

HIGHER VOCATIONAL EDUCATION TEACHERS' CAPACITY BUILDING IN JIANGXI PROVINCE, CHINA

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Abstract: *This study investigates the disparity in competencies among vocational school teachers in Jiangxi Province, China, focusing on the impact of differing educational backgrounds and work experience on capacity building. A qualitative approach was adopted, employing semi-structured interviews with twelve senior instructors from a higher vocational college in Jiangxi to understand their professional challenges and potential development needs. The findings reveal that heavy workloads, insufficient infrastructure, and limited access to training significantly hinder teachers' capacity to implement technology-enhanced learning effectively. To address these issues, targeted recommendations include the customization of professional development programs, strengthening of school-enterprise partnerships, and infrastructural improvements. These insights hold implications for educational policymakers, administrators, and academics dedicated to advancing the quality of vocational education in China.*

Keywords: *Higher Vocational Education; Teachers; Capacity Building; China Education*

Introduction

The role of vocational education in modern educational systems has increasingly gained recognition as a crucial component for developing a workforce capable of responding to industrial challenges. In particular, China has emerged as a global leader in vocational education, boasting the largest system in the world (Trump, 2022). In Jiangxi Province, vocational education has progressed rapidly, driven by a series of policies aimed at aligning educational curricula with market demands, fostering collaboration between industry, universities, and research institutions. Despite this progress, vocational education teachers in Jiangxi continue to face significant challenges that hinder their ability to contribute effectively to the development of higher-level vocational education.

One of the key issues is the professional development of vocational teachers, which encounters numerous obstacles, particularly in the allocation, style, and conceptualization of educational resources (Cybal-Michalska et al., 2021). In China, vocational teachers often possess technical qualifications, such as degrees or diplomas in technology and engineering (Ismail et al., 2018). However, there is a wide disparity in competencies due to differences in teachers' educational backgrounds and work experience. A notable issue is the lack of industrial experience among many vocational teachers, leading to a curriculum that fails to meet the demands of modern vocational training (Teng, Ma, Pahlevansharif & Turner, 2019). Consequently, students often receive outdated knowledge that does not align with the evolving goals of vocational personnel training (Omar, Zahar & Rashid, 2021).

New vocational teachers, in particular, struggle with inadequate teaching competencies when compared to their more experienced counterparts. Heavy workloads, including teaching and research responsibilities, limit the time and energy available for teacher training and professional development (Ndayimirije & Bigawa, 2020). Furthermore, there is an overemphasis on theoretical knowledge rather than practical application, which weakens the effectiveness of vocational education delivery (Greif et al., 2021). This issue is compounded by the misconception that training in pedagogy or instructional design is not necessary for university or college teaching (Hora & Lee, 2020).

While these challenges have been addressed in other countries—such as the lack of technology integration and ineffective conflict management (Park & Son, 2022)—they remain underexplored in China, particularly in the context of vocational education. Research in China has primarily focused on the use of information and communication technology (ICT) and internal conflicts within the vocational education system, contributing to broader educational development. However, there is a persistent mismatch between teaching practices and applied pedagogical theories, which continues to hinder progress (Resch & Schritteser, 2021).

In addition, research on teacher training in vocational education in China has been limited, especially concerning Jiangxi Province. Most studies have concentrated on more developed regions like Jiangsu and Guangdong (Wang & Chen, 2021), leaving a gap in the understanding of vocational education challenges in Jiangxi. The focus of existing research is often on students rather than teachers, further exacerbating this knowledge gap (Zhongming et al., 2021).

Therefore, this study seeks to address this gap by exploring the capacity building of higher vocational education teachers from the teachers' perspective in Jiangxi province, China. The primary objective is to examine the current practices of higher vocational education teachers'

before propose countermeasures to improve their professional development and, ultimately, the quality of vocational education in the region.

Literature Review and Hypotheses Development

The evolution of vocational education in China has undergone significant transformation, particularly since the adoption of policies promoting socialism with Chinese characteristics. In recent years, there has been an increasing emphasis on developing a skills-based educational system to bridge the gap between theoretical learning and practical application, thereby enhancing graduate employability (Zhao et al., 2022). Vocational education has emerged as a cornerstone of national strategies to address unemployment and boost economic development. However, the success of vocational education is contingent on the capacity and effectiveness of vocational teachers. Ensuring teachers are adequately prepared and supported to meet the demands of the sector is therefore essential for achieving desired outcomes (Li & Chen, 2023). A variety of factors have been identified as influencing teacher capacity-building in higher vocational education. These include access to professional development opportunities, availability of modern resources, and the integration of technology into teaching practices (Wu et al., 2022). Despite its importance, vocational education in China faces significant challenges, including uneven access to training, excessive workloads, and inadequate infrastructure. Teachers often struggle to access professional development resources and technological tools, which are essential for aligning teaching practices with contemporary industry standards (Zhang & Yu, 2021). These barriers hinder professional growth and limit the overall impact of vocational education in preparing students for the workforce.

Technological advancements further complicate the landscape of vocational education. As China's vocational education sector continues to modernize, teachers are required to update their skills regularly to stay relevant in a rapidly changing environment. While technological integration is a priority, disparities in the availability of infrastructure and resources across regions exacerbate existing challenges. Teachers in urban areas often have access to cutting-edge resources and training programs, whereas their counterparts in rural regions face significant limitations (Chen et al., 2023). These disparities highlight the need for region-specific strategies to support capacity-building efforts.

Institutional and governmental support also play a critical role in enhancing teacher capacity. Institutions that prioritize strategic planning, allocate resources effectively, and foster a culture of continuous learning tend to achieve better outcomes in teacher capacity-building (Sun et al., 2022). Government policies, particularly those aligning vocational curricula with industry standards and increasing funding for teacher training programs, are equally vital. According to Wang and Huang (2023), collaborative efforts between educational institutions, industry stakeholders, and policymakers are necessary to address systemic challenges and ensure that teachers are equipped to meet evolving educational and industrial demands.

The unique context of Jiangxi province adds another layer of complexity to teacher capacity-building initiatives. Rural-urban disparities, socioeconomic challenges, and limited resources significantly impact the success of these efforts. Teachers in rural areas often face greater challenges, such as limited access to training facilities, outdated technological infrastructure, and lower levels of institutional support (Liu et al., 2023). Tailored approaches that consider local conditions are essential to effectively address these challenges. For instance, targeted investment in rural infrastructure, mobile training programs, and incentives for rural teachers could help bridge the gap (He et al., 2023).

Recent studies underscore the importance of integrating local contexts into capacity-building strategies. Osorno-Hinojosa et al. (2022) emphasize that addressing technological advancements, institutional support, teacher motivation, and industry collaboration in a coordinated manner is essential for improving vocational education outcomes. Similarly, Zhang et al. (2023) highlight the role of regional government initiatives in mitigating disparities by promoting equal access to resources and professional development opportunities. These findings suggest that a comprehensive approach combining policy intervention, institutional support, and localized solutions can significantly enhance teacher capacity in Jiangxi.

In conclusion, enhancing the capacity of vocational education teachers in Jiangxi is critical for improving both educational quality and employment outcomes. Factors such as professional development, institutional and governmental support, and teacher motivation are central to capacity-building efforts. Collaborative approaches that consider the unique challenges of rural and urban contexts, coupled with increased investments in resources and training infrastructure, are essential. Addressing these elements in a structured and coordinated manner will empower teachers to meet the demands of modern vocational education, ultimately benefiting both educators and students in Jiangxi province.

Theoretical Framework

Human Capital Theory provides a valuable framework for understanding the role of teacher capacity-building in vocational education, particularly in the context of Jiangxi Province. This theory posits that investments in human capital, such as education and professional development, enhance an individual's productivity and economic value, ultimately benefiting society (Becker, 1993). In the realm of vocational education, teachers serve as critical conduits for transferring skills and knowledge that align with industry demands. By equipping teachers with advanced pedagogical techniques, technological expertise, and industry-relevant knowledge, their effectiveness in preparing students for the workforce is significantly amplified. This not only improves educational outcomes but also contributes to regional and national economic growth by addressing skill gaps and enhancing workforce readiness.

In Jiangxi, the application of Human Capital Theory underscores the necessity of targeted investments in teacher development to overcome existing challenges, such as inadequate training resources and regional disparities. The theory highlights that professional development programs, industry collaborations, and infrastructure improvements are not merely educational enhancements but strategic economic investments. Teachers with enhanced competencies are better positioned to bridge the gap between theoretical learning and practical application, fostering a workforce that meets evolving industrial requirements. By framing teacher capacity-building as a form of human capital investment, this study advocates for systemic reforms that prioritize resource allocation and policy support, ensuring the long-term sustainability and impact of vocational education in Jiangxi Province.

Methodology

This study adopted a qualitative research approach to explore the professional experiences and teaching satisfaction of teachers specializing in higher vocational education in Jiangxi Province. Semi-structured interviews were conducted with a purposive sample of twelve teachers from a vocational and technical college in the region. These participants were selected based on their extensive experience in the field and active involvement in vocational education, ensuring that the data collected was rich and deeply reflective of professional realities. The primary objective of these interviews was to understand how teachers perceive and navigate professional challenges

while also identifying the learning strategies they employ or consider adopting to enhance their teaching capacities.

The interview data were meticulously transcribed and analyzed using thematic analysis. This method allowed for the identification of recurring patterns and key themes that were directly aligned with the research questions. Thematic analysis was particularly suited to this study, as it facilitated the organization of complex qualitative data into coherent themes that reflect the lived experiences of the participants.

While the sample size of twelve participants may limit the generalizability of the findings, it is important to note that qualitative research prioritizes depth over breadth. The decision to focus on a smaller sample was intentional, as the profiles of the participants—senior instructors with extensive experience—were chosen to provide in-depth insights rather than broad generalizations. Their expertise and active engagement in vocational education make them uniquely positioned to offer valuable perspectives on the challenges and opportunities in the field. This purposive sampling strategy ensures that the findings are rich, detailed, and relevant to the study's objectives.

By explicitly acknowledging the limitations of the sample size, this study contributes to the understanding of vocational education from a nuanced, experience-driven perspective, while recognizing that further research with larger and more diverse samples could complement and expand upon these findings.

Results

The Teaching Competence of Higher Vocational Education Teachers in Jiangxi Province, China

Table 1: Themes and Codes for the Teaching Competence of Higher Vocational Education Teachers in Jiangxi, China

Theme: Professional Knowledge and Skills	Theme: Instructional Innovation and Pedagogical Skills	Theme: Communication and Interpersonal Skills
Codes:	Codes:	Codes:
Depth and breadth of professional knowledge	Utilization of innovative teaching methods	Effective communication with students
Ongoing professional development	Variety in instructional strategies	Active listening
Self-directed learning	Reflective practice	Building rapport with students
Peer collaboration	Student engagement through practical approaches	Empathy and patience
Keeping up with industry developments	Adaptation to different learning styles	Collaborative environment with colleagues

Theme 1: Professional Knowledge and Skills

Teachers in Jiangxi, China, who are responsible for higher vocational education, place a great amount of importance on the breadth and depth of their professional knowledge and abilities as an essential component of teaching ability. When it comes to their respective fields, this comprises both theoretical comprehension and practical skill. Not only does having a solid grasp

of subject matter boost a teacher's credibility, but it also gives them with the tools necessary to successfully communicate difficult concepts to their students.

Participant 2 said:

“A good teacher must have deep professional knowledge and skills. This not only helps in delivering effective lessons but also in answering students’ questions accurately and confidently.”

A further point that was brought up by educators was the significance of ongoing professional development in order to preserve and improve their existing knowledge base. Keeping up with the most recent developments in their profession requires them to participate in activities such as attending workshops and seminars, as well as engaging in further research.

Participant 5 said:

“Professional knowledge is the foundation of teaching competence. Teachers need to continuously update their knowledge to keep pace with industry developments.”

When teachers do this, they ensure that they are providing their pupils with material that is both current and pertinent, which ultimately results in an improvement in the overall quality of education.

Theme 2: Instructional Innovation and Pedagogical Skills

When it comes to improving teaching competence, it is widely acknowledged that instructional innovation and effective pedagogical abilities are vital. The belief among educators is that the utilization of a variety of teaching approaches and the incorporation of novel instructional techniques can considerably improve the level of student involvement and the consequences of their learning.

Participant 4 said:

“Innovative teaching methods are essential. I often use project-based learning and case studies to make my lessons more engaging and practical.”

It is possible for teachers to accommodate a variety of learning styles and requirements by implementing a number of different instructional tactics, such as flipped classrooms, experiential learning, and the integration of technology. This flexibility in teaching methodologies helps to make classes more interactive and relatable to real-world settings, which ultimately results in students having a greater knowledge of the material.

Theme 3: Communication and Interpersonal Skills

In the opinion of teachers working in higher vocational education, the most important aspects of teaching competence are the ability to communicate effectively and to have excellent interpersonal skills. Teachers who possess these qualities are able to cultivate close relationships with their pupils, which in turn creates an environment that is supportive and favorable to learning.

Participant 6 said:

“Good communication skills are vital. Being able to clearly explain concepts and listen to students’ concerns helps in creating a positive learning atmosphere.”

Teaching professionals are of the opinion that successful communication encompasses more than simply presenting lectures. Engaging in active listening, gaining a grasp of the viewpoints of students, and providing constructive comments are all required. These interactions contribute to the creation of an inclusive classroom atmosphere in which students are made to feel valued and encouraged to engage by actively participating.

Interpersonal Skills of Higher Vocational Education Teachers in Jiangxi, China

Table 2: Themes are Codes for Interpersonal Skills of Higher Vocational Education Teachers in Jiangxi, China

Theme: Interactive Talks	Theme: Empathy and Understanding	Theme: Collaboration and Teamwork
Codes:	Codes:	Codes:
Clear and articulate communication	Showing empathy towards student challenges	Collaborating with colleagues
Attentive listening	Providing emotional support	Sharing best practices
Use of visual aids and interactive discussions	Understanding student perspectives	Joint problem-solving and innovation
Multidimensional teaching strategies	Addressing individual student needs	Resource and expertise sharing
Open communication with students	Adapting teaching methods to diverse learning styles	Engaging with industry partners and stakeholders

Theme 1: Interactive Talks

According to the perceptions of teachers of higher vocational education in Jiangxi, China, effective communication is a vital component of interpersonal skills. Educators are of the opinion that communication that is both clear and articulate is necessary in order to establish a learning environment that is both engaging and productive. This encompasses not just the capability of communicating complicated ideas in a straightforward manner, but also the ability to engage in attentive listening and provide appropriate responses to the questions and concerns raised by students.

Participant 1 said:

“Good communication skills are crucial for any teacher. Being able to explain ideas clearly and listen to students’ feedback helps in maintaining a positive classroom atmosphere.”

In their presentations, teachers emphasized that successful communication involves more than just verbal instructions. Increasing one's capacity to comprehend and remember knowledge is accomplished by the utilization of a variety of strategies, including the utilization of visual aids, interactive talks, and digital technologies. The use of this multidimensional strategy helps to address a variety of learning styles and needs, which ultimately leads to an improvement in the general interest and learning outcomes of the students.

Theme 2: Empathy and Understanding

Teachers in higher vocational education believe that empathy and understanding are essential components of interpersonal skills like communication and collaboration. Being compassionate toward the difficulties faced by students and having an awareness of their points of view contributes to the development of a learning environment that is encouraging and nurturing. It is

widely held among educators that demonstrating empathy can have a major impact on the level of motivation and willingness of students to participate in the learning process.

Participant 3 said:

“Empathy is key in teaching. Understanding the challenges that students face and showing them that you care can make a big difference in their motivation and engagement.”

The necessity of being approachable and giving kids with emotional support was emphasized by the teachers. Recognizing and addressing the concerns of students and offering them reassurance are essential components of this process, particularly in situations where students are dealing with challenging subjects or personal challenges. It is possible for teachers to establish a classroom environment in which kids feel supported and protected if they take these steps.

Theme 3: Collaboration and Teamwork

In higher vocational education, teachers place a high priority on interpersonal skills, and collaboration and teamwork are essential components of such talents. These abilities make it possible for educators to collaborate effectively with their peers, discuss and exchange the most effective teaching methods, and devise comprehensive instructional techniques that are of use to the entire educational community. It is the belief of educators that the overall quality of education can be improved by cultivating an atmosphere that encourages collaboration.

Participant 2 said:

“Collaborating with colleagues is essential. Sharing ideas and best practices helps in improving teaching methods and creating a more effective learning environment.”

The significance of working together to solve problems and come up with new ideas was also emphasized by the teachers. When educators collaborate with one another, they are able to share their resources and experience, which ultimately results in the creation of novel teaching solutions and the improvement of curriculum design. This collaborative effort helps to create an educational system that is more dynamic and sensitive to students' needs.

Participant 6 said:

“Good communication skills are vital. Being able to clearly explain concepts and listen to students' concerns helps in creating a positive learning atmosphere.”

Intrapersonal Skills of Higher Vocational Education Teachers in Jiangxi, China

Table 3: Themes and Codes for Intrapersonal Skills of Higher Vocational Education Teachers in Jiangxi, China

Theme: Self-Reflection and Continuous Improvement	Theme: Resilience and Stress Management	Theme: Self-Motivation and Goal Setting
Codes:	Codes:	Codes:
Regular self-evaluation of teaching practices	Maintaining a positive mindset during challenges	Setting clear and attainable goals
Reflecting on personal biases and assumptions		Passion for teaching and student success

Commitment to lifelong learning	Practicing mindfulness and stress management techniques	Continual self-motivation
Seeking professional development opportunities	Ensuring work-life balance	Regular review and adjustment of goals
Adjusting teaching strategies based on self-reflection	Seeking support from colleagues	Striving for professional and personal growth
	Importance of institutional support for stress management	

Theme 1: Self-Reflection and Continuous Improvement

In the province of Jiangxi, China, educators working in higher vocational education consider self-reflection and ongoing improvement to be particularly important intrapersonal abilities. The significance of continually analyzing one's teaching practices, reflecting on one's own strengths and faults, and looking for ways to improve is something that teachers highlight. The use of this self-reflective technique gives teachers the ability to modify their teaching strategies and approaches in order to better fulfill the requirements of their pupils.

Participant 3 said:

“Self-reflection is vital for any teacher. By evaluating my teaching practices and identifying areas for improvement, I can continuously enhance my effectiveness in the classroom.”

In their presentations, teachers emphasized that self-reflection requires not just evaluating their own teaching strategies but also gaining a knowledge of their own preconceived notions and biases. By engaging in this kind of introspection, they are able to develop learning environments that are more equal and inclusive. It also helps teachers recognize the impact that their actions have on the learning of their pupils and allows them to make the necessary modifications to ensure that their students have a positive educational experience.

Theme 2: Resilience and Stress Management

The ability to bounce back from adversity and keep stress under control are considered to be essential intrapersonal abilities for teachers in higher vocational education. It is highly important to have the capacity to deal with the pressures and difficulties that come with teaching while simultaneously keeping a positive and creative thought process. The ability to handle challenging circumstances and recover quickly from failures is something that teachers are aware of and acknowledge.

Participant 6 said:

“Resilience is important in teaching. It helps me stay focused and positive even when faced with challenges or setbacks.”

The educators discussed the many methods that they use to deal with stress, such as ensuring that they have a good balance between their professional and personal lives, engaging in mindfulness practices, and seeking assistance from their colleagues. In order to provide effective education and assistance to their pupils, it is vital for them to maintain mental and emotional equilibrium, which can be achieved by the utilization of these tactics.

Theme 3: Self-Motivation and Goal Setting

Higher vocational education instructors consider self-motivation and goal setting to be two of the most important intrapersonal talents the students can possess. For professional development and efficiency, it is essential to have the capacity to establish goals that are both attainable and unambiguous, and to have the motivation to pursue those goals. When it comes to maintaining their attention and motivation, teachers believe that having personal and professional goals is beneficial.

Participant 2 said:

“Setting clear goals keeps me focused and motivated. It’s important to have a sense of direction and purpose in my professional journey.”

It was brought to the attention of the educators that self-motivation is frequently driven by a passion for teaching and a dedication to the achievement of the students. Because of this internal motivation, they are driven to go above and beyond in their teaching techniques, always looking for new ways to motivate and involve their students.

Technology Use of Higher Vocational Education Teachers in Jiangxi, China

Table 4: Themes are Codes for Technology Use of Higher Vocational Education Teachers in Jiangxi, China

Theme: Integration of Technology in Teaching	Theme: Enhancing Student Engagement and Learning Outcomes	Theme: Challenges and Barriers to Effective Technology Use
Codes:	Codes:	Codes:
Use of digital tools and platforms	Interactive tools (quizzes, educational games)	Variations in digital literacy among teachers and students
Interactive and engaging learning experiences	Personalized learning experiences	Need for continuous professional development
Balance between traditional and digital teaching methods	Flexible and accessible learning opportunities	Access and infrastructure limitations
Professional development and training in technology	Online platforms for self-paced learning	Potential distractions from technology
Complementing traditional teaching methods with technology	Collaborative learning through online forums and projects	Clear guidelines and best practices for technology use

Theme 1: Integration of Technology in Teaching

Teachers in higher vocational education in Jiangxi, China, believe that the use of technology into the classroom is an essential component of contemporary education. By making the learning experience more interactive and interesting, they believe that the utilization of digital tools and platforms may considerably improve the quality of the educational experience. The importance of incorporating a variety of technology into their instructional strategies is emphasized by educators. Some examples of these technologies are virtual simulations, online resources, and multimedia presentations.

Participant 1 said:

“Using technology in teaching is essential today. It helps in making lessons more interactive and engaging for students. Tools like multimedia presentations and virtual simulations can bring concepts to life.”

It was brought to the attention of the educators that the successful utilization of technology necessitates a harmony between the conventional instructional strategies and the digital instruments. Although technology has the potential to offer supplementary resources and novel approaches to the presentation of information, it should be used to supplement rather than for the purpose of replacing traditional teaching methods. This method strikes a balance between ensuring that technology has a positive impact on the learning experience and ensuring that it does not overwhelm essential teaching ideas.

Theme 2: Enhancing Student Engagement and Learning Outcomes

In the eyes of educators, the utilization of technology is a potent instrument that may significantly improve learning results and increase student engagement. They feel that digital tools have the ability to accommodate a variety of learning styles and give pupils with a more individualized educational experience. Learning can be made more interesting and successful through the use of interactive components such as quizzes, educational games, and online conversations if they are implemented.

Participant 3 said:

“Technology can greatly enhance student engagement. Interactive tools like quizzes and educational games make learning more enjoyable and effective.”

Teachers pointed out that technology makes it possible to have learning chances that are more adaptable and easily available. Students have the ability to access learning materials whenever and whenever they choose using online platforms, which makes it easier for them to learn at their own speed and better accommodates their own schedules. When it comes to vocational education, where students frequently have to balance academics with actual training and jobs, this flexibility is especially important.

Theme 3: Challenges and Barriers to Effective Technology Use

Teachers in higher vocational education appreciate the problems and barriers that stand in the way of the successful use of technology in education, while simultaneously acknowledging the benefits that technology brings to the classroom. The disparity in the level of digital literacy that exists between students and teachers is a significant obstacle that must be overcome. The importance of teachers participating in ongoing professional development was underlined in order to guarantee that they are able to properly assist their pupils and are adept in the use of new technology.

Participant 2 said:

“Digital literacy varies widely among teachers and students. Continuous professional development is necessary to ensure proficiency in using new technologies.”

It was also brought to the attention of the teachers that there were restrictions around access and infrastructure. In certain regions, there is a deficiency in the availability of sufficient technological resources, such as dependable internet connections and software and hardware that

are regularly updated. It is possible that these constraints will make it more difficult to successfully incorporate technology in the classroom.

Discussion

The study reveals critical insights into the capacity-building needs of vocational education teachers in Jiangxi Province. Teachers highlighted the importance of professional development for enhancing their subject expertise and pedagogical skills. Ongoing professional growth, which includes industry-relevant training and technology-enhanced learning approaches, was found to be essential for equipping teachers to meet the demands of a rapidly evolving educational landscape. This emphasis on continuous skill development aligns with national educational goals, which prioritize workforce readiness and innovation (Braun et al., 2020).

The research also underscores the value of instructional innovation in vocational education. Teachers in Jiangxi emphasize the use of diverse instructional strategies to foster student engagement and deepen learning outcomes. Approaches like project-based learning, case studies, and experiential learning have been recognized as effective in preparing students for real-world applications. These findings support the idea that adapting teaching methods to industry-relevant practices can significantly enhance the quality of vocational education and better align with industry needs (González-Pérez & Ramírez-Montoya, 2022).

Furthermore, the study reveals that interpersonal and intrapersonal skills play an essential role in vocational education. Teachers recognize that skills such as effective communication, empathy, collaboration, self-reflection, and resilience contribute to a supportive and productive learning environment. These attributes allow teachers to connect with students and colleagues, thereby creating a positive educational setting conducive to effective learning and professional growth. Finally, the research highlights the growing role of technology integration in enhancing teaching practices and learning experiences. Teachers are actively incorporating digital tools and online resources to create interactive, flexible, and accessible learning environments. By leveraging technology, educators can diversify their teaching approaches, allowing for more personalized and self-paced learning opportunities that are essential for vocational education.

The study results showed that there were several important obstacles of higher vocational education teacher in Jiangxi. One of the biggest hurdles is a lack of professional development outlets available for interpreters (Braun et al., 2020). A majority of teachers said they have limited access to professional development opportunities that could help them modernize their practice. It has been especially difficult because teaching requirements have changed so quickly over the last 20 years in response to changes occurring within industry, which means that teachers constantly need retraining if they are going provide useful and relevant instruction.

A further key challenge identified is the high workload of vocational education teachers. Teachers are so busy teaching and doing research and administrative things that there is very little time left for teachers to focus on being professionals (Skinner et al., 2021). This high probability of intensification associated with stress and, consequently, burnout only means that teachers become less able to fulfil these mandates.

Along with these challenges, the study also brings to light the problem of no proper infrastructure in vocational education institutions (Yeap et al., 2021). A common concern registered by many teachers was that the facilities and resources on hand were inadequate to serve their students.

This structural lack not only reduces teaching efficacy but also affects students learning experience due to the inaccessibility of practical fatele.

In response to these challenges, the study proposes a series of interventions. The first point is that we should create well-designed Vocational Teacher Training Programs. These programs ought to try and advance the skills, knowledge of a teacher related with their teaching roles for industry specific skill set along with, Pedagogical implications- use of technology into education (González-Pérez & Ramírez-Montoya, 2022).

The study also suggests developing school-enterprise cooperation mechanisms as the second policy implication. These partnerships can allow teachers access to industry resources and expertise helping them remain current with the latest in their field. It can also improve the relevance of vocational training, and make sure that students are being taught skills relevant to their needs in industry (Pambudi & Harjanto, 2020).

The provision also calls attention to the need to expatiate on vocational education infrastructure. This refers to physical as well as availability of digital access amenities and resources (Kapur). By giving the teachers what they need, higher education institutions allow them to teach better and also specifically tie students with preparedness-to-work.

Conclusion

In conclusion, this study highlights the significant challenges faced by higher vocational education teachers in Jiangxi Province, China, particularly disparities in competencies due to varied educational backgrounds and work experience. These challenges—encompassing excessive workloads, inadequate infrastructure, and limited access to professional development opportunities—hinder teachers' ability to effectively integrate technology into their teaching practices. Addressing these issues requires a multifaceted approach: tailored training programs to bridge competency gaps, enhanced school-enterprise collaboration to ensure practical relevance, and strengthened infrastructure to support innovative teaching methodologies. By focusing on these strategic interventions, educational policymakers, administrators, and stakeholders can contribute to the sustainable development of vocational education and the professional growth of teachers. Ultimately, fostering teachers' capacity to meet the demands of modern vocational education will not only enhance teaching quality but also better equip students for the evolving workforce.

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