

# Explore the Influencing Factors of Vocational Education

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Received: 11 January 2025 | Accepted: 19 February 2025 | Published: 15 March 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.1.27>

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**Abstract:** *This study examines important facets of vocational education, with a particular emphasis on parental involvement, equitable access, and policy evaluation. Thematic analysis offers insights based on a wide range of literature on students' perceptions are impacted by disparities in educational resources, necessitating targeted interventions for equitable access. Parental involvement is essential for academic success and calls for cooperative initiatives. Illumination of policy evaluation highlights the need for strong models and a 21st-century agenda. Results show how social theories are linked, particularly systems management, contingency management, and social learning. These frameworks provide a complete understanding of how societal challenges affect vocational education. Targeted interventions for equitable access and proactive measures to include parents are among the recommendations. Vocational education may overcome obstacles and ensure inclusivity and parental support for improved socioeconomic outcomes by putting these suggestions into practice. This study adds to the conversation on vocational education by providing useful insights and suggestions for stakeholders, educators, and policymakers to create an atmosphere that supports fair, inclusive, and successful vocational learning opportunities.*

**Keywords:** Vocational Education, Parental Involvement, Policy Dynamics, Educational Resources

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## 1. Introduction

Vocational education has become less important in Jiangxi, China as a result of past focus on academic training, which presents difficulties for vocational schools. The lack of alignment between academic and vocational education, together with antiquated teaching methodologies, impedes students' ability to acquire practical skills. Vertical curriculum integration, cooperation between the Ministries of Education and Human Resources, and a move toward hands-on, industry-relevant training are required to solve this. The implementation of a smart operating permit system in vocational education, together with collaboration with businesses, may improve training efficacy and ensure long-term growth by matching industry expectations.

There are significant obstacles facing Jiangxi, China's vocational and technical education system. The efficient delivery of application-based teaching is hampered by a dearth of skilled and experienced instructors, many of whom lack relevant practical experience. Young, inexperienced educators who are frequently theory-focused lead to a decline in academic standards. Access to industry knowledge is further restricted by vocational-technical colleges' part-time recruiting policies. A disregard for the teaching staff and insufficient training methods make matters worse. Effective training is hampered by inadequate infrastructure and

management processes, which widens the knowledge and skill gap between theory and practice. Furthermore, the stigma associated with vocational education in society and the preference for hands-on learning over theoretical comprehension damage the educational system as a whole and impede the assimilation of collectivism.

A novel group management model is explored in this study on the collectivized school operating mechanism in vocational education, which is significant because it highlights the potential of the work-study program to fortify relationships between companies and educational institutions. The research addresses the need for vocational education within the conventional paradigm by exploring theoretical and practical concerns, with a foundation in China's reform of higher vocational education. The study helps a number of stakeholders by promoting holistic education and providing information to educators, learners, and local communities. It brings to light the obstacles that prevent vocational education programs from being implemented effectively, including a lack of funding, insufficient training for teachers, and inadequate infrastructure. Improving learning outcomes and developing practical skills require addressing these problems.

## 2. Research Objectives

**RO1:** To analyse the impact of training resources on vocational education

**RO2:** To determine the impact of physical infrastructure and management system on vocational education

**RO3:** To determine the impact of a teacher's abilities and capabilities on vocational education

## 3. Methodology

As a research philosophy, positivism maintains that knowledge comes from quantifiable and observable occurrences. It places a strong emphasis on objective analysis, empirical data, and the scientific method to identify the general principles guiding social processes. The primary reason for selecting the positivism research philosophy is to establish causal linkages by the use of quantitative data and systematic observation in order to support the idea that there is an objective world. The concept that research should be value-free and concentrated on finding generalizable patterns to improve predictability and understanding of the examined phenomena is promoted by positivism, which is widely accepted in the natural and social sciences.

The primary reason for using a descriptive research design is to carefully observe, describe, and record many aspects of a phenomenon to provide a comprehensive explanation for its characteristics or patterns. This non-experimental design focuses on the existing situation without adjusting any factors. Surveys, case studies, content analysis, and observational methods are commonly employed in descriptive research. This design serves as a foundation for more investigation or the development of hypotheses in subsequent stages of the research process by examining and documenting the features of a complex subject.

The deductive research approach has been selected for this research. Using a deductive research approach, a particular idea or hypothesis is tested by gathering and evaluating facts in order to support or contradict it. Beginning with a broad theory or hypothesis, scientists develop precise forecasts that direct the gathering of evidence. This methodical approach places a strong emphasis on logical thinking and attempts to validate current theory and knowledge. Generally, deductive research proceeds in the following order: theory, hypothesis, observation, and

confirmation. This approach is frequently used in quantitative research to confirm or refute known ideas through the systematic and rigorous study process.

Information extraction from published academic works is a necessary step in the data-collecting process for journal articles. Scholars conduct a methodical examination of pertinent literature, discerning and consolidating information that corresponds with their research goals. This approach makes use of the wealth of data that can be discovered in peer-reviewed publications, providing analyses, insights, and empirical discoveries. Scholars evaluate the papers with a critical eye, drawing out important information for their own research. Key ideas, approaches, and findings from several publications are summarized as part of the process to provide a thorough grasp of the subject being studied. Journal articles are important informational resources that support and inform research projects in a variety of sectors.

Analyzing, reporting, and discovering patterns (themes) in qualitative data is the process of thematic data analysis. In order to identify recurring patterns and get a deeper knowledge of the data, researchers classify information. In order to extract valuable insights, this process entails the methodical coding, sorting, and interpretation of qualitative content. The qualitative research method is improved by thematic analysis, which helps with cohesive organization and presentation of data.

#### **4. Results**

##### **Theme 1: Equitable Access to Educational Resources in Vocational Education**

In the field of vocational education, equitable access to educational materials has emerged as a major problem, particularly in light of the COVID-19 epidemic and the rise in popularity of online learning. During this time, Syauqi et al. (2020) emphasize how students felt about vocational education. According to the report, preserving educational quality depends on making sure all students have fair access to online learning resources. Nonetheless, Wynter et al. (2019) highlight differences in medical students' usage of learning materials. This disparity in the way resources are used might be a reflection of access issues already present, which could have an effect on the quality of education students get in vocational disciplines.

It is mainly due to the use of huge language models in education, it is critical to address issues and make sure these technologies provide fair access. Problems like differences in technology and people's comfort levels with these resources might make educational inequities worse. Therefore, it can be said that tackling fair access in vocational education calls for an all-encompassing strategy that includes online learning resources, more extensive teaching materials, and rigorous evaluation of developing technology. It is the responsibility of educators and policymakers to reduce inequalities so that every student has equitable access to the tools required for a successful vocational education.

##### **Theme 2: Parental Involvement and its Impact on Vocational Education**

Academic attainment is greatly influenced by parental participation, even in the setting of vocational education. Parental participation has a favorable effect on academic attainment in Chile, as shown by Lara & Saracostti (2019). This association highlights how important it is for parents to be involved in their children's education and create an atmosphere that is favourable to success. This is further supported by Barger et al.'s (2019) meta-analysis, which finds a favourable correlation between parents' participation in their children's education and their general adjustment. In the field of vocational education, where the development of

practical skills is critical, parental involvement may be extremely important in influencing students' attitudes and dedication to their chosen careers.

According to Bonal & González (2020), the COVID-19 epidemic has made family support even more crucial because of the growing reliance on distance learning. In times of crisis, parental engagement becomes significantly more crucial and affects the learning gap. In the context of vocational education, where practical experience is crucial, parents may offer extra assistance and motivation to help their kids overcome obstacles. Consequently, it may be concluded that parental participation fosters academic performance and adjustment, laying the groundwork for future success in postsecondary education. The whole learning process may be improved by recognizing and encouraging such engagement, especially in times of crisis or transition.

### **Theme 3: Policy Evaluation and Enhancement in Vocational Education**

Effective professional training is contingent upon the examination and improvement of policies in the field of vocational education. Melnyk et al. (2019) investigate the organizational features and forms of professional training for preschool teachers in Ukraine and EU member states. This comparative analysis gives policymakers important ideas for improving vocational education by illuminating effective training methods. The emphasis of Parsons et al. (2019) is how US teachers see online professional development. The assessment of online instruction is relevant to policy about vocational education in the digital era. Comprehending the viewpoints of educators facilitates the customization of policies that correspond with the dynamic terrain of professional development.

In their exploration of the revival of industrial strategy, Aiginger & Rodrik (2020) highlight the necessity of a modern agenda. Vocational education may be impacted by this, particularly in terms of matching training curricula to the needs of developing sectors. Industrial policy frameworks can serve as a source of inspiration for policymakers seeking to improve the efficacy and relevance of vocational education. Thus, it can be concluded that a thorough approach to policy assessment and improvement in vocational education may be informed by combining insights from various models, online professional development perspectives, and industrial policy frameworks. This broad viewpoint makes sure that regulations are flexible, adaptable, and helpful in getting people ready for changing careers.

## **5. Discussion**

The research study emphasized how outside variables, like the COVID-19 epidemic, have an impact on vocational education. This was further supported by the theme analysis, which emphasized the particular difficulties that distant learning presents for vocational education. The results point to the necessity of adaptive tactics for successfully navigating outside disturbances. Using learning resources turned out to be a crucial subject. Although Wynter et al.'s (2019) study concentrated on medical students, it has wider implications for how important it is to comprehend how students may access and benefit from a variety of learning resources. Thematic analysis revealed that student perspectives highlighted difficulties in developing practical skills during online learning, highlighting the significance of resource allocation for vocational education. The literature on parental involvement's significant influence on academic performance was compiled using theme analysis. In line with this, Bonal & González's (2020) study focused on the policy and sociocultural factors that affect the learning gap. This emphasizes how important it is to have laws that support parental involvement in

vocational training in order to have a beneficial impact on kids' career decisions and performance.

The changing environment of teacher perceptions, particularly in online professional development, was brought to light via thematic analysis. The literature on professional training models provided further insight and emphasised the significance of well-designed training models. This suggests that teacher-centric methods and the adaptation of effective models from many educational contexts are necessary for vocational education. The results of the theme analysis shed light on the applicability of industrial policy and its consequences for growth in the economy. The work of Aiginger & Rodrik (2020) emphasizes the significance of matching vocational education with economic changes, even if it is not directly related to education. Industry policy frameworks should be taken into account by policymakers in order to improve the responsiveness of vocational education to industry demands.

## **6. Recommendations**

### **Recommendation 1: Enhancing Equitable Access**

To mitigate inequalities in educational resource accessibility, governments have to execute focused initiatives. This entails making inroads into underprivileged communities' technological infrastructure, offering financial aid for essential educational resources, and cultivating alliances with businesses to provide possibilities for real-world training. Vocational education may become a potent instrument for socioeconomic advancement provided equal access is ensured. Policymakers must make a commitment to ongoing investments in technology infrastructure in order to bring about long-lasting transformation and guarantee that all communities have access to high-quality vocational education. In addition to bridging existing gaps, innovative business alliances and subsidies for necessary equipment will open the door to a more inclusive and fair educational environment.

### **Recommendation 2: Strengthening Parental Involvement**

Parents should be actively involved in vocational education programs run by educational institutions. This might entail setting up forums for group decision-making, holding workshops to inform parents about the advantages of vocational training, and maintaining frequent lines of contact. Students may maximize their vocational education experience by receiving regular support, encouragement, and guidance from educators when parents and educators work together to build a solid relationship. In order to improve the level of parental engagement in vocational education, organizations ought to set up clear lines of communication, hold seminars, and provide forums for group decision-making. For kids to pursue comprehensive and long-term growth, a supportive atmosphere is ensured by strengthening the cooperation between parents and educators.

### **Acknowledgement**

I am truly indebted to my supervisor for their priceless counsel and unstoppable encouragement throughout my research experience. I am thankful for the participation of every person who kindly joined the discussion and shared the stories of their lives. Besides, I can give my thanks to my family and friends who always supported my choice and showed understanding. It is through your help that this study has successfully come to an end.

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