

Message from the JTET Editorial Team: June 2023

We are glad to announce that a new issue has been published! The issues discussed current scenarios on teaching and learning (T&L) needs and demands worldwide and interestingly, the countries highlight different areas of research. Among the lists are digital pedagogy policy, technical skills teaching framework, blended learning module, and leadership and management. The ubiquitous development of digital TVET, perhaps after the COVID-19 pandemic, has attracted more research and remains a hot topic of discussion in most seminars and publications due to the need to improvise the ongoing T&L implementation towards digitalisation settings. Teacher skills, student characteristics, online study engagement and graduate employability also remain the research focus, with an addition of a topic that gets less attention but is no less important which is learning support.

Let's zoom further into the papers. The first paper from Malaysia by Mohd Jamil et. al. explores digital pedagogy in the context of Vocational Education. The paper highlights ethical behaviours as one of the necessary elements to be included on top of the other 21st-century skills such as creativity and innovation in digital content delivery, and technology-oriented problem-solving skills. The second paper by Venatious et al., discusses the framework for teaching technical skills specifically in the metalworks field in Nigeria, aiming to enhance students' practical and visualisation skills using the 4D model in teaching based on several activities such as task identification, material management, task execution and evaluation. Mohamad Hussain et al. studied the potential to use another study approaches being introduced namely inquiry-based blended learning module. Problem-solving skills and achievement again, are among the focus skills of development other than leadership. The module was found to effectively improve students' problem-solving skills in handling industrial electronic equipment based on an experimental study.

In Cabrerros study, leadership, and strategic management in TVET have become the focus, and the study was conducted among school principals. The findings of this study suggest that school principals must explore and initiate actions that could help foster their 21st-century leadership skills as it was found that such a movement could influence the strategic management plan in the TVET programs. The gender issue is highlighted in the fifth paper by Mujtaba et al. from Pakistan who studied the effect of external support (social and academic support) on student learning in relation to the female students' self-confidence development in learning STEM subjects. Empirical evidence shows that social and academic support significantly affects the minor-population group's self-confidence.

The 'end-product output' has been the research focus of the remaining papers. In the sixth paper by Bhurtel and Bhattarai, the perception of knowledge transfer from TVET instructors to trainees has become the focus of this study and the result concluded that perceived training transfer was higher among female instructors, married instructors, privately owned TVET institutions and instructors with five to 10 years of experience as compared to novice trainers. Graduate employability and professional development were discussed in the seventh paper of Jahangir Alam and Sharmin from Bangladesh. The paper study aimed focuses on the impact of Japanese language skills development programs in the TVET context and the promising criteria and benefits towards sustainable employment. The result proved positive and significant impacts of language skills on individuals' hard and soft skills development, therefore recommending ways in improving the quality and formation of employability in TVET. Some of the advantages highlighted were increasing individual wages and demonstrating a supportable role towards achieving the Sustainable Development Goal of decent work and economic growth (SDG8). In the eighth paper, Kieu et al. studied professional development (in the form of employment tactics) in the labour market which involves TVET graduates from a technical college in Vietnam. The last paper from Batita and Sulthoni studied the online demand skills in training based on participants' perception, and the result demonstrated that most of the participants are aware of skills required to be improved prior to entering the job market.

The team editors and editorial boards are happy to invite readers to read further and do not hesitate to give us any feedback and input for JTET's future improvement. We also welcome more applications from those who are interested to join us as an editorial board member.

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