

A Study of Family Support and Cultural Influences Towards Enrolment in TVET Programmes: Mediating Role of Youth Attitudes in Penang, Malaysia

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ABSTRACT

The research targeted family support and cultural influences with regard to their effect on enrolment in TVET programmes with a mediating role played by youth attitudes. To acquire thorough data, a quantitative survey was undertaken, targeting 423 students ages 15 to 17 years old from not pre-selected secondary schools across Penang. SPSS V.29 was used. The findings revealed positive significant relationship between youth attitudes, family support, cultural influences, and enrolment in TVET programmes. The findings also revealed that youth attitudes partially mediating between family support, cultural influences, and enrolment in TVET decisions. The study's findings have important consequences for TVET as a component in Malaysia's effort to build a skilled workforce, reduce socioeconomic disparities, and support the transition to a high-tech, sustainable economy. In conclusion, the value of this study lay in its ability to advance knowledge of the mediating role of youth attitudes in relationship between family support and cultural influences.

Keywords: Family Support, Cultural Influences, Youth Attitudes, TVET Enrolment, Skilled Workforce.

INTRODUCTION

Youth education and training in Malaysia is overrepresented in Technical and Vocational Education and Training (TVET), which however is challenged by societal expectation and family support. According to Abdul Aziz and Subramaniam, (2023), negative societal perceptions and family endorsement against TVET represent critical barriers to uptake of TVET, thus inhibiting Malaysia's ability to meet workforce development targets. Though TVET policies have improved over the years, the per generation bias against TVET is still there and this show a gap in understanding how family and cultural expectations affect youth TVET enrolment decisions (Hamid et al., 2023).

TVET governance is fragmented and revolves around negative images of TVET as a traditional option without high social mobility and employment prospects (Abdul Aziz & Subramaniam, 2023). Evidence shows that only 43.55% of SPM graduates join TVET programmes in 2023, below the government's aspiration of 55% by 2025 (Sekretariat Majlis TVET Negara, 2023). This reveals that although varied TVET programmes and growing employment opportunities are available, unfavourable attitudes of families and communities prevent youths from pursuing vocational education (Othman et al., 2023).

Youths become more confident and determined, and family support, especially parental encouragement and approval of educational programmes relating to the non-traditional educational direction facilitates the process (Azeem et al, 2022; Nawawi et al., 2024). Again, external pressures, for example from the community and culture with the belief that vocational subjects are a low credibility subjects diminish the credibility of TVET, and this makes TVET considered as a stream for low achievers (Nawawi et al., 2024). However, this bias is much more

compelling the more a culture values academic achievement and regards TVET as an education channel for students who do not excel academically (Aldossari, 2020).

The lack of knowledge of how these perceptions are endorsed by youth and reflected on enrolment attitudes towards TVET further exacerbates these biases. Youth attitudes can be considered as a psychological link between environmental factors and behavioural consequences of enrolment decisions. However, the process by which these attitudes are developed and how they mediate the relationship between family support, culture, and TVET participation has received limited consideration (Azeem et al, 2022; Nawi et al., 2024).

Finally, family support and cultural perceptions remain important factors shaping education decision-making but there is a need for further enquiry as to the role, and even the mediating role, of youth attitudes in these influences and on enrolment outcomes (Aziz et al., 2020). Youth attitudes act as a psychological bridge to behaviour and act as a determinant of family and social inputs' conversion into actual enrolment decisions (Azeem et al, 2022; Nawi, 2024). Filling this gap is crucial for propagating targeted approaches that would change the perception of youths towards TVET and encourage their uptake.

Research Objectives, Questions & Hypotheses

Table 1 below is the summary of research objectives, questions, and hypotheses for this study.

Table 1 Summary of Research Objectives, Questions & Hypotheses

Objectives	Questions	Hypotheses
RO1: To examine the significant relationship between family support and youth attitudes.	RQ1: Is there a significant relationship between family support and youth attitudes?	H1: There is a significant relationship between family support and youth attitudes.
RO2: To examine the significant relationship between cultural influences and youth attitudes.	RQ2: Is there a significant relationship between cultural influence and youth attitudes?	H2: There is a significant relationship between cultural influences and youth attitudes.
RO3: To determine the significant relationship between youth attitudes and enrolment in TVET programmes.	RQ3: Is there a significant relationship between youth attitudes and enrolment in TVET programmes?	H3: There is a significant relationship between youth attitudes and enrolment in TVET programmes.
RO4: To assess the mediating role of youth attitudes in relationship between family support and enrolment in TVET programmes.	RQ4: Does youth attitude mediate the relationship between family support and enrolment in TVET programmes?	H4: Youth attitude significantly mediates the relationship between family support and enrolment in TVET programmes.
RO5: To assess the mediating role of youth attitudes in the relationship between cultural influences and enrolment in TVET programmes.	RQ5: Does youth attitude mediate the relationship between cultural influences and enrolment in TVET programmes?	H5: Youth attitude significantly mediates the relationship between cultural influences and enrolment in TVET programmes.

LITERATURE REVIEW

The Relationship between Family Support and Youth Attitudes

H1: There is a significant relationship between family support and youth attitudes.

The importance of family support on youth attitudes in decision-making has been the focus of several studies, which consistently highlight how positive, or negative family support can impact students' attitudes of vocational pathways (Nawi et al., 2024; Oke & Ahmodu, 2023; Azeem et al., 2022).

Nawi et al. (2024) in their systematic literature review also noted that family support is one of the impeding societal factors of students' intention to enrol to TVET programmes. Similarly, Oke and Ahmodu (2023) study

vocational factors that affect student career choice at Ekiti State University and found that family support plays a big role in determining career choice. Azeem et al. (2022) further examines the relationship between family support and students' attitudes towards TVET programmes in Pakistan studying the impact of perceived social support among students' interest in TVET programmes. Further, Azeem et al. (2022) indicated that family support plays a significant role in shaping youth attitude towards vocational education among settings where social support is strong perceived.

Finally, family support is an important influence on youth attitudes toward enrolment into TVET. In a similar context, Nawi et al. (2024), Oke and Ahmodu (2023) as well as Azeem et al. (2022) questioned the importance of family encouragement as an influencing aspect in students' decision to choose a vocational pathway.

The Relationship between Cultural Influence and Youth Attitudes

H2: There is a significant relationship between cultural influence and youth attitudes.

Several studies have the focus of cultural influence on youth attitudes that one of them, cultural perceptions and societal norms that influence youth attitudes (Nawi et al., 2024; Aldossari, 2022; Azeem et al., 2022; Omar & Desa, 2023).

Nawi et al. (2024), using a systematic literature review, state that cultural influences e.g., social norms, peer influence, and community expectation have a very effect on youth attitude for TVET enrolment. Similar, Aldossari (2020) study on Saudi Arabia shows that cultural stigma surrounding vocational training remains in spite the measures in the Vision 2030 aimed at reducing these stigmas. According to Azeem et al. (2022) in Pakistan, family expectations which are shaped by cultural biases, hinder student's interest in TVET programmes. Moreover, a similar study done by Omar and Desa (2023) in Kuching Malaysia had also revealed that societal attitudes towards vocational education greatly affect the youth in the choices of enrolling to TVET.

The studies reviewed in this literature review show that it is important to change culture around TVET being an important and valued type of education when TVET has historically been undervalued in societies (Aldossari, 2022; Azeem et al., 2022; Nawi et al., 2024; Omar & Desa, 2023).

The Relationship between Youth Attitudes and Enrolment in Technical and Vocational Education and Training (TVET) Programmes

H3: There is a significant relationship between youth attitudes and enrolment on TVET programmes.

The tendency in researchers across different contexts has been to point out the value of positive perceptions and the influence of societal, familial, and cultural factors on students' intentions to enter vocational education (Omar & Desa, 2023; Aziz et al., 2020).

One key study by Aziz et al. (2020) investigates the "push-pull" factors influencing youth enrolment in TVET programmes at community colleges in Malaysia identifies youth attitudes as a major "push" factor discouraging participation, with a lack of student interest being a prominent deterrent. Moreover, Omar and Desa (2023) youth attitudes study in Kuching, Malaysia also reveal the significance of youth attitudes in research that investigates the cultural perceptions and misinformation effect on enrolment decisions.

Finally, these studies show that youth attitudes are a major contributor to the decision for TVET enrolment (Aziz et al., 2020; Omar & Desa, 2023).

The Mediating Role of Youth Attitudes in the Relationship between Family Support and Enrolment in TVET Programmes

H4: Youth attitudes significantly mediates the relationship between family support and enrolment in TVET programmes.

Recent studies highlight that the influence of family support towards the enrolment in TVET is not direct; rather, it is mediated by youth attitudes toward TVET (Nawi et al., 2024; Aziz et al., 2020; Azeem et al., 2022; Omar and Desa, 2023).

Supportive families will push their child toward vocational education as another option that is also well recognized by the wider public (Wong & Atan, 2021). Azeem et al. (2023) assess that several factors influence a youth attitude toward TVET programmes including societal perceptions, peer influence, and personal experiences. These attitudes act as a filter for the translation and implementation or rendering of family support ineffective (Azeem et al., 2022). For example, as Nawi et al. (2024) emphasise one the influential societal factors which youth change the decision to join TVET is family support. Study by Nawi et al. (2024) suggests that youth attitudes act as mediator between family encouragement and TVET enrolment.

Finally, the literature provides well documented evidence of the mediating role of youth attitudes in the relationship between family support and TVET enrolment. A strong family support is always seen as a necessary factor, but its impact is moderated by youths' attitudes towards vocational education (Nawi et al., 2024; Aziz et al., 2020; Azeem et al., 2022; Omar, 2023).

The Mediating Role of Youth Attitudes in the Relationship between Cultural Influence and Enrolment in TVET Programmes

H5: There is a significant relationship between mediating role of youth attitudes towards family support and enrolment on TVET programmes.

The studies also found that youths with positive attitudes towards TVET are likely to follow vocational pathways even in these environments (Nawi et al., 2024; Aldossari, 2020; Omar & Desa, 2023).

In developing countries, cultural perceptions of TVET too often stigmatise vocational education as inferior to academic pathways (Omar & Desa, 2023). As an example, a systematic literature review by Nawi et al. (2024) finds that societal factors including community attitudes and peer expectations are major factors influencing youths' intentions for enrolling into TVET programmes. Likewise, the Aldossari (2020) research in Saudi Arabia reveals that the cultural stigma towards TVET has found its roots deeply in a society and shun itself away from the youths from taking this path of vocational education. However, youth's attitude towards TVET, plays an important mediating role through how much, or little, it will affect them to enrol into TVET Nawi et al. (2024).

The literature has well documented that youth attitudes mediate the relationship between family support and TVET enrolment. Perception of vocational education is influenced by cultural factors like societal stigmatisation and the expectation from peers (Nawi et al., 2024; Aziz et al., 2020; Azeem et al., 2022; Omar and Desa, 2023), but positive youth attitudes towards vocational education outweigh these to encourage higher rates of TVET enrolment.

Underpinning Theory: Social Cognitive Theory

This study is anchored on Albert Bandura's Social Cognitive Theory (SCT) of 1986. According to SCT, Behavioural Outcome, Personal Factors, and Environmental Factors are interrelated and mutually influencing reciprocal factors that determine an individual's learning, decision making, and behaviour. For this purpose, family support and cultural influences, are treated as environmental factors that affect the youth's decision to enrol TVET programmes.

In SCT, youth learn through observation of others' behaviour and the internalisation of their observed behaviours and attitudes especially from the role models family members, peers (Bandura, 1986). While with TVET, society's perception of vocational is seen from the youth's point of view.

These beliefs are internalised and taught to them within their education. The other is family attitudes that significantly impact youth perceptions of TVET as it is an important factor which invigorates and promotes

youth to pursue non-traditional educational pathways as positive family support boosts self-efficacy (Azeem et al., 2022).

The model furthermore indicates that self-efficacy an individual's belief that they are capable of succeeding affects behaviour and decision making. Youths who perceive vocational education as having high prestige are also more likely to enrol in, as well as to succeed in, TVET programmes (Bandura, 1986).

This research incorporates SCT into the theoretical framework show in Figure 1 and provides a more complete understanding of how family support and cultural influences modify the relationship between youth attitudes and TVET enrolment decisions. This model can help to navigate both indirect and direct effects by helping to gain a better understanding of what psychological factors are driving youth in their decision related to vocational education.

THEORETICAL FRAMEWORK

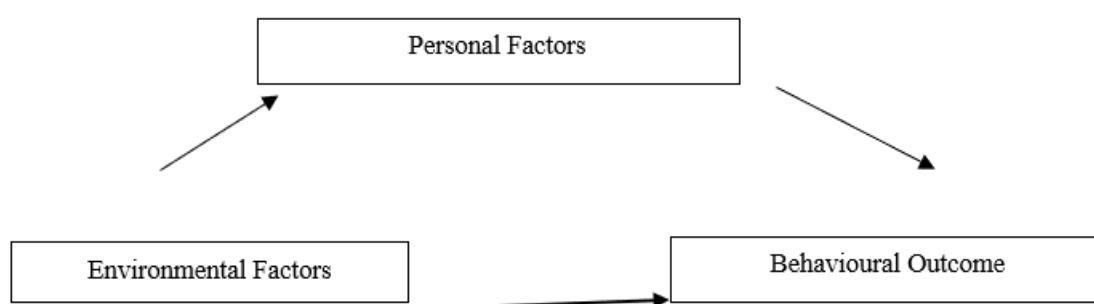


Figure 1 Theoretical Framework Source: Social Cognitive Theory by Bandura (1986)

CONCEPTUAL FRAMEWORK

Figure 2 provides a conceptual framework for further work, as it provides the basis for the interplay of the independent variables, dependent variable, and the mediating variable for a full mediation effect.

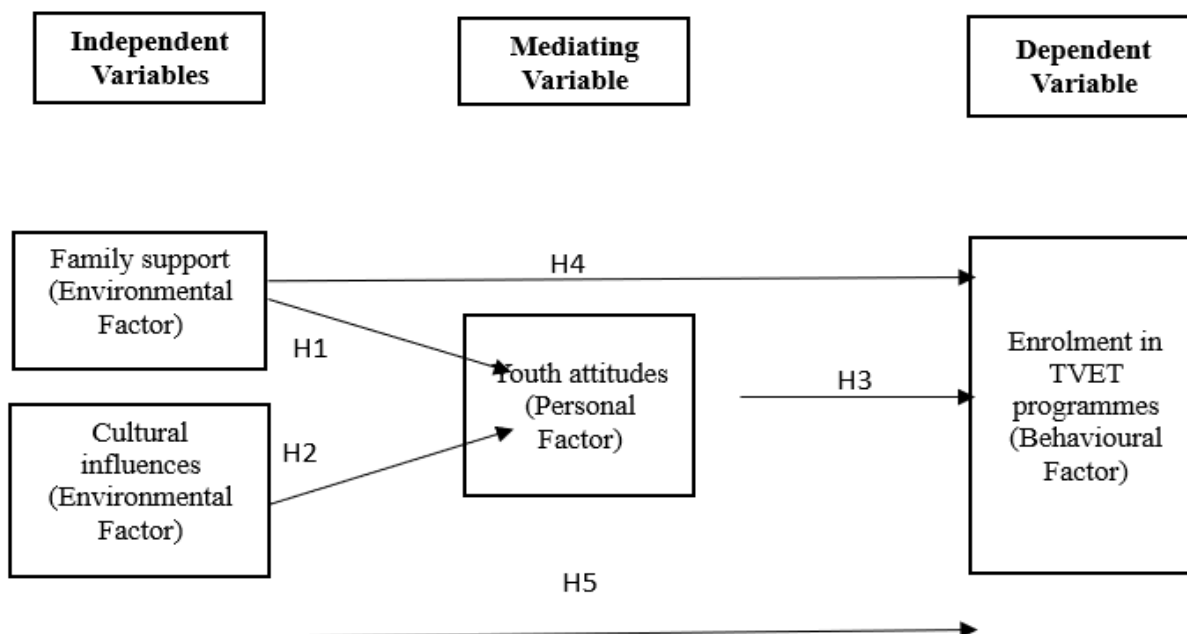


Figure 2 Conceptual Framework of the Proposed Study Indicating Independent Variables, Mediator Variable and Dependent Variable

METHODOLOGY

The research methodology used to collect the information needed for the research is quantitative. This methodology consists of description of the design and also the population, sample size, sampling procedure, sampling framework, unit of analysis and matrix used to analyse the data like descriptive statistics, reliability analysis, normality analysis, correlation analysis and multi linear analysis, respectively.

Research Design

A research design is a guideline that shows the procedures of data collection and analysis that is required in solving the research questions. In this study, a quantitative research approach is adopted, focusing on measuring, and analysing variables to establish relationships the extent of relationship (Creswell & Creswell, 2023). A cross-sectional research design is used, allowing for one-time administration of research instruments.

Social representations and expectations of target group of TVET enrolment are measured through questionnaires. This research relates to quantitative research approaches because youth attitudes, family support, cultural influences and TVET enrolment can be quantified and tested statistically. A structured survey instrument provides a tool to obtain a large number of participants, resulting in a large amount of data to analyse (Saunders et al., 2019).

Population

The study of this topic is carried out on Form 3, Form 4 and Form 5 students in Penang, Malaysia, who are moving on to postgraduates or employers. It consists of students of different socioeconomic background, academic performance and TVET programmes (Omar & Desa, 2023; Othman et al., 2023). The sample should accurately reflect this population, given their heterogeneity in regard to characteristics and cultural as well as social factors. Population age of 10–19 years is essential to help understand educational decisions, including TVET enrolments and to formulate policies to enhance TVET enrolment (Omar & Desa 2023).

Sample Size

The original number of questionnaires to be distributed in the study was 384 out of 233,800. However, because of factors such as effect size, non-completion, and missing values, the sample size was increased to 10%, leading to the distribution of 423 (Salkind et al., 2020).

Sampling technique.

This study uses convenience sampling to gather data from 423 secondary school students in Penang, Malaysia. The technique guarantees that a diverse mix of students from the low, middle, and high socio economic and academic abilities. The target sample is 423, and participation is voluntary. This non-probability sampling technique allows for a comprehensive analysis of variables, providing valuable suggestions for educational policymakers and shareholders to advance TVET as an ideal educational model (Aini, 2023).

Sampling Framework and Unit of Analysis

The source of the data obtained for school address and contact information was from APAC Directory website link <https://www.apac.com.my>.

Matrix of Data Analysis

Descriptive Statistics

Descriptive statistics are applied to summarise and describe the basic sample and data attributes in terms of, simple description of demographic background, frequency, and percentage distribution. Exploratory statistics are a fundamental aspect of quantitative. analysis since descriptively deal with frequency distribution and characteristics of variables in a dataset (Field, 2019).

Reliability Analysis

The study used a pretested survey questionnaire to measure variables, and the reliability of the instrument was checked using Cronbach's Alpha Coefficient. Internal reliability of variables such as family support, cultural influences, youth attitudes and enrolment in TVET programmes was measured using Cronbach's alpha (α). Reliability values greater than 0.7 represent acceptable reliability and reliability values greater than 0.8 represent good reliability (George & Mallery, 2019; DeVellis & Thorpe, 2021). All constructs exceeded the specified reliability level, ensuring the instrument's validity for further analysis purposes (Field, 2019).

Normality Analysis

Thus, a normality test was conducted in order to determine the distribution of the data for each variable. The data was analysed using various statistical tests (Kolmogorov Smirnov, Shapiro–Wilk). Normality tests revealed some variables were non-normal, while others were normal. Spearman's Rank-Order Correlation was used for non-normal variables, while Pearson's Product-Moment Correlation Coefficient was used for normal variables.

Correlation Analysis

Correlation analysis of family support, cultural values, youth attitudes and TVET programme enrolment was done in the study. Field (2019) disclosed through the results that family and cultural factors play an important role when it comes to youth attitudes and behaviours related to enrolment. The hypotheses provided based on Pearson's or Spearman's coefficients.

Multi Linear Analysis

Multiple linear regression analysis was used to study predictive relationships between variables and youth attitudes were examined as a mediator. Social Cognitive Theory was used, based on Bandura (1986) theory that personal beliefs, behaviours, and environmental factors influence behaviours. The PROCESS Macro for SPSS was used to measure the mediating effect of youth attitudes, providing a fine-grained view of the relationship between family support, cultural influence, youth attitudes, and TVET program enrolment in Penang.

RESULT AND DISCUSSION

Response rate

From a total of 423 sets of questionnaires sent out to the targeted respondents, 282 completed questionnaires were received. This represents a response rate of 66.67 percent. According to a meta-analysis found an average response rate of 44% for online surveys in education-related research is considered acceptable (Wu et al., 2022).

Analysis of Demographic Profile of the Respondents.

Table 2 presents the demographic profile of the sample, consisting of the highest percentage (52%) of the respondents were female students. Overall, Malay students (82.6%) were in the majority among the ethnic groups, followed by Indian and Chinese. The largest age group was individuals aged 15 years old representing (41.8%), 17 years old, representing (32.3%) and 16 years old representing (25.9%) of the respondents. Most of the respondents' parents had completed secondary education (48.6%), and the family income bracket less than RM5,000 had the highest representation at (62.8%).

Table 2 Respondents' Demographic Profile

Variables	Category	n	Percentage (%)
Age	15	118	41.8
	16	73	25.9
	17	91	32.3
Gender	Male	120	42.6

	Female	162	57.4
School	Secondary school	270	95.7
	SJKC	3	1.1
	SJKI	3	1.1
	Private school	6	2.1
	Others	—	—
Ethnicity	Malay	233	82.6
	Chinese	10	3.5
	Indian	33	11.7
	Others	6	2.1
Residential Area	Urban	256	90.8
	Sub Urban	17	6.0
	Rural	9	3.2
Father Employment	Employed	239	84.8
	Unemployed	9	3.2
	Retired	14	5.0
	Others	20	7.1
Mother Employment	Employed	174	61.7
	Unemployed	96	34.0
	Retired	4	1.4
	Others	8	2.8
Family Marital Status	Married	250	88.7
	Divorced	22	7.8
	Others	10	3.5
Family Monthly Income	Less than RM5,000	177	62.8
	RM5,000–RM8,500	54	19.1
	RM8,500–RM12,500	28	9.9
	RM12,500–RM16,000	16	5.7
	Above RM16,500	7	2.5
Father Education Level	No formal education	13	4.6
	Primary education	9	3.2
	Secondary education	137	48.6
	Diploma	55	19.5
	Bachelor's degree	39	13.8
	Master's degree	22	7.8
	Doctorate/PhD	7	2.5
Mother Education Level	No formal education	10	3.5
	Primary education	14	5.0
	Secondary education	135	47.9
	Diploma	57	20.2
	Bachelor's degree	47	16.7
	Master's degree	12	4.3
	Doctorate/PhD	7	2.5

Reliability Analysis

Cronbach's alpha was employed to assess the reliability of the measurements for all variables. The Cronbach's alpha for Family Support was 0.844. According to George and Mallery (2019) and DeVellis and Thorpe (2021) 0.884 is still indicating good reliability. The reliability analysis for Cultural Influence showed a Cronbach's alpha of 0.782. According to George and Mallery (2019) and DeVellis and Thorpe (2021) 0.782 is still indicating acceptable reliability. However, the mediating variable, Youth Attitudes, had a Cronbach's alpha of 0.931. According to George and Mallery (2019) and DeVellis and Thorpe (2021) 0.931 is indicating excellent reliability.

Lastly, the Cronbach's alpha for the dependent variable, Enrolment in TVET Programmes, was 0.843. According to George and Mallery (2019) and DeVellis and Thorpe (2021) 0.843 indicating good reliability.

For a comprehensive overview of Cronbach's alpha coefficients for all variables, please see Table 3.

Table 3 Reliability Analysis of Enrolment in TVT Programmes, Family Support, Cultural Influences, and Youth Attitudes

Variables	Case Processing Summary	n	%	Cronbach's Alpha	No of Statements
Dependent Variable					
Enrolment in TVET Programmes	Valid	282	100		
	Excluded	0	0	0.843	5
	Total	282	100		
Independent Variable 1					
Family Support	Valid	282	100		
	Excluded	0	0	0.844	5
	Total	282	100		
Independent Variable 2					
Cultural Influence	Valid	282	100		
	Excluded	0	0	0.782	5
	Total	282	100		
Mediating variable					
Youth Attitudes	Valid	282	100		
	Excluded	0	0	0.931	5
	Total	282	100		

Measures of Central Tendency

The measures of central tendency were done for enrolment in TVET programmes, family support, cultural influences, and youth attitudes. Table 4 shows the mean and standard deviation of the variables in the study. Standard deviation for all variables was below 0.70, implying that responses were relatively consistent amongst participants. Each variable mean scores indicate that positive agreement with the statements. The standard deviation for the variable Enrolment in TVET Programmes was 0.62283, that for Family Support was 0.65319, for Cultural Influence it was 0.56447, and 0.70833, for the variable Youth Attitudes, all meaning that respondents agreed with the statements presented for each variable (Kang, 2020).

Table 4 Mean Score for all Variables

	n	Mean	Std. Deviation	Std. Error Mean
Enrolment in TVET Programmes	282	3.8346	.62283	.03709
Family Support	282	3.7989	.65319	.03890
Cultural Influences	282	3.9089	.56447	.03361
Youth Attitudes	282	3.7174	.70833	.04226

Normality Analysis

The study assessed data normality for all variables (Enrolment in TVET Programmes, Family Support, Cultural Influences, and Youth Attitudes) using Q-Q Plots. These plots are valuable for outlier analysis to discover outliers with extreme observations with the dataset. The univariate normality of data can be investigated by the way in which points lie on a graph, called the Normal QQ plot. In this study, all variables tested displayed a not normal distribution, where (p-value < 0.05 as shown in Table 5). Since it shows a reflection of not normal distribution, hence Spearman's rank-order correlation coefficient (Spearman's rho) was used to determine the relationship of youth attitudes between family support and cultural influences towards enrolment in TVET programmes.

Table 5 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Enrolment in TVET Programmes	.161	282	<.001	.913	282	<.001
Family Support	.142	282	<.001	.945	282	<.001
Cultural Influences	.138	282	<.001	.942	282	<.001
Youth Attitudes	.160	282	<.001	.925	282	<.001

Lilliefors Significance Correction

Correlation Analysis

A summary of the results achieved through Spearman's rank-order Correlation, for Research Questions 1,2,3 is found in Table 6. The correlations reported family support has strong and positive relationship youth attitudes while cultural influences have moderate and positive relationship with youth attitudes. Youth attitudes also have moderate and positive relationship with enrolment in TVET programmes. Besides that, all the P-Values are less than 0.001; therefore, all data are significant at a 0.01 significance level.

Table 6 Spearman's rank-order Correlation Analysis Results (n = 282)

		Enrolment in TVET Programmes (DV)	Family Support (IV 1)	Cultural Influences (IV2)	Youth Attitudes (MV)
Enrolment in TVET Programmes	Spearman's Correlation	1.000	.694	.576	.667
	Sig. (2-tailed)	.	<.001	<.001	<.001
	n	282	282	282	282
Family Support	Spearman's Correlation	.694	1.000	.704	.720
	Sig. (2-tailed)	<.001	.	<.001	<.001
	n	282	282	282	282
Cultural Influences	Spearman's Correlation	.576	.704	1.000	.617
	Sig. (2-tailed)	<.001	<.001	.	<.001
	n	282	282	282	282
Youth Attitudes	Spearman's Correlation	.667	.720	.617	1.000
	Sig. (2-tailed)	<.001	<.001	<.001	.
	n	282	282	282	282

From a simple mediation analysis for Research Question 4 and 5, and Hypotheses 1 to 5 conducted using ordinary least squares path analysis (performed by the PROCESS SPSS macro, Hayes, 2022), found that youth attitudes partially mediated the relationship between family support and enrolment in TVET programmes, and that youth attitudes partially mediated the relationship between cultural influences and enrolment in TVET programmes. For a comprehensive overview of Mediation Analysis using Process Macro Model 4, please see Table 7 and 8 and Figure 7 and 8.

Table 7 Results of Mediation Analysis (Outcome Variables of X, Y and M)

		M (Youth attitudes)					Y (Enrolment in TVET programmes)			
Antecedent		B	SE	p	β		B	SE	p	β
X (Family support)	a	.813	.043	.000	.750	c'	.424	.052	.000	.444
M (Youth attitudes)						b	.356	.048	.000	.404

		$R^2 = .562$					$R^2 = .630$			
		$F(1,282) = 359.369, p = .000$					$F(1, 282) = 237.586, p = .000$			
X (Cultural influences)	a	.866	.054	.000	.690	c'	.402	.057	.000	.364
M (Youth attitudes)	b	.427	.045	.000	.486					
		$R^2 = .476$					$R^2 = .613$			
		$F(1,282) = 254.667, p = .000$					$F(1,282) = 221.180, p = .000$			

Table 8 Results of Mediation Analysis (Total, Direct, and Indirect effects of X on Y) - Youth attitude mediates the enrolment in TVET programmes.

	Effect	SE	t-value	p-value	95% CI (LLCI)	95% CI (ULCI)
Independent variable 1 Family Support						
Total Effect (C)	0.713	0.038	18.819	0.000	0.638	0.787
Direct Effect (c')	0.424	0.052	8.072	0.000	0.32	0.527
Indirect Effect (a*b)	0.289	0.056			0.185	0.405
Independent variable 2 Cultural Influences						
Total Effect (C)	0.772	0.047	16.39	0.000	0.679	0.865
Direct Effect (c')	0.402	0.057	7.084	0.000	0.29	0.514
Indirect Effect (a*b)	0.370	0.051			0.277	0.479

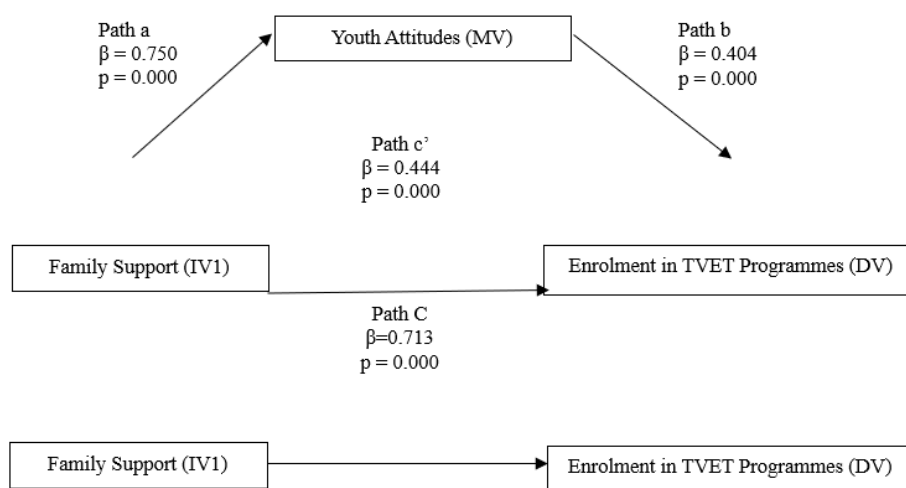


Figure 7 The Mediation Model S- youth attitude mediate the relationship between family support and enrolment in TVET programmes.

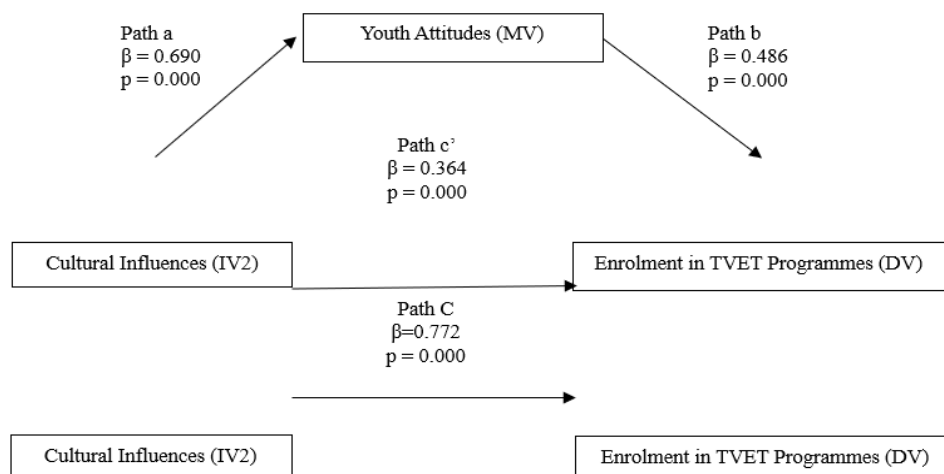


Figure 8 The Mediation Model - youth attitude mediate the relationship between cultural influences and enrolment in TVET programmes.

SUMMARY OF FINDINGS

Table 9 Summary of Findings

Research Questions	Findings	Remarks
RQ1: Is there a significant relationship between family support and youth attitudes?	There is a significant strong positive relationship between family support and youth attitudes where $r = 0.720$, $p < 0.01$.	There is a significant strong positive correlation relationship between family support and youth attitudes (Hauke & Kossowski, 2021)
RQ2: Is there a significant relationship between cultural influences and youth attitudes?	There is significant moderate positive relationship between cultural influences and youth attitudes where $r = 0.617$, $p < 0.01$.	There is a significant moderate positive correlation relationship between cultural influences and youth attitudes (Hauke & Kossowski, 2021)
RQ3: Is there a significant relationship between youth attitudes and enrolment in TVET programmes?	There is significant moderate positive relationship between youth attitudes and enrolment in TVET programmes where $r = 0.667$, $p < 0.01$.	There is a significant moderate positive correlation relationship between youth attitudes and enrolment in TVET programmes (Hauke & Kossowski, 2021)
RQ4: Does youth attitude mediate the relationship between family support and enrolment in TVET programmes?	Youth attitude partially mediate the relationship between family support and enrolment in TVET programmes where Total effects ($C = 0.713$, $p = 0.000$). Direct effect ($c' = 0.424$, $p = 0.000$). Indirect effect ($a*b$) = 0.289.	From a simple mediation analysis conducted using ordinary least squares path analysis (performed by the PROCESS SPSS macro, Hayes, 2022), found that youth attitudes partially mediated the relationship between family support and enrolment in TVET programmes.
RQ5: Does youth attitude mediate the relationship between cultural influences and enrolment in TVET programmes?	Youth attitude partially mediate the relationship between cultural influences and enrolment in TVET programmes were. Total effects ($C = 0.772$, $p = 0.000$) Direct effect ($c' = 0.402$, $p = 0.000$). Indirect effect ($a*b$) = 0.370.	From a simple mediation analysis conducted using ordinary least squares path analysis (performed by the PROCESS SPSS macro, Hayes, 2022), found that youth attitudes partially mediated the relationship between cultural influences and enrolment in TVET programmes.

Summary of Hypotheses

The results of this study in Table 10 have shown a strong positive relationship between family support, cultural influence, and youth attitudes towards enrolment in Technical and Vocational Education and Training (TVET) programmes. All five hypotheses (H1 to H5) showed a significant relationship and were accepted. The findings have shown that youth attitudes are a major mediator between family support, cultural influence and TVET enrolment decisions.

Table 10 Summary of Hypotheses

Hypotheses of Study	Findings	Alternate Hypotheses	Remarks
H1: There is a significant relationship between family support and youth attitudes	Coefficient, $\beta = 0.750$, and $p = 0.000$. This implies a very strong relationship between family support & youth attitudes. Confirming that the	Accepted	Family support is a critical societal factor that shapes students' intentions to enrol in TVET programmes (Nawi et al., 2024).

	result significant positive relationship.		
H2: There is a significant relationship between cultural influences and youth attitudes.	Coefficient, $\beta=0.690$; $p=0.000$. This indicates a positive relationship between cultural influence and the youth attitude. Confirming that the result significant positive relationship.	Accepted	Cultural influences remain a strong determinant of youth attitudes, often outweighing individual confidence or self-efficacy in vocational skills (Azeem et al., 2022).
H3: There is a significant relationship between youth attitudes and enrolment in TVET programmes.	Coefficient, $\beta=0.404$ $p=0.000$. Family support as independent variable 1. Coefficient, $\beta=0.486$, $p=0.000$. Cultural influences as independent variable 2. This indicates both have significant positive relationships.	Accepted	Youth attitudes as a major "push" factor discouraging participation, with a lack of student interest being a prominent deterrent (Abdul-Aziz et al., 2020).
H4: Youth attitude significantly mediates the relationship between family support and enrolment in TVET programmes	Total effect (c) = 0.713. 95% CI LLCI 0.638, 95% CI ULCI 0.787 p -value 0.000. The mediation is considered partial because both the direct effect and the indirect effect of family support on enrolment in TVET programmes are significant.	Accepted	Youth attitudes mediate the relationship between family encouragement and TVET enrolment (Nawi et al., 2024).
H5: Youth attitude significantly mediates the relationship between cultural influences and enrolment in TVET programmes	Total effect C = 0.772, 95% CI LLCI 0.679, 95% CI ULCI 0.865 p -value 0.000. The mediation is considered partial because both the direct effect and the indirect effect of cultural influences on enrolment in TVET programmes are significant.	Accepted	Youth attitudes mediate the relationship between family encouragement and TVET enrolment (Nawi et al., 2024).

In summary, the empirical evidence in this study affirms the theoretical assumptions outlined in literature review. Youth attitudes act as important mediating factor between family support and cultural influences and enrolment decisions in TVET programmes. Based on the same findings, these findings are also an indication on how policies can affect society's perceptions and encourage families to take part in promoting TVET with the goal of developing positive youth attitudes since they serve as a mediator between family and cultural influences and TVET enrolment (Azeem et al., 2022, Aziz et al., 2020; Omar and Desa, 2023).

Theoretical Implication

This study builds on this theoretical foundation by demonstrating how the study extends SCT's application within the context of educational choice, showing that family support and cultural norms shape attitudes that, in turn, influence behaviour (TVET enrolment). The findings in this study support this by confirming the mediating role of youth attitudes between environmental factors (family support and cultural influences) and behavioural outcomes (enrolment in TVET programmes). The empirical support for this provides underpinning for SCT theory in that it adds to the body of SCT by providing a way of understanding how social and personal determinants play out to influence youth decisions within specific cultural contexts.

Practical Implications

It can be recommended that there should be campaigns of awareness and family engagement program to begin to counterbalance the poor perceptions of TVET pathways. These practical recommendations are directly supported by the findings in this study, which show that positive family support and favourable cultural perceptions significantly enhance youth attitudes towards TVET enrolment.

CONCLUSIONS

The advantages of choosing TVET goes beyond one earning capacities as it touches on other social and economic values. First, TVET has shorter and direct pathways to stable jobs, attracting students who want the job sooner than later. This is because vocational training is practical, the graduates are ready for the market within demand skills in all sectors. Furthermore, TVET ensconces entrepreneurial skills in graduates rendering themselves capable of going to start their own businesses or even work as supplement to the SME sector. Besides, this entrepreneurial potential offers an opportunity for the economic diversification as well as to promote innovation and creativity in the local economy. Additionally, TVET advances social mobility by giving entry to career options with decent wages to students who may not excel in a regular academic system therefore cutting down on instructional inequality and increasing inclusivity.

Despite all the benefits TVET in Malaysia has, there are few challenges; one of which, challenges based on the societal perception of how TVET is perceived in Malaysia as well as family support. Traditionally, TVET was the poor relation, an also ran in a society where a poor academic performance was the kiss of death, and social mobility was frowned upon. Many parents and communities still see traditional academic pathways as the most important so, this stigma is a sociocultural barrier to enrolment. It points out that changing cultural perceptions and having positive family support are critical as barriers to overcoming this situation. Parents have a very powerful role to play in influencing youth to have the right attitudes towards TVET and in encouraging youth to be confident that TVET is reliable and has great value. Efforts of all educators, policy makers and industry stakeholders are necessary to tackle cultural biases at large. To change the perception of TVET as something one isn't supposed to do, we can use public awareness campaigns, career counselling and the success story of the graduates in the TVET program to project it as a good and prestigious alternative.

Parents' role is critical in shaping youth attitudes toward TVET and to help them know for sure, that TVET is a dependable and satisfying option. Collectively educators, policymakers and industry stakeholders need to work together on addressing of cultural biases. Perceptions regarding TVET changing it to be a viable and prestigious alternative can be done through public awareness campaigns, career counselling through the success storey of graduates from the TVET.

The conclusion is that TVET is important for the youth, the future, and the nation. For Malaysia, it creates a skilled, competitive workforce that will be equal to the challenge of technological advancement; for the future, it supplies a workforce in this field; for the youth, it provides practical skills and career opportunities. This research urges a collective effort to alter societal mind set, compliment family support, and emphasise advantages of vocation education. By investing in TVET and promoting practical skills culture, Malaysia will be able to build up a workforce that is well rounded, dynamic, and flexible to cope with demands of a new economy. Ultimately, a robust TVET system is not only about education, but about nation building, economic resilience, and sustainable development — and ensuring that Malaysia is well prepared to face challenges as well as opportunities of the future.

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