

Message from the Chief Editor: JTET December 2022

Volume 14 Number 3, December 2022 edition of our Journal of Technical Education and Training is now released! The pattern of paper submission to JTET is more on teaching and learning, as well as developing students' personalities and soft skills within the context of technical and vocational education. 14 papers have managed to get through the rigorous reviewing process. Thus, we would like to announce that we received an overwhelming submission of good papers from our neighbouring country Indonesia and we would like to express our gratitude for choosing JTET as a medium of publication. However, due to the limitation of space and capacity, we must be very selective in terms of topic, context, and quality of the papers that are being published. In this opportunity, we also would like to thank all authors, editorial board, managing editors and reviewers for a wonderful commitment during the pre-publication process. Also, we would like to thank UTHM publisher office for the great support and motivation to our editorial team.

In Technical and Vocational Education and Training (TVET), students' personality is among the variables that have continuously been nurtured, therefore the first paper is regarding the initiative in designing an entrepreneurial personality model for vocational students in the early year of the program in Indonesia. The second to the fifth papers are looking at developing students' skills and personalities, constraints and lecturer readiness using several approaches including online teaching and learning. In the fifth paper, Abdul Razak et al measures the lecturer's readiness in using digital learning, as one of the hot topic (which is inline with the current trends in TVET fields), is expected to catch the reader's concern and interest within our TVET community.

The sixth paper from Ahmad et al, focuses on the final year students, regarding personality trait influence on rationality, and self-efficacy towards decision-making style. The seventh and eighth papers highlight students' readiness to adapt to the industry environment, in the aspects of employability and digital skills. Similarly, the ninth paper is still discussing students' readiness, Kusumah Putra et al. studying the preferred competencies that should be nurtured for students in the tourism and hospitality field. The next two papers are dedicated to teachers, where the study from Hafiz Salleh et al. studied the factors influencing teachers' technological pedagogical content knowledge (TPACK) competencies in the Malaysian TVET environment, while the eleventh paper is regarding lecturers' work participation in vocational business education, in Nigeria. This paper studied lecturers' work self-efficacy and engagement and suggested several implications that are beneficial for readers, especially for TVET practitioners.

Realising that continuous quality improvement is very important for ensuring TVET dynamic and progression, the last two papers focus their research in Agri-cultural vocational programs. The paper twelfth focuses on challenges in the implementation and delivery of an effective program in South Africa, which as a lesson to learn. The next paper by Pazokil et al. from Iran, was an attempt to design a model for empowering educational system performance and the last paper by Lashari et. al. is an eye-opening for readers to better understand the challenges faced by special needs graduates in Pakistan. We hope that all readers will enjoy this issue, and please share our journal link to colleagues while waiting for a new coming, more exciting and informative volume next year. We will continue our hard work to publish more papers from different continents. In the upcoming year 2023 issue, we predict more papers coming in to scrutinize the digital TVET, transdisciplinary knowledge and skills, IR4.0 skills and other competency areas, which will be much more interesting to discuss.

Dear readers, enjoy reading!!

Chief Editor

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