



Article History: Received: 07 Feb 2023 | Revised: 21 June 2023 | Accepted: 28 July 2023

Original Article

Students' Enrollment Decision in Technical Education in Community Schools Modality



Arjun Prasad Tiwari

Kathmandu, Nepal

Email: arjun.mtvvet@gmail.com

 <https://orcid.org/0009-0006-6143-199X>



© 2021 The Author. This open access article is distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium or format, provided the original work is properly cited and such creations are licensed under the identical terms.

Abstract

Enrollment of the students or the participants in any institution or training can directly determine the prosperity of the schools and the institutions. Institutions are working hard primarily for their survival and gradually for their stability and long-run businesses for the future. The education and training existing in urban areas and it is in rural areas differ in many respects. Technical Education in urban areas and it is in rural as well as remote rural has diversified thoughts in terms of enrollment issues of the students. It is urgent to know the interests of the students and participants, as well as why and how they are attracted to go for technical education or the general stream in the community. It is realized that there are relatively not only fewer students but also a smaller proportion of students in the enrollment. It seems like there are various areas that the current government should focus on for the sake of technical and vocational education and training (TVET) development regarding the enrollment issues in the Technical Education in Community Schools (TECS) modality program. The number of TECS modalities accredited is increasing trend in the country, but it is not realized as it should be by enrolling a higher number of students each year in multiple folds. Or the students are becoming self-driven, having their core interest to enroll for the course. The issues are very closely studied by going through the secondary data in education, papers, magazines, journal articles, books and many similar other resources through the internet and the informal pool.

Keywords: *TECS, Students' enrollment, TVET, Influencing factors, Motivation*

Introduction

An adequate number of students in the training institutions and schools can determine their educational

sustainability. Students' enrollment in any level or stream is fundamental for the overall development of education and institutions. The majority of the youths engage in schools and training

institutions for practicality in education so that they can start earning money for their lives. Enrollment in Technical Education in Community Schools (TECS) is a very effective area so youths in the community can engage in practical education and knowledge, thereby ensuring skillful youths there. So, it is important for a person's socio-economic development and individual enhancement (Ministry of Education, Science and Technology [MoEST], 2020). However, the enrollment situation in Nepal is highly skewed in favour of general education, and very few young people are attracted to technical and vocational streams (Center for Education and Human Resource Development [CEHRD], 2020). It is thus very important to understand why people are not attracted to Technical and Vocational Education and Training (TVET).

There could have been various reasons why students are coming or not coming to the enrollment system of education instead of going to the general education system. Their interest in joining a particular education level or stream has also been studied as push and pull factors (Abdul, 2020). In Nepal, TVET programs are in two modes - short-term nonformal and long-

term academic programs. Academic programs are pre-diploma and diploma. However, the research is based on enrolling students with a diploma level in technical education in community schools. and some schools affiliated with the CEHRD as a technical stream of the program from grades 9 to 12 (CEHRD, 2020).

The TECS modality in the country was established as an annex program starting with a few schools. Later, it gradually increases the numbers, providing the authority to run the program in the community schools. Student enrollment in the schools, particularly for the TECS modality, has been increasing, though not smoothly and gradually, as numbers sometimes vary with unusual circumstances (CTEVT, 2020). The schools for the TECS modality are the largest group running TVET programs at the community level. There are altogether 1109 institutions under CTEVT for TVET education. Among these, 572 schools are running the program under the TECS modality. TECSs are the schools that are enrolling a greater number of students studying TVET. Bagmati province has the second largest number of institutions, with 109 running TVET programs in the country

where, whereas there are 127 schools conducting the training in Sudurpaschim province (CTEVT, 2021). Following is the table that details the number of schools and programs.

The government in Nepal has been in practice running a campaign for students' enrollment in the general school (MoEST, 2017). However, this has not been addressed, particularly the problem of low enrollment in TVET. Students might have various reasons and factors as to why they are joining the technical and vocational education system.

The enrollment of the students, particularly for TVET, has not been increasing. Enrollment of students in TVET institutions is increasing gradually, but if we compare it with the general education system, it is less. It has also been seen that the number of TECS schools has been increasing where, as the student's enrollment is not in proportion (CTEVT, 2021). So why, despite a long history and high prospects for employment, has enrollment in TVET remained stagnant? In such a situation, the Nepali TVET system has not given priority to exploring what attracts prospective students to join the program. This could

be a dire situation the entire TVET system of the country faces in the future. So it's quite urgent to increase the enrollment of the students in the TVET program. The enrollment management system, if followed properly by producing an easily accessible database for the same, would be very helpful in understanding the crux of enrollment in the country's technical and vocational education systems. This study examines the factors that affect the student's enrollment in TVET education in Kathmandu Valley.

Methods

As the major research question for this research is to review the factors influencing the students' enrollment in technical education in community schools, I have adopted a desk review method to accomplish the research. I have searched the studies pertaining to my research area. Data have been extracted, maintaining the quality to synthesize the knowledge behind it, and the results have been presented adhering to the 'responsible practice of research' (Dhakal, 2016). The reviewed documents ranged from the papers of UNESCO-UNEVOC to emerging research papers from professional

researchers to scholars together, and they were not limited to TVET-related institutions around. The section reviews all the documents within four different types of consideration, looking at theoretical perspectives, thematic review, relevant policies, and empirical review to understand the concept of enrollment and the related motivation factors. I have collected some of the theories related to the topics and their constituents and measurements, as well as the effectiveness of these theories on student enrollment in the TVET system.

Major Findings

The findings of this research work have been categorized mainly in 3 areas: social status in terms of enrollment of the students, fee structure set in the institutions or the schools, and the status of employability in the community or the region. All three areas are rigorously reviewed under theoretical perspectives and specific as well as empirical review methods. The majority of the related literature has been stated below in order. The major components of the research, however, are the push and pull factors of what basic reasons are causing students to enroll for the TVET program in the TECS.

Interest in online learning resources for one's learning activities could make it possible to acquire knowledge and skills. The study by Song and Bonk (2016) has summarized the gist of the motivational factors in self-directed informal learning from online learning resources, resulting in the availability of the required resources, freedom of choice, control, self-interest, and engagement in the same. Family members and the culture in the community are of great importance in influencing students' study and education. Peers' suggestion to enroll in schools is also one of the motivational factors to parents, teachers, and self-interest (Kindermann, 2015). This is an extrinsic motivation factor or external reward to inspire students to enroll in the course of their choice (Hulleman et al., 2016). Hurdle-free and easy financing to education from the parents is another most important factor besides other financing to the education (Murthi, 2023).

Social Status

The study generally relates to the humanistic theory in education; however, the factors influencing the student's enrollment in TVET have been specifically covered by some influential

learning theories that have already been propounded in some research works. Theories related to motivation and influencing societal development might be relevant from some angles; however, some of the theories have been mentioned and linked to this study. The theory of motivation in this study is also relevant because the students have developed their perception of enrolling in TVET through some motivational factors. Maslow's hierarchy or Herzberg's motivation theory majorly explains the motivation and influential factors; however, Herzberg's theory is quite critical and emerging to decide anything people are interested in. Together with the Social Cognitive Theory (SCT) or Social Learning Theory (SLT) of Albert Bandura, it further relates to a decision that the students make as their choice for TVET enrollment. Commonly, they do have their choice based on the societal environment. What society propels automatically is the one to be taken upon by the people in there. Social cognitive theory adopts an essential perspective as people live in accordance with the moral, environmental standard in society (Bandura, 1991). There might have been various factors that influenced one to choose TVET education in the community-level

schools for the TECS program. Some of the learning theories in education underpinned the research work and have been tried out to be included in this particular research work. And the theories are much focused on the factors that are influencing students to enroll for TVET.

The theories under humanistic theory, specifically the theory of influential learning, enrollment management theory as well as motivational theories, will be considered to approach this study well. There are basically two types of motivational theory: intrinsic and extrinsic. It is for the motivation of the people to acquire something that is in their interest.

There might have been various facts that are influencing students' enrollment in TVET. This is the most urgent area to be explored not only for the sake of technical and vocational education development but also to scale the peoples' interest in the education system. The perception of people on TVET could have varied majorly with two different reasons and factors "push" and "pull". Push factors are factual characteristics that cause one to make decisions in life, and the same is pull. Push factors encourage oneself to make

decisions by internal willpower, whereas pull is an external influential characteristic that helps one to go along with the decision made. Self-interest and knowledge of TVET have been major and ultimate issues, showing that one decides to enroll in a particular stream, besides other different influencing factors. Likewise, students develop their perceptions from suggestions from family members and peers, inspiration from professionals, and capacity and willingness to finance education internally. The advertisement calling for admission to the TECS program, the facilities it provides, professional instructors, the possibility of employability, and livelihood are the external factors that affect overall enrollment in TECS.

The enrollment of students is normally covered by national policy, yet it governs all other policies at the level of the institutions. The central-level policy of the nation directs individual policies and procedures. However, again, the implementation of the policy is important.

National Education Act 2076 has indirectly covered enrollment issues, though it has been a common phenomenon in enrolling students in

schools. There was the Education Act 2072 prior to the existing act, where the national government had focused on providing free education, considering the motto as education for all (MoEST, 2020). This has also indicated better enrollment possibilities by providing fee waivers to support all educational expenses, not only in the case but also in providing the physical support required for their education. This is a common phenomenon that the national government has addressed enrollment issues, but we cannot say that policy such as the TVET is not available and cannot be addressed ahead of. However, it would also be a good step up if we consider and implement a distinct enrollment policy for TVET. Enrollment of the students also indicates the number of schools developed in the country in general; however, it is not confirmed that all schools have a remarkable number of students available there.

The existing TVET policy has been further covered and strengthened by the education policy of 2019 and the regular education policy by MoEST. The TVET program has been well addressed, allowing institutions to run various training programs to develop skillful youths in the country. It is thereby

gradually expected that the growth and development of the national economy will be remarkable and prosperous. Besides, the policies are often good, but their implementation always has gaps to some level. We can see the gap there easily. As they say, learning and development is a never-ending process; so are the students' enrollment issues in schools and institutions, which can ensure not only the growth and development of the individual alone but also the overall institution and the communities. Hence, since there is no distinct policy for TVET enrollment, it is governed by the existing education policy 2076 for all purposes.

National Planning Commission, for its 15th plan, has established a strategy to formulate the overall TVET system not only by standardizing the policies that exist but also by formulating and developing the essential policies and procedures they may require further. Strategy number six in the education policy 2019 has elaborated on the issues in detail, so it is expected that that policy strategy will be implemented well.

Another recent study in a quantitative approach to employee satisfaction in CTEVT constituent schools in

Kathmandu Valley has elaborated its research findings as there needs to be some improvement and amendments required to make the employees more satisfied and happy with their job in CTEVT constituent schools. The research is similar to the one I am trying to conclude the results of the research work as once the progressive students are satisfied, the TVET system of education will signify the successful indication of the students studying further with their huge interest and choice. Hence, it would be further elaborated that there could have been some consequences that students were forced to study TVET because of other issues and reinforcements (Rimal, 2020).

Fee Structure and Facilities

Basically, the demand and supply theory is closer to the relevant one in exploring the theory of fee structure in schools. People are attracted to the affordable fees for education. When the market price of the product is high, demand generally declines, and in the same way, when the affordability is affordable, the demand for education may decline. The fee structure in education should be generalized to

ensure the enrollment of the students. Smith (2020), on the classical theory of supply and demand, cautiously explained the need, availability, and affordability of education.

An education system that youths are attaining is still not signifying the need for the labor market and, together, the possibilities of employability as the government is required to understand the overall scenario of the graduates if they have been engaging with any job or occupation in the country (Asian Development Bank, 2018). Following the same, we could also say that there is a lesser chance of being employed no matter whether the government enforces something for the same or not; however, skills and knowledge are more likely attainable from TVET education. So it is highly expected that the students will be well aware of the education system for a better and more productive future.

There might have been various factors as a common agenda to shape the TVET image and the development as historical factors, cultural and institutional, but exploring the basic fundamentals that are causing the enrollment issues of the students is essential not only for the individual development but the nation itself. Various studies have been

conducted in TVET institutions. Still, the research I conducted is quite typical as the TVET program has been profoundly launched in the government schools from the rural areas of the country so that people can get good as well as easy access to study and get employed easily for job and occupation with the matched skill. Research to this stage has not yet been studied at the national level; however, there are various programs for the enrollment of students every year, specifically for students in general education.

The extreme literal meaning of enrollment is being enrolled with something; however, the term is dominated to understand the student's enrollment in school and college. It is the act of enrolling students at institutions, particularly for a specific course. Also, it can be said that it is a process of ensuring attendance in an educational institute for a defined course of the class. The first come, first served is the basic idea for the enrollment of a student, but there could have been different policies and procedures to enroll the students in education students, which is dependent on the one allowing the enrollment.

A virtual conference report from UNESCO-UNEVOC has focused on the image of TVET and its consequences in the report, as there are 346 participants from 82 different countries throughout the globe. Some of the participants from different continents, such as from Kenya, have mentioned that there are very few youths who want to take up vocational and technical training because they do not want to be viewed as failures. This has added some importance to enrolling in the TVET education to be a successful individual in life. Similarly, it has also been mentioned that the image of TVET is low or poor compared to the corresponding levels of education. This statement has shown up the gap in TVET education and development.

A review report on student enrollment has resulted in its research work as there are average findings of the research work conducted in above average middle-income countries and below average middle-income countries as the competency in the personal level after graduation of the schools with specific Skills, Knowledge, and Attitude (KSA) have resulted accordingly however the lower level of graduation with the results have similar influences to have the success in life with the chances of

being employable and have a good life living ahead. This has also indicated the research that is going to be held herewith also has some consequences that are helpful for being associated and linked for students interested in TECS looking into it. The students are expected to feel liable and interested in going for the TVET education system because of the opportunities people are grabbing around because of the same TVET education they have been pursuing (Tripney, 2013).

Good research on education and employability survey (Sharma, 2019) has expressed her findings as self-efficacy is the major influencing factor the graduates who tend to go for decent work and employability after graduation in school by enhancing the practicum through on-the-job (OJT) training, apprenticeship opportunities, internship and else other when required and matched. Together, the pedagogy and curriculum for education that is supposed to help with employability also need to be improved further to mitigate the unemployability of the youth force in the country. This is also linked to the research I am attempting to develop because the interest of the youth who are studying TVET will be

boosted by looking to the past graduates and their employability opportunities.

An international research work titled *Factors Affecting the provision of TVET Institution in Rwanda for Masters in Education (MEd) in Rwanda* (Fabrice, 2016) has found his research work with significant results on the students and the graduates' perspectives as the need for some improvements in encouraging students to be motivated and liable to get a decent work after the graduation no matter it is of soft skills concentration or hard skill. So once the graduates are satisfied with their deeds in education, the further enrollees will have better faith in it. The research I am doing for the factors influencing TVET students enrolling for education has a good association as well as the relations to the students the researcher here has focused on.

Employability

The literal meaning of this term is that the ability to get employed in any occupation is called employability. Employability has many dimensions to explore because it is almost the ultimate term for successful engagement in work, job, and occupation. The theory of employability. Bodie (2013) also

participates in the theory of employment because all the employees in the organization or the projects have their own way of engaging in their work and occupation. A market economy depends on the level of youth employment, and unemployment in society indicates too little spending on the resources available. Likewise, employment can be ensured by increasing the aggregate demand of the youth in the community (Pal, 2022).

Policies on employment are often made up of good deeds. Employment is a concern at the national level as monetary, fiscal as well as education policies are somehow linked as partial fulfillment of the requirement. The employability of needy people is mainly based on policies, guidelines, and procedures. Whenever we think of the monetary policy, fiscal policy, and the policies on education and training are the major concerns, that may raise the chances of enrolling an adequate number of students in the program or the organization (Lucas, 1978).

A study conducted on pull and push factors of students' enrollment in the TVET program at the community college of Malaysia (Abdul, 2020) together have expressed their research

result that it is very urgent to influence the students as push and pull factors. Parents are pushing their children to schools, and schools also, in return, are pulling their physicality and presence in the schools without a single failure. These factors in the research paper can also be very influential as well as effective tools to work on this because factors influencing students enrolling in the TVET system of education can easily explore the idea behind them.

A research work based on inferential statistics (Omar, 2020) emphasizes the influencing factors as motivation the students and the people in the community have been possessed with the technical and vocational education system in their interests and effort. Around 64 schools have been taken into consideration for the research work to be performed. The research has concluded that the myriad of stakeholders in the community for this education system needs to be influential in supporting the community, thereby helpful for overall contributing to the TVET system by involving the mainstreaming of the overall system of economic development. This is also one of the good as well as motivational and influential forums the upcoming generation as students for the future

would understand well and be involved in the TVET system of education with a huge interest in their mind.

A conference paper developed in Indonesia by researchers (Hadiyat & Kusumaningrum, 2015) in their research work for enhancing the students' entrepreneurial interest using a production-based learning model in TVET has been an influential tool to improve the level of interest in the students' minds. Engineering students are not only today's tinkers but mainly tomorrow's successful makers. So this is a research explored to look into the people's interest on overall aspects to see the influential characteristics they have been dwelling with for the sake of all TVET development and flourishing in the community, which has been extremely believed to be the successful tools for the economic development not only in the family level but all communities and entirely the nations. This is very much motivational research work by which both the student's chunk and the people in the community other than the students' profession are becoming much more influential day by day and encourage themselves as well as motivating others for the sake of TVET system education to be developed in the region.

Conclusion

As the research work is dedicated to identifying the major factors of students' enrollment in technical education in community schools in the rural area of the districts covered, there have been altogether 10 major factors segregated into two parts: push and pull. The factors are internal as well as external to cover the causes behind enrolling the students in the program with the TECS modality. Push factors have been identified as their core interests, suggestions from family members as familial obligations, peer suggestions, inspiration from the professionals, and the capacity to fund the education. Similarly, pull factors such as advertisement and publicity of the training institutions and schools, physical facilities as the resources provided in the school and the institutions, the professionalism of the instructors and trainers, easy employability as the job is ensured, and the livelihood for the economic development.

Factors are limitless; however, reviewing the documents, it is understood that self-interest and peer suggestion are push factors where, whereas the physical facilities and the

experiences of the professional instructors in the schools have been the major reasons behind other factors identified in the research work. However, there have been many other reasons behind choosing technical education in the community. The factors identified help one to know the reasons why students are attracted to technical education.

We can say that factors are the factual reasons as to why and how students are enrolling in technical education. In the scenario of not having adequate students in the schools, the reagents confirm why enrollment in the schools is not adequate, and from these factors, one can excel and help oneself to work in increasing the enrollment of the students in the institutions. Also, it is seen that the more factors and reasons behind the enrollment are explored, the better the chances of enrollment possibilities can be there in place. One can avoid the low number of students in technical education not only at the community level but everywhere.

Disclosure Statement

The author declares that no potential conflict of interest exists.

References

- Abdul, S. I. (2020). Pull and push factors of students' enrolment in the TVET program at community college in Malaysia. *Journal of Technical Education and Training*, 12(1), 68-75.
- Asian Development Bank. (2018). *Reducing youth not in employment, education, or training through JobStart Philippines*.
- Bandura, A. (1991). Social cognitive theory of moral thought and action. In *Handbook of moral behavior and development*. Psychology Press.
- Bodie, M., (2013). Participation as a theory of employment. *Notre Dame Law Review*, 89.
- Council for Technical Education and Vocational Training. (2021). *Annual report updated 2077*.
- Dhakal, R. K. (2016). Responsible practice of research: Safeguarding research integrity and publication ethics. *Journal of Education and Research*, 6(2), 1-11.
<https://doi.org/hkzn>
- Fabrice, N. (2016, January 15). *Factors affecting the provision of technical and vocational education and training institutes in Rwanda*. Mount Kenya University.
- Hadiyat, H., & Kusumaningrum, I. (2015). *Improving students' entrepreneurial interest using production based learning model in TVET* (Paper presentation). The 3rd UPI International Conference on TVET, Padang State of University, Padang, Indonesia.
- Hulleman, C. S., Barron, K. E., Kosovich, J. J., & Lazowski, R. A. (2016). Student motivation: Current theories, constructs, and interventions within an expectancy-value framework. In A. Lipnevich, F. Preckel, & R. Roberts (Eds.), *Psychosocial skills and school systems in the 21st century*. Springer.
- Kindermann, T. A. (2015). *Peer group influences on students' academic motivation*.
<https://tinyurl.com/ctuyb3cw>
- Lucas, R. (1978, May 15). Unemployment policy. The papers and proceedings of the ninetieth annual meeting of the American Economic Association. *American Economic Review*, 68(2). 353-357.
- Ministry of Education, Science and Technology. (2017). *Comprehensive TVET annual report 2072-73*.
- Murthi, M. (2023, June 16). *Quality education requires greater and*

- more efficient financing.*
<https://tinyurl.com/ertun9e6>
- Omar, M. E. (2020). Factors on deciding TVET for first choice educational journey among pre-secondary school student. *European Journal of Molecular & Chemical Medicine*, 609-627.
- Pal, R. (2022, March 15). *Implications of Keynes' general theory of employment, interest and money.*
- Rimal, I. (2020, November 11). *Employees job satisfaction of technical and vocational education and training school in Kathmandu.* Kathmandu University School of Education.
- Sharma, A. (2019, September 19). *Factors associated with perceived employability: A survey of engineering students.* Kathmandu University School of Education.
- Smith, I. (2020, March 15). *The classical theory of supply and demand.* Chapman University Digital Commons.
- Song, D., & Bonk, C. J. (2016). Motivational factors in self-directed informal learning from online learning resources. *Cogent Education*, 3, 1205838.
- Tripney, J. (2013). *TVET interventions to improve employability and employment of young people in low and middle income countries - A systematic review.* Campbell Systematic Review.

Author Biosketch

Arjun Prasad Tiwari is a Master's in Technical and Vocational Education and Training graduate from Kathmandu University and is currently pursuing his career in research work, mostly in the field of education focusing on technical and vocational education in Nepal. He has over 20 years of working experience in the field of social organizations (INGOs) locally in the country. He is now an independent and active social researcher.

To cite this article: Tiwari, A. P. (2023). Students' enrollment decision in technical education in community schools modality. *Social Inquiry: Journal of Social Science Research*, 5, 91-105. <https://doi.org/10.3126/sijssr.v5i1.65413>

For other articles and journal archive, visit:
<https://www.nepjol.info/index.php/sijssr/index>