

## Message from the JTET Editorial Team: June 2020

While the battle against Covid-19 pandemic is still ongoing, we make our promise to deliver this regular issue of JTET Journal. We wish readers at your best health conditions, and let us continue to fight the Covid-19, remain calm and be positive under the new norm of life practices. Since we have decided to keep JTET journal to be accessed free for all readers, let's spend your valuable time reading our recent volume on Technical and Vocational Education and Training (TVET) research. We include a total of nine papers of several authors from six continents around the globe, promising a wide and interesting views pertaining to recent TVET issues and practices in the contexts of industries and educational institution. Topics covered include the apprenticeship system and labour market, vocational education and orientation, approaches to training, special education, and spatial awareness programs.

Understanding labour market needs and skills matching is demanding especially in the TVET area, whose employment criteria differs sufficiently to face different supply and demand conditions. Therefore, having a good apprenticeship system is highly desirable to avoid low recruitment and demand shock in this area. The first paper by Theresa Chinyere et al. assesses the apprenticeship system and labour supply in Nigeria, specifically in the electrical installation field. The author recommended that the Master trainers in the apprenticeship system should use the identified modalities to improve the training of electrical apprentices. It is recommended that National Directorate of Employment (NDE) administrators should employ qualified instructors to train apprentices, and relevant training facilities should be supplied to various apprenticeship training centers in order to improve the TVET apprenticeship system in Nigeria. The second paper from Chukwu et al. assesses the potential of TVET to influence the labour market demands based on expert participants' opinions from the conference using a multi-method approach. The authors suggested several improvement strategies in improving future relevancy of TVET institutions, especially in preparing the learning environment to match with industrial technology and expectations for ensuring effective teaching and learning and, teaching and delivery methods.

In the effort to open more spaces for graduates from vocational education mainstream entering to the workforce, the third paper from Handayani et al. identifies industry perception on the green skills needed in agribusiness. This study focuses on five main elements of green skills; namely environmental awareness, innovation skills, communication skills, adaptability and, management of waste. To become closer to meet the industrial needs, the fourth paper from Nurtanto et al. develops a professional competency test model specifically for the automotive sector, to benchmark competencies of vocational graduates according to Indonesian Qualifications Frameworks (IQF) standard. The fifth paper from Luong Tran investigates the needs of initiating the career counseling service in Vietnam among high school students, to provide future career advice based on their capability and interest. This paper review the needs from the psychological lens as an effort to groom a psychologically balanced and skilled workforce for the future labor market. The sixth paper from Indonesia demonstrated the importance of integrating mobile learning and project-based learning approaches into vocational training to improve technological competencies of vocational school graduates. The integration of these two learning approaches had been proven as useful strategies to foster students' cognitive, psychomotor and affective aspects of development.

The remaining papers focus on teacher's competency evaluation. The seventh paper from Derapa, Satari and Mohamad highlights relatedness between special education teacher readiness and constraints in teaching basic vocational skills in the agriculture field. Teaching experiences and professional development training could help improve their teaching experiences to serve better for the special need students. In the eighth paper, Melki, Bouzid and Mrayeh studied the university supervisors' expectations for cooperating teachers during TVET practical traineeships. This study found that both, cooperating teachers and university supervisors could understand their role and expectations of the mentoring relationship. This study emphasized the important of creating an effective training culture in an effort to produce a good quality- competence and marketable, TVET graduates. The last but not least, a paper from Ukraine; Artemenko et al. highlighted strategies to foster technical education

students' interests in the process of forming their spatial awareness during a basic TVET course. This study proved that students' level of spatial awareness is impossible to improve using a more structured teaching approach. The issues of spatial skills mismatch are among prevalent skills discussed in the modern labour market, making this paper worthwhile to read further to know strategies to improve professional qualities of our graduates.

We are excited to launch the fresh materials shared in this volume (vol. 12 no. 2) of publication which hopefully a pleasant reading and could benefits your research practice. We conclude this special issue by emphasising that the quality of our TVET graduates can be improved to entice industrial interests by intensifying more research on understanding strategies to foster employability skills of our graduates particularly during the apprenticeship programs as well as diversifying students' skills through innovative training approaches. Last but not least, we would like to thank all contributors and reviewers who make the timely publication of this current issue possible. We look forward to receiving more contributions from researchers and practitioners for our future issues. We wish everyone health, patience, and strength during this difficult time. Together we fight the COVID-19 - stay home, stay safe, and, maintain physical distancing and good hygiene practice. Protect yourself for our beloved family and community.

#### **Editorial Team**

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