

Factors Attracting Students to Creative and Technical Education: The Milieu of Bangladesh

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Abstract

The study investigates the factors attracting students to creative and technical education when they come across with selection of universities. The main objective of this study is to explore those factors that stand out very critical in influencing and determining student's attendance decision in some technical institutes. The study demonstrates eleven factors which are further categorized into a quantity of associate features, interior factors (like yearning, aptitude and career), exterior factors (education organism, intention, position, standing, encouragement and amenities) and institutional factors (parents/friends/teachers/relatives/seniors). The study depicts mixed results; all factors are found somehow important in selection of education. The factors have been found as the most preferred one for students to pursue in semi disguised questionnaire. The eleven factors have found significantly related to student employment decision. Intense competition in the creative and technical education in Bangladesh has forced many universities to become "entrepreneurs" and implement marketing strategies in recruiting students both locally and abroad. The objective of this paper is to develop a conceptual framework to explore the attracting factors as in-dependable variables that persuade students' lessons preference decision in Bangladesh.

Key words: Creative, Technical, Education, Creative Education and Technical Education.

1. Introduction

Creativity (creative) is that area of human experience, skill and knowledge which is concerned with man's ability to mould his environment to suit his material and spiritual needs (Archer, B., 1973). Technique (Technical) or Technology is essentially a rational, logical, sequential process intended to solve problems. Creativity and Technology are the initiate change in man-made things (Jones, J.C., 1970). For the term "Creative process" or "Technical Process" we can also interpret "problem-solving process", which in all but its abstract forms works by consultation and consensus. The process begins with the identification and analysis of a problem or need and proceeds through a structured sequence in which information is researched and ideas explored and evaluated until the optimum solution to the problem or need is devised. Creative education is a proven methodical education for approaching a problem or a challenge in an imaginative and innovative way (Alex Osborn and Sidney Parnes, 1998). It's a tool that helps people re-define the problems they face, come up with breakthrough ideas and then take action on these new ideas. Technology or Technical education is the study of technology, in which students "learn about the processes and knowledge related to technology" (ITEA, 2000). As a field of study, it covers the human ability to shape and change the physical world to meet needs, by manipulating materials and tools with techniques.

1.1 Statement of the Predicament

Creative and technical education have been inventive to meet the needs of present and future job market, learning by doing attempts, global perspective and attributive and those in relevant educational support and development roles to the country and for the modern world as well. It relates to the teaching and development of creativity in others and to the creativity of the educators. For the last couple of years in this arena of education, students are enrolling significantly. So that at least ten new institutes already started offering some courses which is to be roofed the most recent necessities. This research paper justified and observed the most grounds of attraction to Creative and creative education for the students of Bangladesh.

1.2 Significance of the Study

Through this move, Bangladesh is positioning itself as the regional reorganization or centre of educational excellence and to the guardians' of the students or apprentices. Bangladesh aims to achieve this position as the substitute and apt desirable destination for students to pursue their creative and technical education that will be of bearable cost as well as provides internationally recognized qualification. Students are rapidly escalating into such kind of educations nowadays. So the purpose and the causes which are attracting students to creative and technical education should be determined.

2. Objectives of the Study

- To determine the factors of attraction to creative and technical education.
- To justify the factors.
- To know the factors hierarchy.
- To identify the social and institutional perspective concerning the factors.

3. Literature Review

Creativity (creative) is that area of human experience, skill and knowledge which is concerned with man's ability to mould his environment to suit his material and spiritual needs (Archer, B., 1973). Technique (Technical) or Technology is essentially a rational, logical, sequential process intended to solve problems. Creativity and Technology are the initiate change in man-made things (Jones, J.C., 1970). For the term "Creative process" or "Technical Process" we can also interpret "problem-solving process", which in all but its abstract forms works by consultation and consensus. The process begins with the identification and analysis of a problem or need and proceeds through a structured sequence in which information is researched and ideas explored and evaluated until the optimum solution to the problem or need is devised. Creative education is a proven methodical education for approaching a problem or a challenge in an imaginative and innovative way (Alex Osbom and Sidney Parnes, 1998). It's a tool that helps people re-define the problems they face, come up with breakthrough ideas and then take action on these new ideas. Technology or Technical education is the study of technology, in which students "learn about the processes and knowledge related to technology" (ITEA, 2000). As a field of study, it covers the human ability to shape and change the physical world to meet needs, by manipulating materials and tools with techniques. Knowledge of your audiences especially apprentices, also called stakeholders or publics, is vital in designing messages and selecting interactive media to produce an effective program. All audiences are different. The "general public" does not exist. Rather communicators must identify different segments of the public they wish to communicate with, a process that advertisers call market segmentation (Susan K. Jacobson, 2009). So the interactive education can enlarge the students' capacity in terms of their accountability. Interactive education and entertainment edu-business (Zhang, 2008) today are undergoing major transformation. The social theorist Karl Marx and Max Weber focused on the stratification approved-systems for interactive edification associated with industrialization. The socio-economic effects of industrialization were mixed English national income tripled between 1700 and 1815 and increased 13 times more by 1939. Standards of comfort rules, but prosperity were uneven. At first, factory workers got wages where than those available in the domestic system. Later, owners started recruiting in places where living standards were low and labor was cheap. (Conrad Phillip Kottak, 2004). Connection is the glue of interaction education, bonding minds and revealing thinking. Recently it was shown that speaking and interactive education merging each other on the essence of studentship. As part of the session, students are able to brainstorming in model of perfection (Kevin Cashman, 2007).

4. Factors Study and Medley

The factors were justified by the researchers in terms of FGD statement and the most important surveillance and also with factual understanding of the groundwork questionnaire. After that by the precise extremity of interference eleven factors were determined as the uppermost attractive catalyst in the study progression. The position of point number twelve was considered as the bendable and self shared spot of authority. Factors are also independently and significantly related to the overall attraction of the creative and technical education in the institutes of Bangladesh. The tarnished and designated eleven factors are as pursues:

- Job opportunity
- Higher salary in future
- Able to get good position in a company
- Able to become a freelancer
- Opportunity to go for higher study in abroad
- Smart and secured future
- Creative and technical way of education
- Able to earn reputation with money
- Creative and mostly Practical education facilities
- Doing practical assignment is more required rather than reading
- Relatives are doing job or business in this sector
- Any others

4.1 The Conceptual Framework

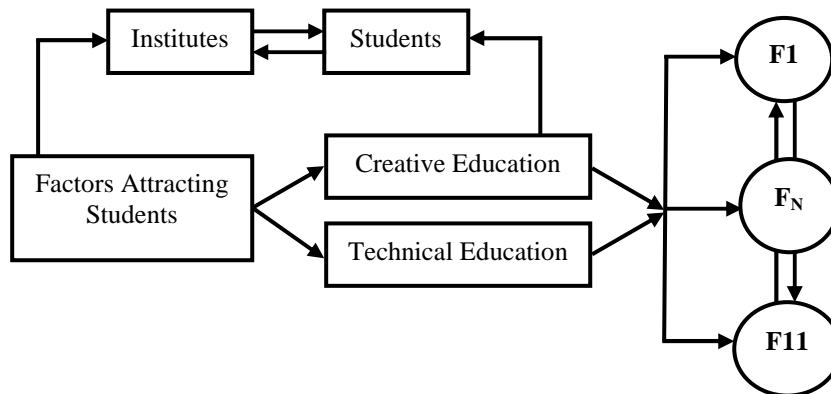


Diagram 1: Conceptual Stepladder of the Study (Authors Instructed)

4.2 Span of the Study

It is essential that institutions have the capabilities and offerings of these attracting factors to be attractive to the forthcoming students in action of the creative and the technical assessment. Furthermore, to attract approaching students, it is also essential that the institutions develop its alumni relation as well as working closely with the industries to ensure that the students' education is relevant to the requirements of the industries. In addition, it is likewise imperative for the institution to be able communicate the development in these areas effectively to the prospective students and the employment benefactor on this pathway.

5. Methods of the Study

- Approach: Combination of Quantitative and Qualitative analysis with cross sectional data representation and Triangulation attempt.
- Survey: Through structured, undisguised and free answer questionnaire.
- Sample Size: 100 (Discerning Formation)
- Sampling: Random and at least 20 from each institute.
- Population: All the creative and technical institutes' students.
- Source of Data: Primary for data analysis. Secondary for literature review and examples.
- Statistical Tools: SPSS/v.18

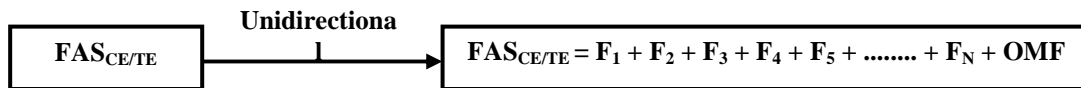
5.1 Measures of the Study

- Delve into of study conducted based on the up-to-the-minute regular and latest Years/Session including eight or six or four semesters Academic Progression in the surveyed institutions.
- First Phase Considered Creative and Technical Institutes are as beneath:

✓ Shanto-Mariam University of Creative technology (SMUCT)	• Department: AMMT, FDT, GDM, IA
✓ BGMEA University of Fashion Technology (BUFT)	• Department: AMT, KNT, FDT, QCM
✓ Bangladesh Garments Institute of Fashion & Technology (BGIFT)	• Department: FT, AMT, Short Course
✓ National Institute of Fashion & Technology (NIFT)	• Department: PCD, AMT, FDT
✓ Sikder College of Textile & Fashion technology (SCTFT)	• Department: AMT, ND, HND, Edexcel (UK)
✓ Lankan Clothing Institute (LCI)	• Department: Diploma on AMT, CAD/CAM
✓ Uttara University (UU)	• Department: FDT, AMT

5.2 Symbolic Representation

$$FAS_{CE/TE} = F_1 + F_2 + F_3 + F_4 + F_5 + \dots + F_N + OMF$$



At this juncture,
 FAS = Factors Attracting Students
 CE = Creative Education
 TE = Technical Education
 F = Factor/Factors
 F_N = At least eleven factors considered
 OMF = Other Minor Factors

6. Information Scrutiny

Research query one was phrased as ‘the highest (descending ladders) institutional or non-institutional factors attract students to creative and technical education in Bangladesh?’ The means score of the hundreds characteristics were first analyzed. Seven characteristics (institutes), namely ‘the survey of students already enrolled at the institutions’ and the ‘availability of several departmental students enrolled in the institutions’ have the mean score of less than CV 32.5 Max > CV 100.00. Therefore these seven characteristics were integrated from the factor analysis. As a result, factor analysis was conducted on hundreds distinctiveness. The extraction method used was principle component method. To obtain the orthogonal rotation factors, varimax method is the best analytical approach (Hair et al, 1998).

The Kaiser-Meyer-Olkin measure of sampling adequacy of this analysis shows the valid mean score of 5.20 indicating that the degree of inter-correlation and the appropriateness of using factor analysis as meritorious (Hair et al, 1998). The full result of the factor analysis is shown in the analysis of the factors that attract students to study in creative and technical shows that there are six factors.

Statistics					
		Institute	Department	Student	Factors
N	Valid	268	268	268	268
	Missing	0	0	0	0
Mean					5.20
Median					5.00
Mode					1
Variance					11.735
Skewness					0.368
Std. Error of Skewness					0.149

Table 1: Frequency Statistics of the Study (SPSS v.18 generated)

The most influential factor is ‘job opportunity’ with the average valid percent score of 20.1. An added leading most influential criteria that made up this factor is ‘higher salary in future’ as it has the second highest valid percent score in the order of 11.9>11.6>10.1.

Institutes Headway					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMUCT	87	32.5	32.5	32.5
	BUFT	65	24.3	24.3	56.7
	NIFT	41	15.3	15.3	72.0
	BGIFT	25	9.3	9.3	81.3
	SCTFT	15	5.6	5.6	86.9
	Raffles	24	9.0	9.0	95.9
	LC	11	4.1	4.1	100.0
	Total	268	100.0	100.0	

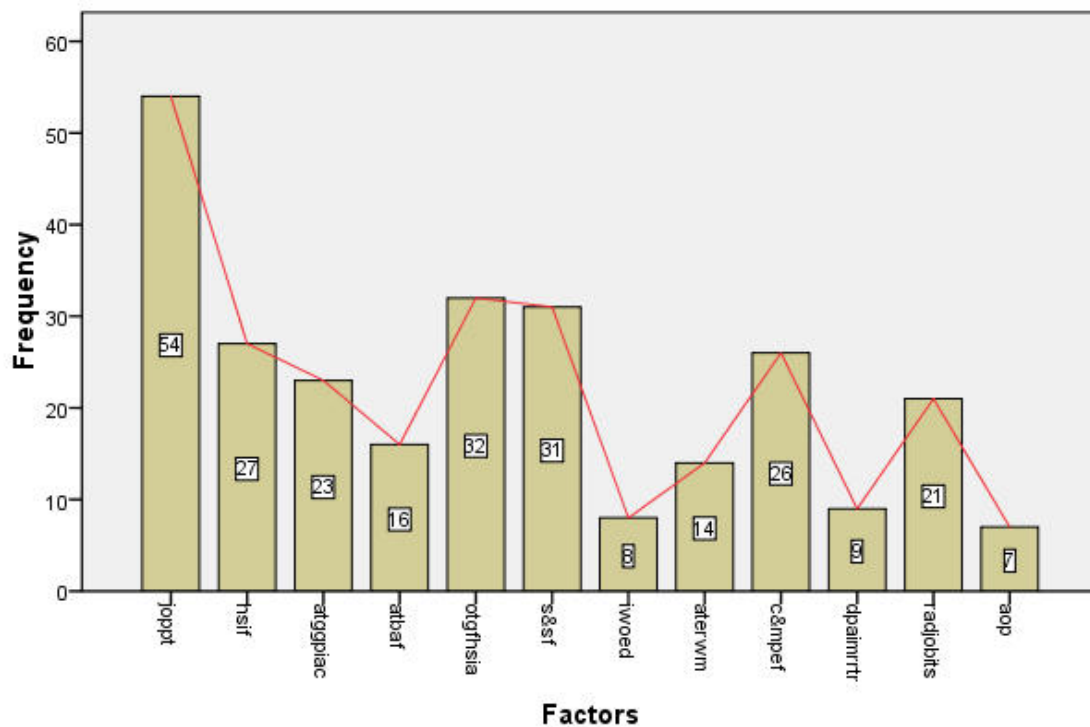
Table 2: Frequency Statistics of the Institutes Headway (SPSS v.18 generated)

This indicates that the key motivation that drives the respondent to choose a particular education is their desire to have technical or creative education. Technical education here means that students can excel in the studies and obtain good results because of the availability of reputable academic to provide job oriented teaching. The importance of this factor is to allow these students to be able to obtain good employment prospect after completion of the studies.

Factors Analysis					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	joppt	54	20.1	20.1	20.1
	hsif	27	10.1	10.1	30.2
	atggpiac	23	8.6	8.6	38.8
	atbaf	16	6.0	6.0	44.8
	otgfhsia	32	11.9	11.9	56.7
	s&sf	31	11.6	11.6	68.3
	iwoed	8	3.0	3.0	71.3
	aterwm	14	5.2	5.2	76.5
	c&mpef	26	9.7	9.7	86.2
	dpaimrtr	9	3.4	3.4	89.6
	radjobits	21	7.8	7.8	97.4
	aop	7	2.6	2.6	100.0
	Total	268	100.0	100.0	

Table 3: Factor Analysis of the Valid CP and VP (SPSS v.18 generated)

This factor has the direct frequency score of 54>....<7. Among the criteria that make up this factor, the nearly everyone high-flying criteria are 'good job prospect after graduating from the institutions' as it has the CP score of 97.40. This provide the evidence that the next major attraction that drive the respondents to choose a particular institution is the opinion that a graduate from a particular institution has a greater chance of getting employed maybe because of the quality education received from the institution. The partial significant factor is the 'opportunity of higher study in abroad'. However the reliability of this factor is questionable because of the low reliability as shown by the data validity which is doubles or triples in a questionnaire. Nevertheless, it should be noted that the relatively influential criteria in this factor is the 'point four to point eleven at a glance' with the derived score of 68.3>86.2>97.4. The fourth key factor is the 'relatives influence' of which have the sudden percent scores of approximately covered up.



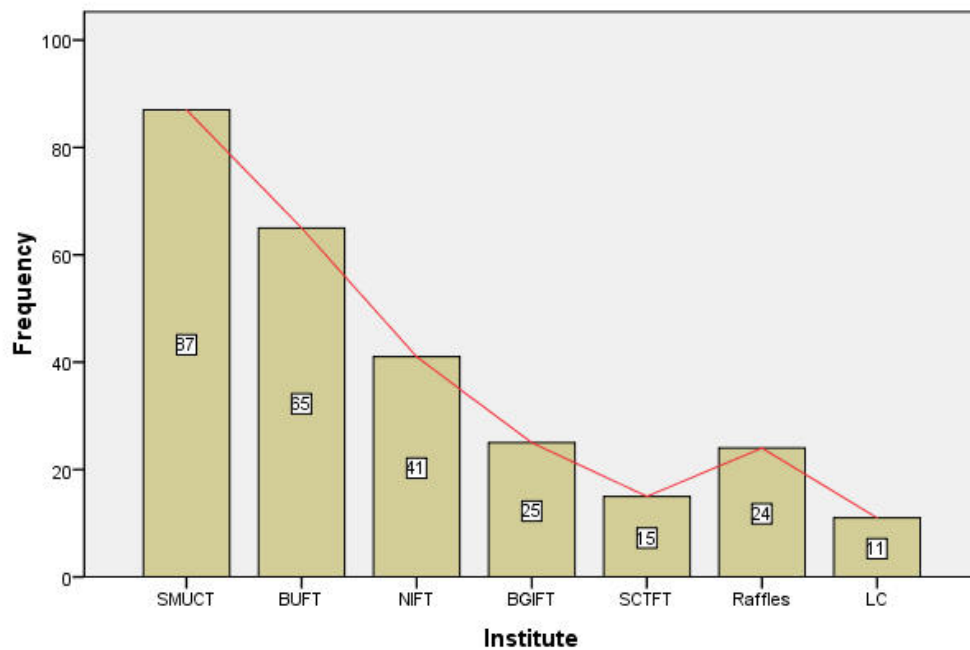
Graph 1: Factor Analysis with the Motion (SPSS v.18 generated)

Seven characteristics, namely ‘corporeal size of the factors’, ‘availability of students enrolled in the institution’, and ‘the flexibility of the minimum entry requirements’ were excluded from the factor analysis because each of these characteristics have the superficial persuade on the study topic.

Department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AMMT	51	19.0	19.0	19.0
	FDT	61	22.8	22.8	41.8
	GDM	67	25.0	25.0	66.8
	IA	57	21.3	21.3	88.1
	KNT	8	3.0	3.0	91.0
	AMT	5	1.9	1.9	92.9
	MCSDG	19	7.1	7.1	100.0
	Total	268	100.0	100.0	

Table 4: Department Impact of the Valid CP and VP (SPSS v.18 generated)

The full result of the factor analysis is shown in Table 3 with Diagram 1. The summary is as in other tables represent analysis of the factors that attracts students to creative and technical education nowadays. The result showed that the upmost attractive factors are the ‘F₁----F₆’. The average percent score of these factor is above 80.4802. ‘Practical and Freelancing opportunity in the institution’ is the criteria in this factor that has the highest mean score, then closely followed by ‘institutions’ reputation for quality’ and ‘institution academic reputation’.



Graph 2: Institutional Impact with the Motion (SPSS v.18 generated)

7. Further Meditation

■ Scope

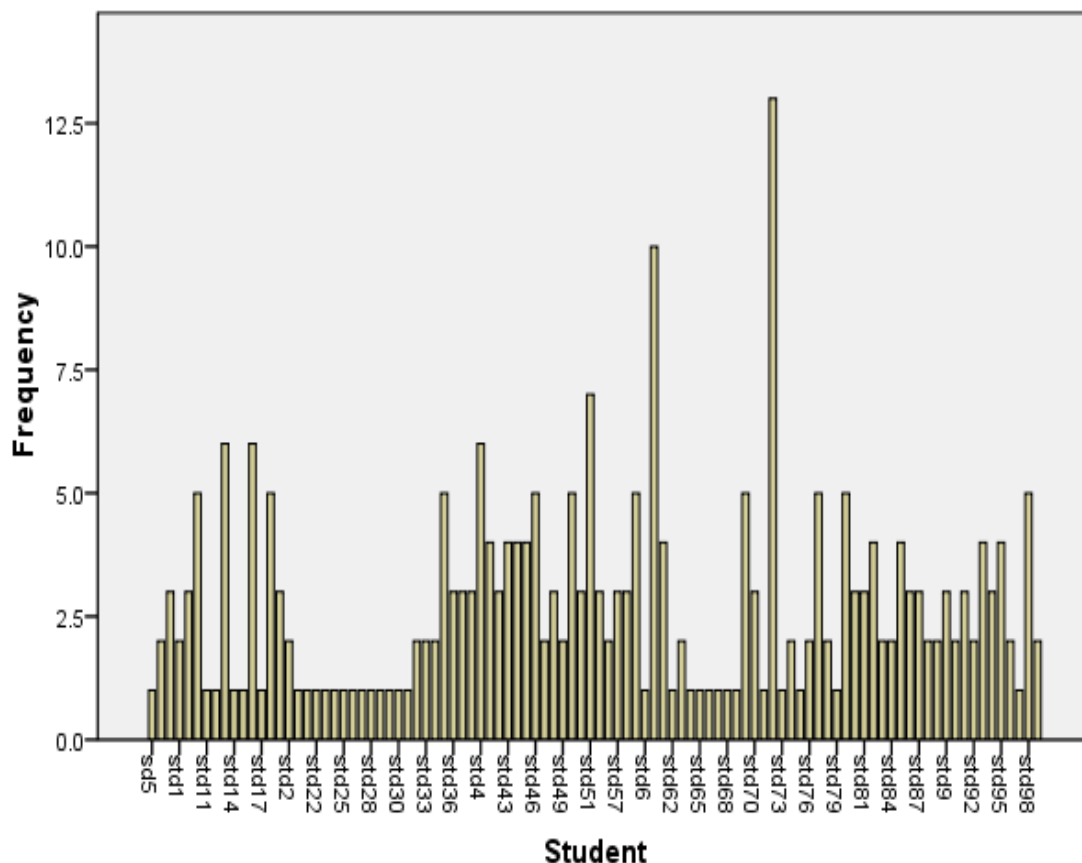
1. Measure the most effective factors.
2. Emphasis the effective factors to maintain and monitor the progression of the education.
3. Standardization of the education policy and balancing the expectation with the future prospect.

■ Limitations

1. Unconscious students' attendant in the survey.
2. Several courses in several institutes.

8. Findings and Commendation

It is found in our statistical analysis that the students have given most priority on job opportunity in choosing design and creative education. The option 'job opportunity' has 20.1% tick among the 12 options. It is really a major motivation factor for choosing educational course not only in Bangladesh but also all developing countries. Another important thing that is students are choosing these courses as way of getting job. The second priority is 'opportunity to go for higher study in abroad'. It is $(20.1 - 11.9 = 8.2)$ 8.2% less than the first priority factor. There is a big difference between these two. It can be easily perceived in the bar chart for factors.



Graph 3: Student Individual Impact with the Motion (SPSS v.18 generated)

This means that students of Bangladesh those are coming to design and creative education are mostly not motivated by their interest of being something in future rather secure life in future. And this is supported by the 3rd and 4th priority factors. The 3rd priority factor is ‘Smart and secured future’ has got 11.6% tick and the 4th priority factor is ‘Higher salary in future’ has got 10.1% tick. Another factor which got higher priority that is ‘Creative and mostly Practical education facilities’. It is 5th priority factor and got 9.7% priority. So the way of study is also an important factor for attracting in design and creative education.

Conclusion

Bangladesh is one of the emergent countries in the world plot. At this juncture, people in this arena have to struggle to fill their fundamental needs. So, most of the factors of motivation not only for higher education but also any motivational issues like job satisfactions, doing any work, choosing educational stream etc. run by motivational factor that is the ultimate attraction of ‘filling of fundamental needs by better way’.

The proposition is applicable to poor class to middle class which is largest in Bangladesh may not be applicable to higher class or elite class people. Governmental or privatization refrain up in terms of creative or technical education for the students could undeniably make certain the augmentation of country economy and GDP as well which may pilot the expectations triumph independently and as per social evolution.

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