

Message from the Chief Editor: JTET June 2024

Dear Readers,

Welcome to the latest edition of the Journal of Technical Education and Training. We are delighted to present a collection of insightful research and studies that illuminate various aspects of vocational education and training. It is our pleasure to present this issue, which focuses on a spectrum of themes pivotal to the advancement of vocational and technical education. This edition critically explores various dimensions of professional training, the role of digital technologies, pedagogical innovations, leadership impacts, and the socio-emotional dynamics within technical and vocational education and training (TVET) systems worldwide.

The first theme of research explores professional training and competence development, highlighting the essential role of structured approaches in higher education to meet evolving technical demands. Studies emphasise the impacts of competence deficiencies on educators and underscore the necessity for continuous professional development to maintain teaching quality. This underscores the need for ongoing training programs and policy reforms to bridge competence gaps among educators. Groundbreaking research on technological innovations in education features prominently in this issue. One study advocates for heutagogical methods to enhance digital competence among future educators through self-determined learning approaches in digital training environments. Another study showcases the application of augmented reality (AR) in technical education, demonstrating how AR can revolutionise practical learning experiences and improve student engagement and understanding. These studies illustrate the transformative potential of digital and immersive technologies in vocational education.

This issue also addresses learning loss and strategies to enhance language skills through AI, investigating the challenges and solutions in the post-pandemic educational landscape. One article discusses strategies to recover learning losses exacerbated by the pandemic, emphasizing the role of digital technologies in bridging educational gaps. Another explores the use of artificial intelligence (AI) to enhance English as a Foreign Language (EFL) performance among vocational students, highlighting how AI-driven tools can improve learning outcomes. Both articles underscore the importance of leveraging technology to mitigate educational disruptions and enhance learning efficacy. The pandemic has necessitated significant pedagogical adjustments, as discussed in articles examining technology educators' adaptive strategies during and after the COVID-19 pandemic in Nigeria. These articles reveal the resilience and creativity required to navigate unprecedented challenges and provide insights into the preparedness of educators to adopt innovative teaching methods, emphasising the role of attitude and knowledge in successful implementation.

Leadership and empowerment are pivotal themes explored in this issue. One study examines how transformational leadership and psychological empowerment can enhance educators' work-life balance and performance, advocating for leadership styles that foster a supportive and empowering work environment. Complementing this, another study provides a comprehensive look at the socio-emotional competencies necessary for both educators and students, stressing the importance of emotional intelligence in educational settings. The role of vocational education in fostering entrepreneurial skills is critically analysed in several articles. These explore how vocational training can cultivate entrepreneurial mindsets and skills, highlighting the intersection between technical, managerial, and entrepreneurial competencies. Additionally, inclusive practices in vocational education aimed at empowering vulnerable student populations are showcased, illustrating the potential of vocational training to drive social equity.

Innovative training models that bridge the gap between theoretical knowledge and practical application are presented in studies exploring video-based tutorials in traditional crafts and the impact of work-based learning on job performance. These studies highlight the importance of experiential learning and industry partnerships in enhancing vocational education outcomes. Finally, we address critical issues of employability and educational accessibility. One article examines how gender and school type influence the relationship between soft skills and employability, suggesting tailored approaches to skill development. Another analyses the alignment of apprenticeship syllabi with higher education pathways, advocating for integrated systems that facilitate seamless transitions for vocational graduates.

Looking ahead, future research in technical education and training is expected to further explore the integration of emerging technologies, adaptive pedagogical strategies, and inclusive practices. Anticipating a continued emphasis on digital innovation, personalised learning approaches, and industry collaboration, we predict a shift towards more dynamic and responsive educational frameworks that cater to the diverse learner needs and evolving industry demands. We hope this edition provides valuable insights and inspires further research and innovation in the field of technical education and training. The diverse range of topics underscores the importance of continuous innovation, effective leadership, and inclusive practices in preparing future specialists and empowering educators. We hope these insights will inspire further research and inform policy and practice in the dynamic field of technical education. Thank you for your continued support and dedication to advancing vocational education.

Sincerely,

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