200197>
- Mustapha, R., & Greenan, J. P. (2002). The role of vocational education in economic development in Malaysia: educators' and employers' perspectives. *Journal of Industrial Teacher Education*, 39(2).
- Omar, M. K., Rauf, M. A., Ismail, N., Rashid, A. M., Puad, H. M., & Zakaria, A. (2020). Factors on deciding TVET for first choice educational journey among pre-secondary school student. *European Journal of Molecular & Clinical Medicine*, 7(3), 609-627.
- Omar, R., Ahmad, N. A., Hassan, S. A., & Roslan, S. (2017). Parental involvement and achievement motivation: Association with students' achievement in vocational colleges, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 7(4), 11-24 <https://doi.org/10.6007/ijarbss/v7-i14/3648>
- Rahman, M. M., Rashid, M., & Khan, M. S. (2021). Parents' Involvement in Children's Education: A Study on Kachua Upazila of Bagerhat, Bangladesh. *Journal of Media and Communication Studies*, 1, 86-101.
- Rosli, N. H., & Hassan, N. F. H. (2022). The factors influencing students' decision in choosing higher education. Retrieved from <https://ir.uitm.edu.my/id/eprint/76541/>
- UNESCO-UNEVOC. (2020). *Promoting quality in TVET using ICT and digital platforms*. Retrieved from https://unevoc.unesco.org/pub/promoting_quality_in_tvete_using_technology.pdf
- Yeap, C. F., Suhaimi, N., & Nasir, M. K. M. (2021). Issues, challenges, and suggestions for empowering technical vocational education and training education during the COVID-19 pandemic in Malaysia. *Creative Education*, 12(8), 1818-1839. <https://doi.org/10.4236/ce.2021.128138>

Zhi, W. W., & Atan, S. A. (2021). Factors influencing students' attitudes towards technical and vocational education and training (TVET). *Research in Management of Technology and Business*, 2(1), 335-348.
<https://publisher.uthm.edu.my/periodicals/index.php/rmtb/article/view/1848/700>