



Tertiary and Vocational Education Commission



# Research Cell

Influencing Policy & Practice of TVET in Sri Lanka

## THE FACTORS INFLUENCE IN SELECTING THE COURSE OF STUDIES BY STUDENTS TO DTET COURSES

### RESEARCH TEAM

**Mr. R.A.A.Ranjana - Instructor (Agriculture)**

**(Technical college - Dambulla)**

(The report has been reviewed and edited by the Research Cell of the TVEC on 18<sup>th</sup> January 2010 for publication in the TVEC website [www.tvec.gov.lk](http://www.tvec.gov.lk) )

## **Acknowledgement**

I wish to express my sincere gratitude to Dr H.L.Obesekara Director General and Mr. K.K.A.Karunatilaka, Director (Research & Development) of Department of Technical Education and Training, for granting me the permission to do this research.

I express my sincere thanks to Mr. B.H.S.Suraweera Deputy Director General and Mr. Ajith Polwatta Acting Director (Planning & Research) of Tertiary and Vocational Education Commission for organizing workshops conducted by Professor K.A.P.Siddhisena of Department of Demography University of Colombo.

I must express my enormous gratitude to the Career Guidance and Counseling officers of Kurunegala, Kuliyaipitiya, Wariyapola and Dambulla, who helped me in numerous ways in data collection.

The researcher wish to extend his gratitude to the principal of Dambulla, Kurunegala, Kuliyaipitiya, Wariyapola technical colleges and academic staff of National Certificate in Accounting, Technician, Gas & Arc Welder, Motor Vehicle Mechanic and Textile & House Hold Drapery courses of that technical colleges for giving me a greatest support to meet the students.

A special thank should be conveyed to current students and passed out students of NCAT, Gas & Arc Welder, Motor Vehicle Mechanic and Textile & House Hold Drapery courses of those four technical colleges for responding to the questionnaires and making positive approach on my request.

Finally the researcher wish to convey his heartiest thanks to Instructor [agriculture] Mr. M.M.K.Weerawardane presently at UNIVOTECH , studying in B.ED.TEC study programme for rendering his experience and full co-operation , to make this research a success.

## Table of Contents

### Chapter 01 INTRODUCTION

1.1 Background of the organization	01
1.2 Current demand for Technical Education	02
1.3 Rationale	03
1.4 Inspiration for the research topic	05

### Chapter 02 LITERATURE REVIEW

2.1 The report of special committee for education of Ceylon [1943]	06
2.2 Pre-vocational education	06
2.3 Introducing the subject -life competency	07
2.4 Importunacy of selecting career field adhere to NVQ system	07

### Chapter 03 RESEARCH METHODOLOGY

3.1 Background	08
3.2 Research collaboration	08
3.3 Research problems	08
3.4 Research Question	08
3.5 Research Objectives	08
3.6 Research design	09
3.7 Methods of Data collection	09
3.8 Population	09
3.9 Sample	10
3.10 Scope	14
3.11 Limitation	14

### Chapter 4 ANALYSIS AND DISCUSSION

4.1 Objective 2	15
4.2 Objective 1:	25
4.3 Objective 3:	27
4.4 Solution for the Research Question	28

4.5 Analysing the information received in The questionnaire of academic staff	29
<b>Chapter 5 CONCLUSION AND RECOMMENDATION</b>	31
Bibliography	32
Appendix 01 Student enrollment – District wise and College wise 2008/2009	33
Appendix 02 Questionnaire directed to the student	40

## **Abstract**

There are wide range of courses conducted by thirty-eight technical colleges under Department of technical Education & Training, for school leavers and employed persons in the industries. This research has been focused over the applicants for Full Time courses and to see how, they are selecting courses. It has been examined deeply about the factors being considered by the students when they were selected the course to apply. In Sri Lanka there is no a practicable easy method to use in such an occasion by the applicants to technical colleges. Developing the human capital by training directly affects on positively for GNP of the country. Therefore selecting a TVET course is a crucial factor in the economic development in Sri Lanka.

This research is the first in the history in the context of this title and based on survey research. Population of this research is the enrollment in Full Time courses in DTET in 2008/2009. All the technical colleges in Kurunegala district i.e., Kurunegala TC, Kuliypitiya TC, Wariyapola TC and Dambulla TC in Matale district was selected on purposive sampling. Four courses have been selected in Simple Random Sampling. Those were Accounting Technician, Gas & Arc Welder, Motor Vehicle Mechanic and Textile & House Hold Drapery. Current students and passed out students in 2006, 2007 refer to these four courses from four technical colleges were considered. Enrolment to DTET was 16416 while enrolment to TC's in Kurunegala and Matale district is 1971. Data were gathered from administration of questionnaires in front of 108 current students at four TC's and by the responded of 45 members out of 143 questionnaires posted. The respondent percentage is 31.4%. Total members in the sample are 153. The views and suggestions were called from academics staff by separate questionnaires.

Analysis was done by using SPSS. Students have paid much attention for unimportant factors while they concerned little attention for which are proved as very essential and crucial. Most of the students have selected a course to follow in the intention of just getting a job or find a livelihood [43%] out of all factors, without giving atleast minor level consideration on possibility to complete the course without being subjected to drop out and the demand for the careers.

Career test was used by only one student out of 153, to decide the career path. Packages of guidelines that can be used by applicants at the selection of full time courses of DTET were found. These are Paying much more attention for the job market the relevant field [22%],

possibility to complete the course by paying special attention to the economical level of the family [12%], relevancy of the school education [10%], skills available [8%], factors bound to the technical college [8%] and self-interest without forcing by parents.

## **Abbreviations**

DM	Dambulla
DTET	Department of Technical Education and Training
GNP	Gross National Product
KG	Kurunegala
KP	Kuliyapitiya
KRIVET	Korean Research Institute for Vocational Education and Training
NC	National Certificate
NCAT	National Certificate in Accounting Technician
NCECP	National Certificate in Engineering Craft Practice
TVET	Technical Vocational Education Training
WP	Wariyapola

## List of Tables

Table 1.1	Summery of courses by duration	01
Table 3.1	Student enrolment for technical colleges in Kurunegala and Matale districts for full time courses	10
Table 3.2	One year & two years full time courses conducts at KG, KP, WP, DM	10
Table 3.3	Current students in the sample	12
Table 3.4	Number of questionnaires posted to passed out students & respondents	13
Table 3.5	Total number of members in the sample Technical college-wise and course-wise	14
Table 4.1	Gender of the respondents	15
Table 4.2	Educational level of respondents	15
Table 4.3	Course followed by respondent	16
Table 4.4	Duration of the courses	17
Table 4.5	Basic awareness for applying to the course	17
Table 4.6	Availability of in-born abilities	17
Table 4.7	In-born ability for technical skills	18
Table 4.8	In-born ability for painting	18
Table 4.9	In-born ability for writing	18
Table 4.10	In-born ability for narration	18
Table 4.11	In-born ability for singing	18
Table 4.12	In-born ability for mathematics	19
Table 4.13	In-born ability for playing instrument	19
Table 4.14	In-born ability for retain in mind	19
Table 4.15	In-born ability for dancing	20
Table 4.16	In-born ability on making simple handicraft by clay, wooden etc	20
Table 4.17	having more friends	20
Table 4.18	In-born ability for gesturing	20
Table 4.19	In-born ability of cooking	21
Table 4.20	Career aspiration of applicants when applying to the course	21
Table 4.21	Parents expectation about students when they applying to the course	22
Table 4.22	Career aspiration of students after the course	22
Table 4.23	Influence by the qualification of school education	23
Table 4.24	Guidance by the School Teachers	23
Table 4.25	Guidance by parents	24
Table 4.26	Guidance by sister or brother	24
Table 4.27	Grading	24
Table 4.28	Employability	25
Table 4.29	The Sector of employment	25
Table 4.30	The factors considered by current & passed out students at selection of the courses and the weight they have kept according to frequency.	25



## List of Figures

Figure 1.1 Vocational Training by unemployed population in SL	03
Figure 4.1 Respondents according to technical college	16

# Chapter 1

## INTRODUCTION

### 1.1 Background of the organization

The technical education in Sri Lanka, which began in and old coffee stores Maradana in 1893 has been completed over 115 years. Foundation for the science and engineering education of our country has been embarked at Ceylon technical college Maradana. The practical classes in chemistry, physics and biology for the students even in medical college were conducted at this technical college until the required buildings were completed. Relevant studies of aesthetic studies were also carried out at technical college until that section was reestablished in “Hewood” building in Colombo 7 in 1952. Delivering the lectures on Commerce subject and relevant courses were also began at this college. As an overview, it can be expressed that the foundation for science and engineering education, commerce and accountancy studies and art and aesthetics studies were taken place at Sri Lanka technical college Maradana.

Technical colleges have been operated as prime institutes for supplying skilled work force for industrial, agriculture and service sectors.

At present, there are thirty-eight technical colleges under department of Technical education and training spreading over all the districts. They offer 103 full time and 18 part-time courses in various disciplines. About 20000 persons follow courses annually.

**Table 1.1 Summary of courses by duration**

	No. of courses	110 hours	1 month	6 months	9 months	1 year	2 years	3 years
Full time	103	1	1	56	-	27	18	-
Part time	18	1	-	5	1	4	3	4
<b>Total</b>	<b>121</b>	<b>2</b>	<b>1</b>	<b>61</b>	<b>1</b>	<b>31</b>	<b>21</b>	<b>4</b>

(Source- statistical handbook on Technical Education 2007/08)

**Table 1.1 shows the number of courses conducted by DTET by duration.**

The study programmes are delivered for mainly two target groups in the society.

- (a) The school leavers from year 9-13 .age group are 17-25 years. These recipients can follow full time courses at free of charges.
- (b) The employed persons who need uplift the knowledge can follow part time courses, but they have to pay some amount as the course fees.

## **1.2 Current demand for Technical Education**

Key statistical indicators-2004

1. Year one school admission	302027
2. School candidates for GCE (O/L)	299516
3. Qualified for GCE (A/L)	134906
(45% of school candidates for GCE (O/L))	
4. School candidates for GCE (A/L)	171152
5. Qualified to enter university	94228
6. University admission 2003/04	13396
7. Vocational education trainees	54000

(Source- NITESL journal July 2008)

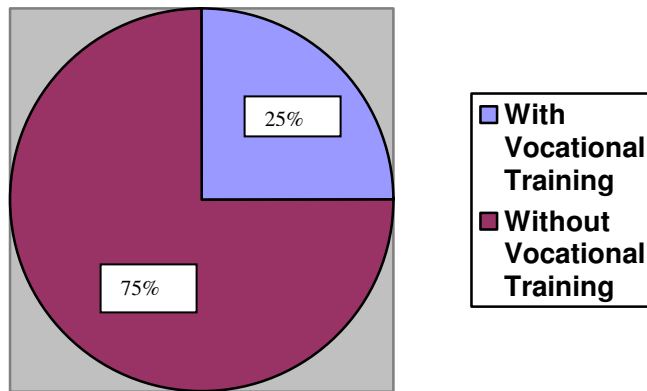
The above figures show that 322366 students added to the job market in 2004. These students leave the school after GCE (O/L) without getting opportunity to qualify for GCE (A/L) [164610] and after GCE (A/L) without getting opportunity enter to universities. [157756]. But TVET sector in SL could train 54000 in 2004 at their training providers. These training providers are Department of Technical Education and Training, Vocational Training Authority, National Apprenticeship and Industrial Training Authority, Ceylon German Technical Training Institute, National Youth Services Council.

The Chairman of University Grant Commission has expressed that the university intake for the year 2009 was 20000.

### 1.3 Rationale

When the unemployment situation of Sri Lanka is observed, it is reported that nearly 25% of unemployed persons have undergone any technical or vocational training in TVET sector.

Figure 1.1 Vocational Training by unemployed population in SL



Although 25% had an opportunity to undergo technical vocation training, they are idling without participation for the production process in the economy. The salient reason for this situation is unavailability of employments for their abilities gained from the training. They might have lack of competencies; another unforeseen reason is that the course followed might have not been interested for them and unwillingness to do a profession in that field. It shows that the training they have followed had not been selected based on their sole willingness and in-born qualities nurtured by generic condition and personality.

There is a concept in economics that the National Product of a country depends on the utilization of long-term resources and short-term resources.

$$\text{Gross National Product} = \text{Long-term Resources} * \text{Short-term Resources}$$

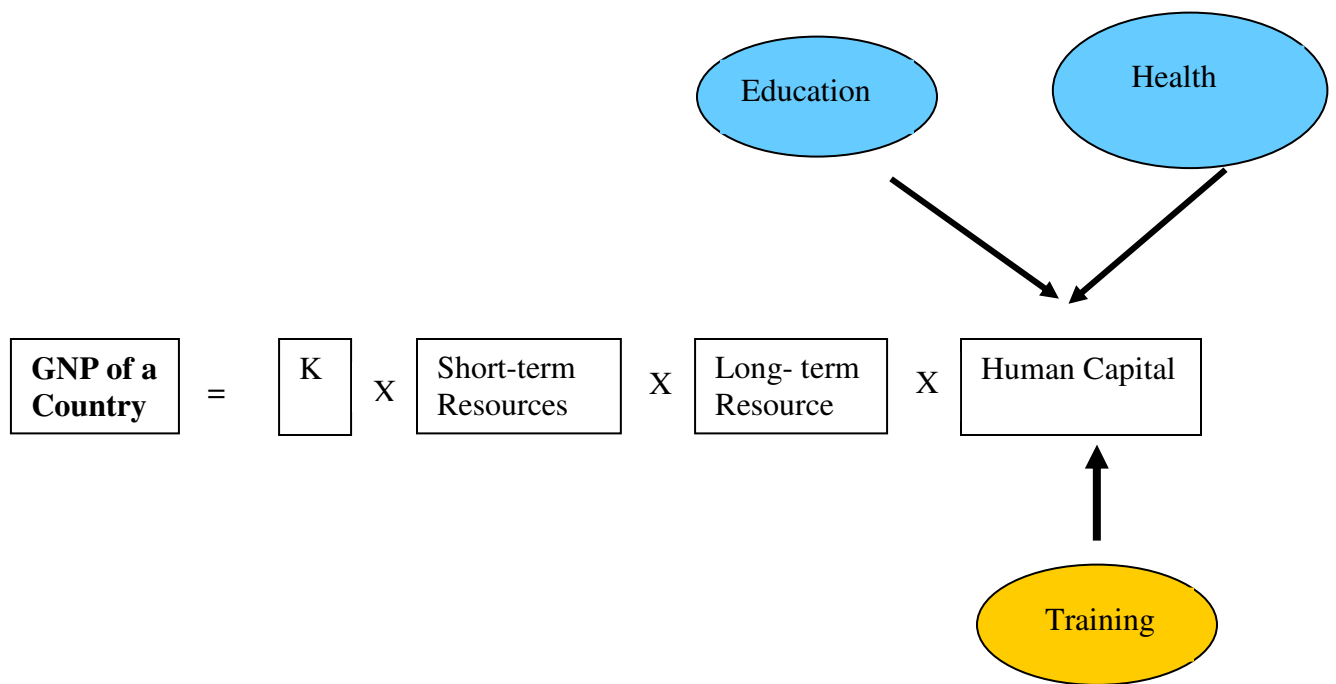
$$Y = K \times C \times L$$

$$\text{GNP} = K \times \text{Capital} \times \text{Labour}$$

An USA economist has developed these phenomena by considering the impotency of human resources. Human resources were recognized as the Human Capital.

$$Y = K \times C \times L \times \text{Human Capital}$$

Human capital can be nurtured and developed by three factors. Those are education, health, and training.



Korean Research Institute for Vocational Education and Training ( KRIVET) in South Korea has studied well this phenomena and recognized the value of training for their economic development. Vocational education and training directly underpin and positively influence to National product of a country.

Any qualitative step taken for broadens the TVET sector ultimately push forward the Gross National Product.

Even for the Sri Lankan context, it is true that the skilled work force produced by TVET sector directly affects to increase the Gross national product. To maximize this goal the trainees who enter to training providers in a huge numbers as around 500000 annually should record the least dropout rate, high employability whether it is a waged or self-employment. Yet in Sri Lankan context, generally most of us do not engage on the job most preferred. If a trainee select his/her career path based on in-born qualities, skills, self-willingness through rational thinking a high productivity could be expected.

Therefore, **'selecting a TVET course is a crucial factor in the economic development'**.

#### **1.4 Inspiration for the research topic**

*Title: The factors influence in selecting the course of studies by students to DTET courses.*

Moreover, many are in the field talk of the mismatch of training programs and demand of the industry. But what about the mismatch between the trainees of technical colleges and courses. I motivated to study the unforeseen situation of the applicants when they choose the courses of technical colleges. It is not available a practicable method to guide the applicants, school leavers to help them at choosing the most suitable courses to follow. The only existing method is career test which practiced by career guidance and counseling officers in TVET sector, but it is not so popular in the sector. The career test

is very good system developed by University of Technology in Sydney Australia . Career test is an ideal method to practice for large group but with required guidance.

I feel the accessibility for such system by those who seek technical education is far below than it should be. Career test consumes cost and time. It is not available for the recipients when it is needed. So I deeply committed to study this area by analysing what factors is working for the applicants mind and their behavior at the time of choosing their career path. Really, selecting the course is the initial stage in career path planning of a school leaver.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 The report of special committee for education of Ceylon [1943]**

When it is studied, the historical literature on the technical and vocational education the report of special committee for education of Ceylon (1943) has marked a significant place. There is a separate chapter (chapter 10) in this report, which is titled as “Technical and Vocational Education”. In clause number 12 in this chapter, “the technical and vocational education is generally defined as the education offers training for children on various industries and commerce business like agro business.” (Kannangara C.W.W, 1943:89)

The above special committee presented a questionnaire to relevant educational authorities and it was published in newspapers to collect views from publics. The number 08 of the questionnaire has been focused the concept of occupation.

“08. According to you, is the present education system on training for the livelihood satisfactory?”(Kannangara C.W.W, 1943:275)

However, the many recommendation made by the special committee for education of Ceylon chaired by Mr. C.W.W.Kannangara were implemented, the most important recommendation was not implemented. That is the revision of curriculum according to need of the civilians.

#### **2.2 Pre-vocational education**

Selection of the career path in the final years of school education is very important. Though the student who leave the school are not in sufficient maturity to select his/her career path , familiarization educational system aiming pre+vocation would be very useful and would have distinctive advantages.

Patrick Ainley has discussed deeply the concept of pre vocational education in his publication of Vocational Education and Training. He reviewed the historical background related to this. His explanation was spread to division of labour based on trades, casts in the social structure and pre-vocational skills etc.

“Yet vocational education obviously has a more specific meaning of training for a particular employment, while pre- vocational has the wider sense of education for a range of occupations” (Patrick Aniley, 1990:78)

“Before the rise of modern mass-schooling, all education such as it was, was vocational, so that even the mysteries of the written were reserved for a specialist cast.” (Patrick Aniley, 1990:79)

During the era ruling by kings, a similar situation was prevailed even in Sri Lanka. Those days the most of required training fore a trade was transformed to son by father and to daughter by mother. Various kinds of casts were existed as Govigama (the people whose profession is farming), Karawa (the people whose profession is fishing), etc.

Education reforms -1972 have been provided an opportunity to introduce pre vocational education for Sri Lankan education system. “Education reforms in 1972 has been aimed to establish a new spring by removing the inequalities and many things lacking in the system” (Mathupema.G.A: pp 66). A subject named as pre vocation studies was introduce from grade six onwards up to grade nine (year 10). The student had an opportunity to study the occupations, careers prevailing their own village and vicinity based on the raw materials available their. In addition, this culture was provided opportunities to identify and develop the competencies required for careers available in their living areas. These practices can be recognized as the first attempt taken by government of Sri Lanka since independent to identify the generic skills, interests and social skills of school students, towards to world of work. Students were given opportunities to think about their career path even at fair level when they were at secondary education.

### **2.3 Introducing the subject -life competency**

Introducing of above subject to grade seven, eight, and nine proposed through the new education reforms 1993 is also very good steps taken by Sri Lankan education system. National Education Commission has stated four objectives on introducing these new subjects to school. The last objective was directed to the career field.

“04 – Attain the knowledge about career field and select the suitable livelihood” (Hewage.A.S:pp38).

### **2.4 Importunacy of selecting career field adhere to NVQ system**

NVQ system has been offered to acquire the higher competencies for the trainees. This is established by seven levels. Students can study any higher-level ones he completed the immediate lower level. Specialized knowledgeable persons could be produced by this NVQ



system. Therefore, if the school leavers select a correct career field, which would not be happened to change later, is very important. Course selection by applicant is to be valued very importantly today than ever before. It has to be identified in- born abilities to become a noble person in any career field. Students can achieved many higher education level if he posses the skills and interests for a selected career field.

## **Chapter 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Background**

By this research, I want to study the behavior of the students of technical colleges and what kind of factors is being influenced to them on selecting the course. After the deep focusing to the area cover by the research, it was titled as ‘The factors influence in selecting the course of studies by students to DTET courses’.

#### **3.2 Research collaboration**

The proposal sent to Tertiary and Vocational Education Commission through Department of Technical Education and Training was approved by the commission for research studies 2009. The required training and guidance were given by TVEC. They have conducted number of workshop for train the researches and the workshops were leaded by professor K.A.P.Siddhisena of the department of demography, the University of Colombo. The fund for the research is born by the commission with assistance of the treasury.

#### **3.3 Research problems**

- (a) The training providers do not know the real factors considered by students when they selecting the training programs.
- (b) It should be exposed that how far those factors being contributed effectively in selecting a suitable course of study by students.
- (C) Exploring the broad answer for the question of ‘Why did the students choose the course followed by them?’

#### **3.4 Research Question**

Do the students of technical colleges follow correct methods in selecting the course?

#### **3.5 Research Objectives**

- (1) Identify the factors being considered by students when selecting a course in technical education
- (2) Analyze the influence of these factors on their success in the course and in the career.
- (3) Develop a set of guidelines could be used when applicant choosing the course.

### **3.6 Research design**

It was practiced this research as survey research. As the population is the enrolment for DTET and sample would be at different technical colleges, at the initial stage I created a network by contacting Career Guidance and Counseling officers of Kurunegala, Kuliyaipitiya and Wariyapola technical colleges over the phone. In this research, it would be happened to get data from current students and passed out students. It was planned to collect data from both parties by directing questionnaires. To Full- fill this task I visited technical college Kurunegala, Kuliyaipitiya and Wariyapola several times. At many occasions, I had opportunities to explain to the existing students at college about what this task is, except for two courses. The questionnaire prepared for passed out students was posted to their address found from technical colleges. One mail pack contained a covering letter, questionnaire, and self-addressed stamped envelope. Generally, all the students under go a six month training after facing to final examination. Yet another few months may be taken for engaged on any income generation. Therefore, I thought to trace the students who faced to the final examination in 2007, 2006 and 2005 according to the availability of the course. Mostly only one passed -out group were targeted for a course at technical college. In addition to this, information was gathered from academic staff of same courses as key informants.

### **3.7 Methods of Data collection**

**Primary Data:** Primary data was collected by from existing students at technical colleges and passed out students form those technical colleges by implementing the questionnaire method.

**Secondary Data:** These data were found from

- Technical college at Kurunegala, Kuliyaipitiya, Wariyapola, and Dambulla
- MIS of DTET
- Publications

### **3.8 Population**

Population of this research is the total students' enrolment for full time courses for all thirty-eight technical colleges in DTET in 2008/2009. The enrolment for full time courses in 2008/2009 is 16416. (Appendix 1)

As it is difficult to execute the research for Whole Island, it was decided to apply this study for two districts of Kurunegala and Matale.

**Table 3.1** student enrolment for technical colleges in Kurunegala and Matale districts for full time courses

District	Technical College	Enrolment for full time courses
Kurunegala	Kurunegala	781
	Kuliyapitiya	417
	Wariyapola	148
Matale	Dambulla	322
	Matale	303
<b>Total population for two districts</b>		<b>1971</b>

Therefore, the population in selected two districts is 1971.

### 3.9 Sample

#### (a) Selection of technical colleges:

All the technical colleges in Kurunegala districts were selected and technical college Dambulla was selected by purposive (judgmental) sampling. As the other three technical colleges i.e. Kurunegala, Kuliyapitiya and Wariyapola are located in considerable distance from the researcher's station of Dambulla TC, technical college Dambulla was selected purposively for easy administration of the research.

#### (b) Selection of the courses:

Selection of the courses is carried out by using the Simple Random Sampling. (SRS)

I have been concerning full time courses only.

**Table 3.2** One year & two years full time courses conducts at KG, KP, WP, DM

S.N	Course	Duration	Technical Colleges
1	NC in Engineering Draughtmanship	1 year	Kurunegala Kuliyapitiya Dambulla

2	NC in Quantity Surveying	1 year	Kurunegala
3	NC in Accounting Technician	2 years	Kurunegala Kuliyapitiya Dambulla
4	NC in English for Commerce Industry & further Education	1 year	Kurunegala Kuliyapitiya Wariyapola Dambulla
5	NCECP- Industrial Electrician	2 years	Kurunegala Kuliyapitiya Dambulla
6	NCECP- Electronics	2 years	Kurunegala
7	NCECP- Fitter Machinist	2 years	Kuliyapitiya
8	NCECP- Wood Machinist	1 year	Kuliyapitiya Wariyapola
9	NCECP- Plumber	1 year	Kurunegala Kuliyapitiya Dambulla
10	NCECP- Building Construction	1 year	Kurunegala Wariyapola
11	NCECP- Gas & Arc' Welder	1 year	Kurunegala Kuliyapitiya Wariyapola Dambulla
12	NCECP- Motor Vehicle Mechanic	2 years	Kurunegala Kuliyapitiya Dambulla
13	NC in Shorthand ,Typewriting & Computing	1 year	Kuliyapitiya Dambulla
14	NC in Secretarial Practice (English)	1 year	Kurunegala
15	National Diploma in Agriculture	2 years	Kuliyapitiya Dambulla

16	NC in Textile & House hold Drapery	1 year	Kuliyapitiya
----	------------------------------------	--------	--------------

Sixteen full time courses leading for one year and two years duration are conducted at Kurunegala, Kuliyapitiya, Wariyapola and Dambulla technical colleges. Selection of the courses has been done by statistically. Serial number is the list of the sample. Course number 3, 16, 12 and 11 have been selected by SRS using a Random table.

Randomly selected courses are mentioned below. However, every technical college do not conduct all those courses.

NCAT: This course leads for two years. Questionnaires were directed to 2<sup>nd</sup> year students only for all three technical colleges.

NCECP- Gas & Arc Welder: This course leads for one year. Questionnaires were directed to above all four technical colleges

NCECP- Motor Vehicle Mechanic: Course duration is two years. Questionnaires were directed to 2<sup>nd</sup> year students of Kurunegala technical college only.

NC in Textile & House hold Drapery: duration of the course is one year. Questionnaires were directed to Kuliyapitiya technical college.

### (c) Sample Size and Methods of Data Collection

#### Current students:

Table 3.3 Current students in the sample

	Kurunegala	Kuliyapitiya	Wariyapola	Dambulla	Total
NCAT (2 <sup>nd</sup> years)	16	9	-	16	41
Gas & Arc Welder	13	17	8	5	43
Motor Vehicle Mechanic (2 <sup>nd</sup> years)	14	-	-	-	14

Textile & household drapery	-	10	-	-	10
<b>Total</b>	<b>43</b>	<b>36</b>	<b>8</b>	<b>21</b>	<b>108</b>

Table 3.4 shows the number students whom the questionnaires were directed and gathered the information. I personally visited the above technical colleges to meet students. Most of the occasions, I had an opportunity to personally handle the distribution of questionnaires to students and collect them back except for two courses. I explained about the questionnaire and purpose of getting information from present students. All together, I gathered data from 108 existing students.

**Passed-out students:**

I got the list of passed out students from same technical colleges and same courses.

Table 3.4 Number of questionnaires posted to passed out students & respondents

	Kurunegala		Kuliyapitiya		Wariyapola		Dambulla		Total		
	posted	responded	posted	responded	posted	responded	posted	responded	posted	responded	percentage %
NCAT	31 2007	14	12 2007	7	-	-	16 2007 7 2005	7	66	28	42%
Welder	6 2006	-	14 2007	1	2007	1	9 2006 12 2005	3	48	5	10.4
Motor	14 2007	8	-	-	-	-	-	-	14	8	57%
Textile	-	-	15 2007	4	-	-	-	-	15	4	26.6
<b>Total</b>	<b>51</b>	<b>22</b>	<b>41</b>	<b>12</b>	<b>7</b>	<b>1</b>	<b>44</b>	<b>10</b>	<b>143</b>	<b>45</b>	<b>31.4 %</b>

143 questionnaires were posted to passed-out students who have been faced to final examination. After about ten days since mailing only 32 has been responded. Therefore, I used to make reminding over phone to the telephone numbers available to me. As a result, another 13 duly filled questionnaires were received back rising the total respondents up to forty-five. Four packs of questionnaires were returned to me due to failure of delivering the mail due to change of the address or something unknown to me

**Table 3.5 Total numbers of members in the sample**

Technical college-wise and course-wise

	Kurunegala	Kuliyapitiya	Wariyapola	Dambulla	Total
NCAT	30	16	-	23	69
Gas & Arc Welder	13	18	9	8	48
Motor Vehicle Mechanic	22	-	-	-	22
Textile & Household Drapery	-	14	-	-	14
<b>Total</b>	<b>65</b>	<b>48</b>	<b>9</b>	<b>31</b>	<b>153</b>

### 3.10 Scope

The field of this research is Technical & Vocational Education of Sri Lanka. Under this broaden category research study focuses on the applicants to DTET courses.

### 3.11 Limitation

Data collection & analysis were executed over the full time courses of technical colleges of DTET. Therefore, findings are applicable only for full time courses and for the applicants to full time courses of DTET.

As the research study operates for Kurunegala, Kuliyapitiya, Wariyapola & Dambulla technical colleges in Kurunegala & Matale districts, the findings can be generalized only for rest of the districts except North province and eastern province.



## Chapter 4

### ANALYSIS AND DISCUSSION

4.1 Objective 2 Analyze the influence of these factors on their success in the course and in the career.

**Table 4.1 Gender of the respondents**

	No	Percent
Male	92	60.1
Female	61	39.9
Total	153	100.0

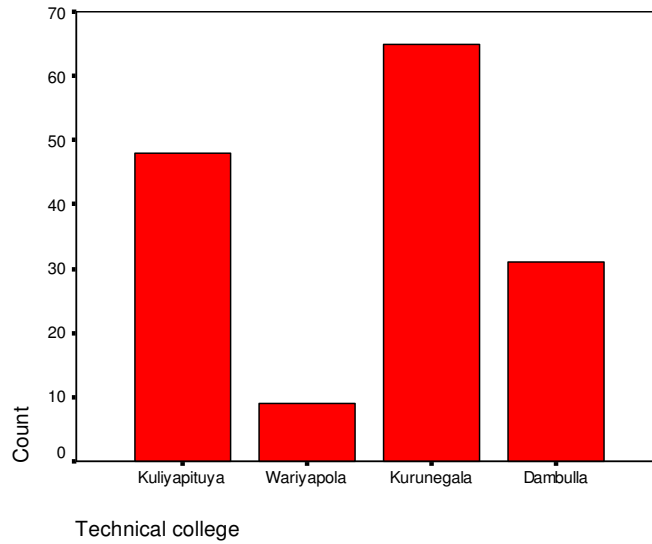
When it is observed the members of the sample consisted of current students & respondents of passed out students in gender wise, 60% is male, while female stands at 40%.

**Table 4.2 Educational level of respondents**

	No	Percent
pass year 10	22	14.4
pass O/L	37	24.2
Followed A/L	11	7.2
pass A/L	83	54.2
<b>Total</b>	<b>153</b>	<b>100.0</b>

When it is observed the educational qualification of respondents, 54% has passed GCE (AL). The lowest educational level, which is just passing grade 10, represent by 14.4%.

**Figure 4.1 Respondents according to technical college**



The highest percentage of members represented from Kurunegala TC. This is 42.5% lowest representation is from Wariyapola TC. That is 6%.

**Table 4.3 Course followed by respondent**

	No	Percent
National Certificate in Accounting Technician	69	45.1
NCECP Motor Vehicle mechanic	22	14.4
NCECP Gas and Arc Welder	48	31.4
NC in Textile and Household Drapery	14	9.2
Total	153	100.0

When analyzing the course studied by students, 45% members represented from NCAT. Gas & Arc Welder is also stand for 31%, which is a trade course. NC in Textile and Household Drapery conducts at Kuliyaipitiya TC only.

**Table 4.4 Duration of the courses**

	Frequency	Percentage
One year	63	41.2
Two year	90	58.8
<b>Total</b>	<b>153</b>	<b>100.0</b>

The members who followed two years course are in 59%. I purposely selected 2<sup>nd</sup> years of two-year courses since they may have different worthy experienced opinions than 1<sup>st</sup> years.

**Table 4.5 Basic awareness for applying to the course**

	Frequency	Percent
Gazette	56	36.6
From school	4	2.6
Friends	48	31.4
By parents	17	11.1
mass media	1	.7
Technical colleges	22	14.4
Others	5	3.3
<b>Total</b>	<b>153</b>	<b>100.0</b>

Gazette is the main source of information to make aware the applicants to apply for technical colleges, which stands on 36%. Friends stands as next highest mode. It is a significant situation & stand on 31%. This means the peer groups force at considerable rate to influence to applicants.

**Table 4.6 Availability of in-born abilities**

	No	Percent
No	17	11.1
Yes	136	88.9
Total	153	100.0

When I asked about the availability of in-born abilities from the students in the sample, 89% agreed that they have such type skills.

**Table 4.7 In-born ability for technical skills**

	No	Percent
No	90	58.8
Yes	63	41.2
Total	153	100.0

Regarding the availability of technical skills 41% in the sample stated that posses it.

**Table 4.8 In-born ability for painting**

	No	Percent
No	105	68.6
Yes	48	31.4
Total	153	100.0

Regarding the ability of painting 31% stated that they have such a skill.

**Table 4.9 In-born ability for writing**

	No	Percent
No	115	75.2
Yes	38	24.8
Total	153	100.0

Regarding the in-born ability for writing, 24.8% in the sample accepted that they posses it.

**Table 4.10 In-born ability for narration**

	No	Percent
No	126	82.4
Yes	27	17.6
Total	153	100.0

Regarding the availability of in-born ability for narration, 17.6% stated that they have such a skill.

**Table 4.11 In-born ability for singing**

	No	Percent
No	114	74.5
Yes	39	25.5
Total	153	100.0

Regarding the availability of in-born ability for singing 25.5% in the sample accepted that they have that skill.

**Table 4.12 In-born ability for mathematics**

	No	Percent
No	102	66.7
Yes	51	33.3
Total	153	100.0

Regarding the available ability for mathematics 33% in the sample stated that possess it.

**Table 4.13 In-born ability for playing instrument**

	No	Percent
No	132	86.3
Yes	21	13.7
Total	153	100.0

Regarding the in-born ability for playing a instrument, 13.7% in the sample accepted that they possess it.

**Table 4.14 In-born ability for retain in mind**

	No	Percent
No	93	60.8
Yes	60	39.2
Total	153	100.0

Regarding the in-born ability for retain in mind 39% in the sample stated that they possess it.

**Table 4.15 In-born ability for dancing**

	No	Percent
No	126	82.4
Yes	27	17.6
Total	153	100.0

Regarding the ability of dancing 17.6%% stated that they have such a skill.

**Table 4.16 In-born ability on making simple handicraft by clay, wooden etc**

	No	Percent
No	128	83.7
Yes	25	16.3
Total	153	100.0

Regarding the ability on making simple handicraft by clay, wooden etc 16.3%% stated that they have such a skill.

**Table 4.17 having more friends**

	No	Percent
No	89	58.2
Yes	64	41.8
Total	153	100.0

Regarding the in-born ability of having more friends 41.8% in the sample stated that they have it.

**Table 4.18 In-born ability for gesturing**

	No	Percent
No	130	85.0
Yes	23	15.0

Total	153	100.0
-------	-----	-------

Regarding the in-born ability for gesturing 15%% in the sample stated that they have it.

**Table 4.19 In-born ability of cooking**

	No	Percent
No	104	68.0
Yes	49	32.0
Total	153	100.0

Regarding the in-born ability for cooking 32% in the sample stated that they have it.

**Table 4.20 Career aspiration of applicants when applying to the course**

	Frequency	Percent
Find a Government job	80	52.3
Find a Private sector job	16	10.5
Self employment	8	5.2
Establishes own business	15	9.8
Foreign job	17	11.1
Migration	3	2.0
Innovation	1	0.7
Others	12	7.8
Non	1	0.7
<b>Total</b>	<b>153</b>	<b>100.0</b>

At the time of applying to the courses, 52% of students expect a government job. A special finding of table 4.2 is 11%, expected the foreign jobs.

**Table 4.21 Parents expectation about students when they applying to the course**

	<b>Frequency</b>	<b>Percent</b>
Find a Government job	97	63.4
Find a Private sector job	7	4.6
Self employment	5	3.3
Develop own business	15	9.8
Extend family business	1	.7
Foreign job	11	7.2
Others	15	9.8
None	2	1.3
<b>Total</b>	<b>153</b>	<b>100.0</b>

By comparing Table 4.20 & Table 4.21, it can be observed that parents' expectation is higher than the students' expectation in finding a job in government sector. Furthermore it explains Students expectation to be engaged in private sector (10.5%) is higher that of parents (4.6%). This is a positive detection by youths in favours to economic development.

**Table 4.22 Career aspiration of students after the course**

	<b>Frequency</b>	<b>Percent</b>
Find a Government job	86	56.2
Find a Privet sector job	14	9.2
Self employment	3	2.0
Extend own business	16	10.5
Foreign employment	14	9.2
Migration	2	1.3
Innovation	2	1.3
Others	12	7.8
None	4	2.6
<b>Total</b>	<b>153</b>	<b>100.0</b>



By observing Table 4.20 & Table 4.22, no significant difference can be seen on career aspiration of students at stage of applying to the course and after the course.

**Table 4.23 Influence by the qualification of school education**

	<b>Frequency</b>	<b>Percent</b>	
Not influenced	19	12.4	
Fairly influenced	10	6.5	
Moderately influenced	18	11.8	
Reasonable influenced	51	33.3	23
Highly influenced	55	35.9	
<b>Total</b>	<b>153</b>	<b>100.0</b>	

By observing Table 4.23, it is clear that the qualification of school education highly influenced for 55% of the sample to decide the course. When it is taken the combine category of moderately influenced, reasonable influenced & highly influenced it stands in 81%.

**Table 4.24 Guidance by the School Teachers**

	<b>Frequency</b>	<b>Percent</b>
Not influenced	90	58.8
Fairly influenced	14	9.2
Moderately influenced	17	11.1
Reasonable influenced	18	11.8
Highly influenced	14	9.2
<b>Total</b>	<b>153</b>	<b>100.0</b>

The guidance by the teachers of schools to students those who are in GCE (OL) & GCE (AL), is at poor level. It shows by 'not influenced' in 59%.

**Table 4.25 Guidance by parents**

	<b>Frequency</b>	<b>Percent</b>
Not influenced	23	15.0
Fairly influenced	12	7.8
Moderately influenced	25	16.3
Reasonable influenced	29	19.0
Highly influenced	64	41.8
<b>Total</b>	<b>153</b>	<b>100.0</b>

When taking the account of reasonable influenced & highly influenced category it is told that guidance by parents is at 60.8% in the sample.

**Table 4.26 Guidance by sister or brother**

	<b>Frequency</b>	<b>Percent</b>
Not influenced	53	34.6
Fairly influenced	18	11.8
Moderately influenced	30	19.6
Reasonable influenced	22	14.4
Highly influenced	30	19.6
<b>Total</b>	<b>153</b>	<b>100.0</b>

The factor 'guidance by sister or brother' to decide the course is not significant. It is not important.

**Table 4.27 Grading**

	<b>Frequency</b>	<b>Percent</b>
Pass	31	68.8
Referred	14	31.2
<b>Total</b>	<b>45</b>	<b>100.0</b>

The pass rate at the final examination of the courses either one year or two year is 69%. 31% are referred.

**Table 4.28 Employability**

	<b>Frequency</b>	<b>Percent</b>
Unemployed	21	46.7
Employed	24	53.3
<b>Total</b>	<b>45</b>	<b>100.0</b>

The employed portion from the passed out students is 53.3%. This is a lower level.

**Table 4.29 The Sector of employment**

	<b>Frequency</b>	<b>Valid Percent</b>
Government	5	20.8
Semi government	5	20.8
Private sector/ NGO	11	45.8
Foreign employment	2	8.3
Self employment	1	4.2
<b>Total</b>	<b>24</b>	<b>100.0</b>

Private sector & NGO's stand as main source for providing the jobs is 45.8%. The percentage in foreign employment & self-employment is a significant figure though it is a lower level.

## **4.2 Objective 1:**

### **Identify the factors being considered by students when selecting a course in technical education.**

Current students & passed out students mention about main factors considered by them at the selection of the course, they have followed under question 29. It has been identified thirty kinds of factors by analysing their replies. I grouped these thirty factors according to similarity & six major factors were identified. The result is mentioned below.

**Table 4.30** The factors considered by current & passed out students at selection of the courses and the weight they have kept according to frequency.

S.N	Factor	Percentage (calculated by frequency)
1	To get a job- foreign or local. (Just aiming a livelihood.)	43.61%
2	I selected the course based on school educational qualifications.	11.43%
3	Since there is a demand in the industry for the course.	9.84%
4	I liked for the field of the course. ( my willingness)	9.30%
5	Based on my available skills.	5.31%
6	I matched my objectives with a course.	4.52%
	Total	84.01%
	Other factors. (18 factors.)	15.99%
	Grand Total	100%

- Refer to above factor No 1:

Majority of respondents have claimed a government job than private sector. This is not an acceptable situation.

Significant facts exposed from other factors. (15.99%)

- So called ‘career Test’ was practiced by only one student. As a percentage, it is 0.26%.
- Other factors affected for 15.73% were,
  - to get a qualification for higher education,
  - guidance by parents,
  - since the training after the course,
  - duration of the course,
  - to increase the existing knowledge,
  - since the prior knowledge about the course,
  - since the interest to the workshop of the course ,
  - a family member employed in a related field to the course,
  - to get experience in multi discipline,

- make foundation to enter for a popular field,
- suitability for the present days,
- to learn practical subject matters,
- since there are lack of qualified persons at the higher carders,
- to get computer knowledge,
- due to social recognition for employees in this field,
- my family/social back grounds,
- The believe in social recognition for the course.

### 4.3 Objective 3:

**Develop a set of guidelines, which could be used by applicants at choosing the course.**

A practicable solution was found by analyzing the responses for Q-43 in the questionnaire. This question was contained in the questionnaire sent to passed out students.

	No	%
Responded	39	86.7
Not responded	6	13.3
Total	45	100

The factors highlighted by passed out students to make consideration at the selection of a course mentioned below.

SN	Description	%
1	About the job market, ability for livelihood after the course, possibility for self-employment.	27.7%
2	Possibility to continue & complete the course without being drop out by paying special concerning on the economical condition of the family.	14.2%
3	Relevancy of the school education gained so far.	10.8%
4	Special skills of the applicant, In born abilities	8.1%
5	Institutional factors- The factors help to quality of the training delivery such as condition of the workshop, sufficient academic staff , library facilities, opportunity to gain the knowledge of English, computer literacy etc	8.1%
6	Personal interests for the career field without presser from family members especially from parents.	6.7%

7	Opportunity for the career advancement , higher education	5.4%
8	Other factors	19%
		100%

#### **4.4 Solution for the Research Question**

**Do the students of technical colleges follow correct methods in selecting the course?**

(a) Let's study the grading at the final examination & employability of passed out students.

##### **Grading**

	No	%
Pass	31	68.8%
Referred	14	31.2
Total	45	100%

##### **Employability**

	No	%
Employed	24	53.3
Unemployed	21	46.7
Total	45	100%

The passing rate of students is at final exam at first attempt 68.8%. It is at rather low level.

Nearly 1/3 could not achieve the success.

Employability is 53.3%. It is also very low.

The result of grading & employability tell us the courses followed by students were not benefited in higher percentage. There was something wrong in the students and the course or training delivery or competencies of students for industry.

(b) When make compare the result of above objective 1 & objective 3 which are the factors considered at selection of the course and suggestion made by respondents seeing the future developments.

	The factors which will have to be considered (recommendations)		Existing method	
A	1- Job market .(demand in the industry)	27.7%	3- Demand in the industry.	9.84%
B	2- Possibility on complete the course.	14.2%	Has not considered	0%
C	3-Relevancy of school education	10.8%	2-Baased on school education	11.43%
D	4- Skills available	8.1%	5- Based on skills	5.31%
E	6- Self interest without external pressure from family	6.7%	Not considered	0%
F	Not considered (No importance)	0%	1- Just follow the course to get a job	43.61%

When it is studied the above comparison,

F- Unnecessary fact is considered in the existing method by students.

A- Applicants do not pay sufficient attention to the jobs available related to the course.

B- Applicants do not considered –Not at all

E- Applicants do not considered –Not at all

I can arrive to a conclusion for the research question without any bias and hesitation by above (a) & (b).

**The students of technical college do not follow a correct method in selecting the course.**

#### **4.5 Analyzing the information received in the questionnaire of academic staff :**

1) Fifty five percentage of academic staff has mentioned that they have experience on changing the courses by students.

2) Main reasons for changing the course being followed by students –

Reasons	Percentage by opinion of academics.
No pre-career guidance service to students.	37%
Uncertainty on the career in future.	18%

3) The facts suggested by academic staff for the applicants, which should be considered on rational thinking at the selection of courses.

<b>Facts</b>	<b>Opinion by %</b>
• The demand for the career field either local or foreign & jobs and possibility be engaged on self-employments.	31%
• Skills & willingness of the applicants	26%
• Opportunity for the higher education	21%



## Chapter 5

### CONCLUSION AND RECOMMENDATION

Following recommendation can be presented. These facts can be considered as the guidelines to use for the applicants when they are involving on select a course conducted by the technical colleges.

- 1 Applicants should think about the job market relevant to the course you are going to select & the career field. Can I be engaged on a livelihood rather than depend on parents? Possibility for self-employment etc
- 2 Applicants should be able to continue & complete the course without dropping out. This fact should be judged by paying special concern on the economical condition of the family.
- 3 There should be some relevance for the course intending with the school education gained so far.
- 4 Applicants should have capability to see him. He/She must identify the special skills having to him. Perhaps he /she may have in-born abilities characterized from the childhood. These skills, if it is available could be match and extend to an appropriate career field.
- 5 Find out about the institutional factors- Applicants should try to be aware about the factors influencing the quality of the training delivery. Is the condition of the workshop ok & are the practicals covered? Are there sufficient academic staff? Are there library facilities, opportunity to gain the knowledge of English, computer literacy etc in technical colleges? Sometimes, you can meet a current student or passed out student who knows these things. These factors may help for sound decision.
- 6 Applicants should not have mere interest for the course. They should have deep self-interests for the career field. Opportunity for the career advancement, higher education without any pressure from family members especially from parents.
- 7 There should be future opportunities for career advancement. Some students seek opportunities for higher education

## Bibliography

1. Ainley.P (1990): Cassell Educational Limited: Vocational Education and Training, England
2. Colombo Plan Staff College for Technician Education: National Institute of Technical Education of Sri Lanka (2006): Research and Survey in Technical Vocational Education and Training, Colombo
3. Department of Technical Education and Training (2009): Statistical Hand Book on Technical Education 2007/2009: Colombo
4. National Institute of Technical Education of Sri Lanka (2008): NITESL Journal: Colombo
5. xxiv වැනි සැසි වාර්තාව -1943 : (ලංකාවේ) අධ්‍යාපනය පිළිබඳ විශේෂ කාරක සභාවේ වාර්තාව
6. මාතුපේම. ජී.ඒ. ට 1993 : ඇම්.ඩී.ගුණසේන සහ සමාගමට නූතන අධ්‍යාපන විද්‍යා ප්‍රවේශය
7. හේවගේ. ඒ. එස් :1999: සී/ස කැන්ඩි ප්‍රින්ටර්ස් ශ්‍රී ලංකාවේ අධ්‍යාපන අර්බුදය සහ නව අධ්‍යාපන ප්‍රතිසංස්කරණ

**කාර්මික විද්‍යාල වල අධ්‍යයන පාඨමාලා සඳහා ඉල්ලුම් කිරීමේ දී සිසුන් / ශිෂ්‍යාවන් විසින් සලකා බලන කරුණු පිළිබඳ අධ්‍යයනය.**

මෙම ප්‍රශ්නාවලිය තුළින් රැස් කරන තොරතුරු අධ්‍යයන පරමාර්ථ සඳහා පමණක් භාවිතා කරන අතර එම දත්ත බාහිර පාර්ශවයන්ට හෙලිදරව් නොකරන බවට සහතික කරමු.

**උපදෙස්:** පිළිතුරු සැපයීම සඳහා අදාල කොටු තුල / ලකුණු කරන්න. අවශ්‍ය තැන් වල තොරතුරු සඳහන් කරන්න.

**පසුබිම් තොරතුරු**

01. නම (මුලකුරු සමග):

02. ස්ත්‍රී පුරුෂභාවය:

පුරුෂ  1  ස්ත්‍රී  2

03. උපන් දිනය:-

අවු   මාසය

දිනය

04. ලිපිනය:

දුරකථන අංකය:(ඇත්නම්)

05 පාසැල් අධ්‍යාපනය

9 වසර/8 ශ්‍රේණිය හදාරා ඇත	1
9 වසර/8 ශ්‍රේණිය සමත්	2
10 වසර/9 ශ්‍රේණිය සමත්	3
11 වසර/10 ශ්‍රේණිය සමත් (අ පො ස/සා පො)	4
12 වසර / 11 ශ්‍රේණිය සමත්	5
13 වසර / 12 ශ්‍රේණිය සමත් (උ පො)	6

**ඊ කාර්මික අධ්‍යාපනය**

06 ඔබ පාඨමාලාවට හදාරණ / හැදෑරූ කාර්මික විද්‍යාලය

කුලියාපිටිය	1
වාරියපොල	2
කුරුණෑගල	3
දඹුල්ල	4

07. කාර්මික විද්‍යාලයේදී ඔබ හදාරණ/හැදෑරූ පාඨමාලාවේ නම:-

08. එම පාඨමාලාවේ අධ්‍යයන කාලය:-

වසර 1	1
වසර 2	2

09. පාඨමාලාව සඳහා ලියාපදිංචි වූ වර්ෂය:

10. පාඨමාලාව හැදෑරූ වර්ෂය/වර්ෂ (අදාල වේ නම්):

11. පාඨමාලාව සමත් වූ වර්ෂය (අදාල නම්):

12. ඔබ පාඨමාලාව සමත් ආකාරය (අදාල නම්):

සමත්	1
උගත සමත්	2
අසමත්	3

13. උගණ සමත් නම් පසු අවස්ථාවක එම විෂයය/ විෂයයන් සමත් වූහිද?

ඔව්  1

නැත  2

14. ඔබ හැදෑරූ පාඨමාලාව සඳහා ඉල්ලුම් කිරීමට මූලිකව ඔබ දැනුවත් වූයේ කෙසේද?

රජයේ ගැසට් නිවේදනය(පුවත්පත් /ගැසට් පත්‍රය)	1
පාසැලෙන් (ගුරුවරු මගින් )	2
මිතුරන් මගින්	3
දෙමව්පියන් මගින්	4
ගුවන් විදුලි/රූපවාහිනී ප්‍රචාරක මගින්	5
කාර්මික විද්‍යාල මගින්	6
වෙනත් ( සඳහන් කරන්න)	7

15. කාර්මික විද්‍යාල පාඨමාලාව හැදෑරීමට මම යොමු වූයේ

කිසියම් සැලසුමක් ඇතිව	1
පාසැල් අධ්‍යාපනයෙන් පසු වෙනත් කළ යුතු දෙයක් නැති නිසා - නමුත් අපේක්ෂාවක් ඇතිව	2
පාසැල් අධ්‍යාපනයෙන් පසු වෙනත් කළ යුතු දෙයක් නැති නිසා - කිසිම අරමුණක් නැතිව	3
	4
	5

16. ඔබ සතුව හඳුනාගත් සහජ හැකියාවන් ( උපතින්ම ඇති දක්ෂතා) (in – born abilities\* තිබේද?)

ඔව්  1

නැත  2



16.1 පිළිතුර ඔව් නම් පමණක් වම දක්ෂතා අනු පිළිවෙළට ( උපරිම දක්ෂතාවය 1 ,ර්ලඟ දක්ෂතාවය 2, 3.....යනාදී ලෙසට ) සඳහන් කරන්න. ඔබේ තේරීම් 1 කට වැඩි සංඛ්‍යාවක් ඇත්නම් එලෙස සලකුණු කරන්න.

1 කාර්මික	1
2 විත	2
3 ලේඛණය	3
4 කට්තය	4
5 ගායනය	5
6 ගණිතමය	6
7 වාදනය	7
8 මතක ශක්තිය	8
9 නර්තනය	9
10 මැටි / ලී / සාජු ගෝම් වැනි දූව්‍ය වලින් යමක් සෑදීම	10
11 මිතුරන් රාශියක් සිටීම	11
12 අභිරූපන රංගනය	12
13 ඉවුම් පිහුම්	13
14 වෙනත් (සඳහන් කරන්න)	

17. පාඨමාලාවට ඉල්ලුම් කරන අවධියේ ඔබ සිත තුළ කැකෑරුන ඔබගේ පිවිත අපේක්ෂාව (බලාපොරොත්තුව) වූයේ කුමක්ද?

1 වැටුප් ලැබෙන රැකියාවක් සොයා ගැනීම - රජයේ	1
2 වැටුප් ලැබෙන රැකියාවක් සොයා ගැනීම - පෞද්ගලික අංශයේ	2
3 ස්වයං රැකියාවක් කිරීම	3
4 පාඨමාලාව හදාරා කෙටි කලකට පසු තමාගේම ව්‍යාපාරයක් ඇති කර ගැනීම	4
5 දැනටමත් තිබෙන පවුලේ ව්‍යාපාරය දියුණු කිරීම	5
6 විදෙස් රටකට යෑම - රැකියාව සඳහා	6
7 විදෙස් රටකට යෑම - ස්ථිර පදිංචිය සඳහා	7
8 නව නිර්මාණයක් කිරීම	8
9 වෙනත් ( සඳහන් කරන්න)	9

10 කිසිවක් නැත.	10
-----------------	----

18. පාඨමාලාවට ඉල්ලුම් කරන අවධියේ ඔබ පිළිබඳව දෙමව්පියන් තුල තිබූ බලාපොරොත්තුව වූයේ කුමක්ද?

1 රජයේ රැකියාවක නියුක්ත කරවීම	1
2 පෞද්ගලික අංශයේ රැකියාවක නියුක්ත කරවීම	2
3 ස්වයං රැකියාවක් කිරීම	3
4 පාඨමාලාව හදාරා කෙටි කලකට පසු තමාගේම ව්‍යාපාරයක් ඇති කර ගැනීම	4
5 දැනටමත් තිබෙන පවුලේ ව්‍යාපාරය දියුණු කිරීම	5
6 විදෙස් රටකට යෑම - රැකියාව සඳහා	6
7 විදෙස් රටකට යෑම ස්ථිර පදිංචිය සඳහා	7
8 නව නිර්මාණයක් කිරීම	8
9 වෙනත් ( සඳහන් කරන්න)	9
10 කිසිවක් නැත.	10

19. පාඨමාලාව හැදෑරීමෙන් පසු ඔබ ඉටු කර ගැනීමට බලාපොරොත්තු අරමුණු ( අපේක්ෂා වූයේ කුමක්ද?)

1 වැටුප් ලැබෙන රැකියාවක් සොයා ගැනීම - රජයේ	1
2 වැටුප් ලැබෙන රැකියාවක් සොයා ගැනීම - පෞද්ගලික අංශයේ	2
3 ස්වයං රැකියාවක් කිරීම	3
4 පාඨමාලාව හදාරා කෙටි කලකට පසු තමාගේම ව්‍යාපාරයක් ඇති කර ගැනීම	4
5 දැනටමත් තිබෙන පවුලේ ව්‍යාපාරය දියුණු කිරීම	5
6 විදෙස් රටකට යෑම - රැකියාව සඳහා	6
7 විදෙස් රටකට යෑම ස්ථිර පදිංචිය සඳහා	7
8 නව නිර්මාණයක් කිරීම.	8
9 වෙනත් ( සඳහන් කරන්න)	9
10 කිසිවක් නැත.	10

**C. පාඨමාලා තේරීම**  
**C. ප්‍රශ්න අංක 20 සිට 28 දක්වා සුදුසු වරණය තෝරන්න.**

ඔබ හදාරන / හැදෑරූ පාඨමාලාව සඳහා ඉල්ලුම් කිරීමේ දී පාඨමාලාව කුමක්ද? යන්න තීරණය කිරීම සඳහා කරුණු රාශියක් බලපාන්නට ඇති. පාඨමාලාව තීරණය කිරීම v සඳහා එම කරුණු කොතරම් දුරට බලපාන්නට ඇත්ද? යන්න පහත වරණ තුලින් තෝරන්න.

වරණයන් කිසිම බලපෑමක් නැත	ඉතා මද වශයෙන් බලපා ඇත	තරමක් බලපා ඇත	සැලකිය යුතු මට්ටමින් බලපා ඇත	ඉතාමත් ඉහලින් බලපා ඇත		
<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>		
20 පාසැල් අධ්‍යාපන සුදුසුකම (9 වසර / 10 වසර /සා පෙ සුදුසුකම)	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text"/>
21						
• පවුලේ සාමාජිකයකු මා හදාරන පාඨමාලාව කේන්ද්‍රයෙහි වෘත්තිකයක නියැලීම	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text"/>
21.1 ඔබේ පිළිතුර ඉහත <input type="text" value="0"/> නොවන්නේ නම් ඔහුට / ඇයට ඇති ශ්‍රෝතීත්වය කුමක්ද? (උදා:පියා/අයිතා).....						<input type="text"/>
21.2 ඔහු/ ඇය කරන වෘත්තිය කුමක්ද?.....						<input type="text"/>
22.						
මා දන්නා වෙනත් අයෙකු මාගේ පාඨමාලා කේන්ද්‍රයෙහි වෘත්තීයක නියැලීම	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text"/>
22 1 පිළිතුර ඉහත <input type="text" value="0"/> නොවන්නේ නම් ඔහුගේ/ ඇයගේ වෘත්තිය.....						<input type="text"/>
23. පාසල් ගුරුවරයෙකු විසින් කරන ලද මඟ පෙන්වීම	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text"/>
24. මව පියා විසින් කරන ලද මඟ පෙන්වීම	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="50"/>	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text"/>

25. සහෝදරයකු/ සහෝදරියක විසින් කරන ලද මග පෙන්වීම

26. වෙනත් ඥාතියකු විසින් කරන ලද මග පෙන්වීම

27. ගමේ වෙනත් පුහු වරයෙකු විසින් කරන ලද මග පෙන්වීම

28 අපො ස(සා පෙළ) තාක්ෂණික විෂයය සඳහා මම හැදෑරූ විෂයය

28 . 1 වම විෂයය/ විෂයයන් කුමක්ද?  
.....

29 ඔබ විසින් හදාරන / හැදෑරූ පාඨමාලාව නිශ්චිත ලෙසම තේරීමේ දී සලකා බලනු ලැබූ ප්‍රමුඛතම සාධක 04 ක් ( උපරිමව) පැහැදිලිව වෙන වෙනම ලියන්න.

- I. සාධක ඇත / කිසිම සාධකයක් නැත
- II. ....
- III. ....
- IV. ....
- V. ....

30 සම්පූර්ණ ප්‍රශ්නයම කියවා පිළිතුරු සැපයීමට උත්සාහ කරන්න අපහසුවකින් තොරව ඔබ පාඨමාලාව හදාරමින් සිටීද? / හැදෑරුවේද?

හොදටම අපහසුයි  තරමක් අපහසුයි  කිසිම අපහසුවක් නැත

30. 1ඔබගේ තේරීම ඉහත  හෝ  නම් පාඨමාලාව හැදෑරීමේ දී ඔබට දැනෙන දැනුන වීම අපහසුතාවය / බාධාව / කුමක්ද? (පිළිතුරු 1 කට වඩා තිබිය හැකිය)



බාහිර	පංති කාමරයේ / කාර්යාලයේ ආලෝක දැවැන්ත	1
	පරිපාලනමය දැවැන්ත	2
	ගුරුවරයා සතු දැවැන්ත	3
		4
අභ්‍යන්තර	උගන්වන කාරණා මට අවබෝධ කර ගැනීම අපහසු වීම	5
	ගණිතමය කොටස් තේරුම් ගැනීම අපහසු වීම	6
	විද්‍යාව හා සම්බන්ධ කාරණා තේරුම් ගැනීම අපහසු වීම	7
	පුහුණු වන ක්ෂේත්‍රයට මම කැමති නැත	8
වෙනත් සඳහන් කරන්න	ගමනාගමන අපහසුතා	9
	ආර්ථික දුෂ්කරතා	10

**a රැකියා තොරතුරු ( පාඨමාලා හදාරා කාර්මික විද්‍යාලයෙන් ඉවත්ව ගොස් ඇති සිසුන් / ශිෂ්‍යාවන් සඳහා පමණි**

31. ඔබ දැනට වෘත්තීයක නියැලෙන්නේද?  ඔව්  1  නැත  2

ඉහත ප්‍රශ්නයට පිළිතුර v නැති නම් 41 ප්‍රශ්නය කරා යන්න

32. 31 ප්‍රශ්නයට පිළිතුර ඔව් නම් රැකියාව කරන ආයතනය:-

33. ඔබගේ රැකියාව අයත් වන්නේ කුමන අංශයටද?

රාජ්‍ය	1
අර්ධ රාජ්‍ය	2
පෞද්ගලික/ NGO	3
විදේශ	4
ස්වයං රැකියා	5
රැකියා විරහිත	6

34. ඔබගේ රැකියාවේ ස්වභාවය සහ තනතුර:-

35. ඔබේ වෘත්තීය ක්ෂේත්‍රයේ ඔබ හැදෑරූ පාඨමාලාවට ඇති සම්බන්ධතාවය කොහෙත්ම නැත තරමක් සම්බන්ධවේ කෙලින්ම සම්බන්ධවේ

1  2  3

35 සඳහා පිළිතුර  1  නම් එසේ වීමට හේතු වූයේ ( පිළිතුරු කීපයක් ඇත්නම් ඒ සියල්ල ඉදිරියේ / සලකුණු කරන්න)

පාඨමාලාවට අදාල රැකියාවක් සොයා ගැනීම අපහසු වීම	1
පාඨමාලාවට අදාල රැකියා අඩුයි	2
හැදෑරූ පාඨමාලාව හා බැඳුණු රැකියාවලට අකමැති වීම	3
මා සතු වෙනත් දක්ෂතා මත රැකියාවක් සොයා ගැනීම	4
හැදෑරූ පාඨමාලාවට මම අකමැති වීම	5
වෙනත් හේතු :- (පැහැදිලිව සඳහන් කරන්න)	6

36. ඉහත 35 ප්‍රශ්නයට පිළිතුර  හෝ  නම් , රැකියාවට අදාල වැඩ ලෝකය සඳහා මුහුණ දීමේදී මම

අසාර්ථකයි                      තරමක් සාර්ථකයි                      සාර්ථකයි

37 ඉහත 36 ප්‍රශ්නයට පිළිතුර  නම් එයට හේතුව / හේතු වන්නේ

රැකියාව කිරීමට අවශ්‍ය න්‍යායික දැනුම ප්‍රමාණවත් මදි.	1
රැකියාව කිරීමට අවශ්‍ය ප්‍රායෝගික දැනුම ප්‍රමාණවත් මදි.	2
මාගේ ආකල්ප වල ඇති දුර්වලතා	3
රැකියාවේදී පුහුණු අවස්ථා අඩු වීම	4
වෘත්තීය ක්ෂේත්‍රයට මම අකමැති වීම	5
වෙනත් හේතු (සඳහන් කරන්න)	6

38 ඉහත 36 ප්‍රශ්නයට පිළිතුර  හෝ  වේ නම් එයට හේතුව / හේතු වන්නේ

පාඨමාලාවෙන් ලැබූ න්‍යායික දැනුම ප්‍රමාණවත් වීම	1
පාඨමාලාවෙන් ලැබූ ප්‍රායෝගික දැනුම ප්‍රමාණවත් වීම	2
මගේ ආකල්ප රැකියාව සඳහා ගැලපීම	3
රැකියාව තුළ පුහුණු අවස්ථා තිබීම	4
වෘත්තීය ක්ෂේත්‍රයට මම කැමති වීම	5
වෙනත් ( සඳහන් කරන්න)	6

39 රැකියාව කිරීමේ දී මාගේ සේවය පිළිබඳ මම

අතෘප්තිමත්  
1

තරමක් තෘප්තිමත්  
2

තෘප්තිමත්  
3

40 රැකියාව කිරීමේ දී මාගේ සේවය පිළිබඳව මාගේ උසස් හිලධාරීන්

අතෘප්තිමත්  
1

තරමක් තෘප්තිමත්  
2

තෘප්තිමත්  
3

41 ඔබ රැකියාවක් නොකරයි නම් එයට හේතුව

රැකියාවක් සෙවූ නමුත් මේ වන තුරු ලැබුණේ නැත	1
රැකියාවක හිරත වීම මට අවශ්‍ය නොවේ/ වෙනත් ආදායම් ඇත	2
රැකියාවක් කිරීමට මම අකමැතිය	3

42 ඉහත 41 ප්‍රශ්නයට පිළිතුර 1 නම් මේ වන තුරුත් රැකියාවක් නොලැබීමට හේතුව/ වන්නේ (පිළිතුරු එකකට වඩා තිබිය හැක.)

හැදෂරෂ පාඨමාලා ක්‍ෂේත්‍රයට මම අකමැති වීම	1
හැදෂරෂ පාඨමාලාවට අදාල රැකියාවක් සොයාගැනීම දුෂ්කර වීම	2
පාඨමාලාවට අදාල රැකියා සඳහා මම අකමැති වීම	3
වෙනත් රැකියාවක් හෝ සොයා ගැනීම දුෂ්කර වීම	4

43 කාර්මික විද්‍යාල පාඨමාලා හැදෂරීම සඳහා තේරීමේ දී සිසුන්/ ශිෂ්‍යාවන් විසින් සලකා බැලිය යුතු යැයි ඔබ විසින් නිර්දේශ කරනු ලබන සාදක මොනවාද? වැදගත් කමේ අනුපිළිවෙලට සඳහන් කරන්න

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

මෙම ප්‍රශ්ණාවලිය සඳහා පිළිතුරු සැපයීම අප අගය කරන අතර ඔබ ගත කල කාලය හා උත්සාහය සඳහා ස්තූති කරමු.