



Journal Homepage: www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/13646
DOI URL: <http://dx.doi.org/10.21474/IJAR01/13646>



RESEARCH ARTICLE

Influence of Teacher's Pedagogical Competence on Attitude of Senior Secondary School Students Towards Technical and Vocational Education

Akor Robert

Department of Technical Education Kogi State College of Education, Ankpa.

Manuscript Info

Manuscript History

Received: 31 August 2021

Final Accepted: 30 September 2021

Published: October 2021

Key words: -

TVET, TPC, Attitude, Students

Abstract

Technical and vocational education and training (TVET) in Nigeria is intended to help the federal and state education authorities in their determination to revitalize, reform, and expand the provision of skills, vocations, science, and technology geared towards the socio-economic development of the nation. TVET also includes a wide range of skills development opportunities incorporated into national and local contexts. There are increasing insinuations suggesting that TVET in the Nigerian set-up is challenged by unfavorable perceptions of the concept by learners. The primary aim of the study is to examine secondary school student's attitudes based on TPC. One hundred and sixteen senior secondary school students drawn from public and private secondary schools in Kogi State participated in the study. The participants completed self-report measures on attitude towards TVE and perceived teacher's pedagogical competence. The findings revealed that 65.5% of the respondents expressed a negative attitude towards science process skills. Also, it was found that teacher's pedagogical competence influenced attitude towards TVET. The findings and practical implications of the study are discussed.

Copy Right, IJAR, 2021, All rights reserved.

Introduction:-

Nigeria like other countries of the world recognizes education as the major instrument for affecting national development (Romina, 2013). Education remains the major tool for national socio-economic development, individual socio-economic empowerment, and poverty reduction (Ubogu & Veronica, 2018). Education aids individuals to claim their rights and appreciate their potential in economic, political, and social settings (Aja-Okorie, 2013). The education sector of any nation is among the essential human development and enablement industry (Afolayan, 2015). It plays an invaluable role in the production of quality manpower for the development of the nation (Aluede et al., 2020), and represents the foundation for social change and an accelerator of social and economic progress (Afolayan, 2015; Oladunni et al., 2018). Also the essential sectors of the yearly budgetary schedule (Otonko, 2012). Generally, education is perceived as the process of facilitating learning, or the achievement of knowledge, skills, values, morals, beliefs, and habits required for individual development and adjustment in society. Education provides the necessary skills and knowledge needed by people in order to live a better life (Bello & Othman, 2020). However, the slow pace of development in Nigeria has hindered technologically enhanced learning in institutions of higher learning (Chaka & Govender, 2014). Thus, academic institutions in Nigeria must catch up with innovations in educational practices in developed economies (Anasi, 2012).

Corresponding Author:- Akor Robert

Address:- Department of Technical Education Kogi State College of Education, Ankpa.

One of the important responses of the Nigerian government towards the development of the country is the introduction of technical and vocational education training in Nigeria. the importance of TVET for national development cannot be argued, especially in times of the deteriorating economy, mass unemployment, and the irrelevance of some academic content to societal needs (Akanbi, 2017). TVET has been gaining its popularity and considered as the driving force for sustainable national development (Arthur-Mensah & Alagaraja, 2013; Igberaharha, 2021; Ngor & Tambari, 2017; Osidipe, 2018; Paryono, 2017; Postiglione & Tang, 2019; Raimi & Akhuemonkhan, 2014; Roslan et al., 2020; Siddiky & Uh, 2020; TamBari, 2019).

Vocational technical education is any kind of education that has the main purpose of preparing one for employment in a recognized occupation(Odu, 2011).The National Policy on Education (NPE), Federal Republic of Nigeria (2004) defines vocational education as that aspect of education that facilitates the acquisition of practical and applied skills, including basic scientific knowledge. TVET is a special form of schooling, training, or re-training intended to equip an individual with the necessary tools to embrace the outcome of the workplace. It is primarily designed to develop attitudes, skills, ability, knowledge required in sustaining one's job. Thus, TVET denotes essential training, skills, abilities, and knowledge students should acquire to be well adjusted in the world of work, and compete globally (Oviawe & Ehirheme, 2020).

Technical Vocational Education and Training (TVET) is widely recognized as a vital driving force for the socio-economic growth and technological development of nations (Chinyere et al., 2015).In contemporary society, employability skill is the most required skill besides technical knowledge in an attempt to compete for employment and sustain jobs at the industrial global market(Ismail & Mohammed, 2015).The persistent problem of unemployment has been linked to inadequate provision of requisite skills training and knowledge acquisition to students who later ended up unemployed due to a lack of adequate employable skills (Osidipe, 2017).Thus, TVET is intended to produce a competent workforce that can compete and excel in a rapidly changing environment and improves a country's economy(Okoye & Chijioke, 2013).

Ogbunaya and Udoudo (2015)contended that TVET is universally accepted as a robust catalyst for human and social development and sustainable national security due to its potentials in poverty reduction, job generation, technological and economic transformation.Ogbunaya and Udoudo (2015)also stated that the TVET program is the needed panacea to creating Job opportunities for the teaming youths. Research in TVET has linked vocational educational to poverty reduction (Achigbe, 2016; Hartl, 2009; Hoeckel, 2014; Nwachukwu, 2014; Ogbunaya & Izuoba, 2015; K. Okoye & Eze, 2010; Opoko et al., 2018; Pongo & Obinnim, 2015; Searles, 2010; Yi et al., 2015). TVET differs from other academic disciplines because it organizes the youths to undergo apprenticeship training in various vocational fields which could make them independent on the completion of such skill acquisitions(Danyaro, 2018). Consequently, TVET education has remained a subordinate discipline in terms of societal recognition, and student choice in Nigeria. Hence, the reason to examine student's attitudes towards TVET based on their teacher's competence.

Attitudes are commonly regarded as dispositions that stand behind people's assessments and emotional feelings. Attitudes are acquired from human and societal needs and are expressions of people's intellectual processes. Attitudes toward vocational education and training entail positive or negative evaluation of vocational and technical education and the overall disposition to adopt systematic skills necessary for scientific development and student knowledge. An attitude consists of three aspects: cognitive, affective, and behavioral. The cognitive component indicates a student's knowledge about TVET which determines affection and response towards the field. Attitudes have been found to predict an individual's behavior, mainly when the attitude object is relevant (Fabrigar et al., 2006). Thus, students are more likely to develop a positive attitude towards vocational and technical education when the concept is made clear. Perhaps, the teacher is an essential actor who assumes the crucial position of determining the success key of the learning process(Shelly et al., 2020).

Previous studies have highlighted the factors that could influence students attitudes towards TVET to include ignorant of the scope (Rathidevi & Sudhakaran, 2019), parental influence (Hina Ayub, 2017), interest, parental educational status, role model (Yaakob et al., 2020), gender and subject preference. Perhaps, the present study is aimed to examine teacher's pedagogical competency as a contributory factor in student's attitudes towards TVET. Indeed, a teacher's pedagogical competence could significantly influence a student's attitude towards a subject. For this study's purpose, we refer to a teacher's pedagogical competence as the teacher's ability to possess content knowledge and the skill to impart learning and attract student's attention. Pedagogical competence generally

involves knowledge and skill (Ningtiyas & Jailani, 2018). This means that the teacher's pedagogical proficiency could account for the variation in students' attitudes towards vocational and technical education. Thus, the primary objective of current study is to determine secondary school students' attitudes towards the vocational and technical education based on teacher's pedagogical proficiency.

Based on the objective, it is hypothesized that teacher's pedagogical proficiency will significantly influence student's attitudes towards TVET.

Method:-

A cross-sectional design was adopted in the study. The population consisted of male and female senior secondary school students. The samples were randomly drawn from some selected public and private secondary schools in the Kogi state of Nigeria.

Measures:-

Attitude towards TVE:

Attitude towards technical and vocational education was measured with a scale designed to assess students' positive or negative evaluations of TVET. The scale consists of 10 items that measure attitudes and feelings about TVET with demographic information. Items were rated on a 5-point Likert-type scale (1 = Never, 5 = Always). A higher score on this scale indicates a positive attitude. The instrument was validated following a pilot study, and .78 Cronbach's alpha was obtained.

Teachers Pedagogical Competence

The respondents rated their perceived teacher's pedagogical competence with a 10-item Linkert form scale scored in 5-point ratings ranged from 1 (not likable at all) to 5 (very likable). The scale was validated following a pilot study, and Cronbach alpha .78 reliability coefficient was obtained. A higher score indicates a high perceived teacher's pedagogical competence.

Procedure:-

With heads of schools and teacher's assistants, science students from senior classes were recruited for the study. The participants were mainly pooled from the classrooms. A total of 142 students were asked to participate in a survey to better understand their feelings about TVE. In all, 124 students out of the 142 assembled consented to take part in the study. Thus, the scales were administered to the students. One hundred and twenty-four (124) copies of the questionnaire administered were completed and retrieved on the spot. However, only the adequately filled questionnaires (i.e., 116) were subjected to statistical analysis. The remaining 8 copies were rejected due to improper completion.

Result:-

Firstly, the percentage score of the attitudes towards TVE was ascertained. Table 1 below showed that most of the respondents (65.5%) expressed a negative attitude towards TVET, while (34.5%) indicated a positive attitude towards TVET. This outcome provides an answer to the study question by revealing that the overall attitude towards TVET is negative among secondary school students in the Nigerian context.

Table 1:- Table showing the percentage score of the respondents on the attitude of towards science process skills.

	Frequency	Percent
Positive attitude	40	34.5
Negative attitude	76	65.5
Total	116	100

To test the hypothesis that a teacher's pedagogical competency will significantly influence secondary school student's attitudes towards TVET. A simple regression analysis was conducted. The investigation revealed that teacher's pedagogical competence statistically significantly influenced the participant's attitude towards TVE, $F(1,114), 279.754, P<.05$. With R^2 of .668 as shown in Table 2 below. The result indicated that teacher's pedagogical competence accounted for 66.8% of the variation in student's attitudes towards TVET. Thus, our expectation that teachers' pedagogical competence will significantly influence students' attitudes towards TVE was supported.

Table 2:- Table showing the simple regression results on the influence of teacher's pedagogical competence on students' attitudes towards TVET.

Model	B	SEB	β	R^2	t	Sig.
(Constant)	.431	.084			5.119	.000
TPC	.784	.051	.819	.668	15.241	.000

Note. TCP = Teacher's Pedagogical Competence; B = Unstandardized regression coefficient; CI = Confident Interval; LL = Lower Limit; UL = Upper Limit; SEB = Standardized error of the coefficient; β = Standardized coefficient; R^2 = Coefficient of determination. * $P<.000$. Dependent Variable: attitude towards TVET

Discussion:-

The current study aimed to determine the attitude of secondary school students towards TVET. The percentage score outcome revealed that most of the respondents (65.5%) expressed a negative attitude towards TVET. This outcome reflects a high rate of unfavorable attitudes towards TVET and signifies poor knowledge and exposure of the students to the concept of TVE. This assertion is based on the components of attitude, which implies that attitude is composed of cognitive, affective, and behavioral components. The cognitive component comprised knowledge. The affective component represents like or dislikes, while the behavioral component denotes response. In other words, the perceived low knowledge about TVE triggers the emotional state of acceptance or rejection and determines response towards TVET. The probable reason for this outcome might be attributed to the assertion that the teachers in this discipline do not have the requisite expertise to impart a positive attitude to the students relating to TVE. Perhaps, research has established a positive link between attitude and learning (Cahill et al., 2018), thus, indicating the importance of assessing student's attitudes towards the concept of TVE in Nigeria.

Furthermore, it was hypothesized that teachers' pedagogical competence would significantly influence students' attitudes towards science process skills. The simple regression model's result established a statistically significant influence of teacher's pedagogical competence on the respondent's attitude towards TVET. The result revealed that teacher's pedagogical competence accounted for 66.8% variation in the respondent's attitude towards TVET. Therefore, the result affirmed the assumption of the study. The result is aligned with a previous study (Fauth et al., 2019), which found that teacher competence (pedagogical content knowledge and teaching enthusiasm) was positively related to students' interests. In addition, teacher's pedagogic competence has been implicated in student motivation (Saggaf et al., 2018). More so, the study by Florence (2019) found that teachers' pedagogical competence significantly influenced students' attitudes to basic science. This study suggests more elaborate enlightenment relating to TVE at the secondary school level.

Practical implication

In our view, the present result is capable of providing valuable data for the development and sustainability of Technical and Vocation Education (TVE) in Nigeria.

Conclusion:-

This study focuses on assessing attitudes towards TVET in Nigeria especially by secondary school students. The study revealed a more negative attitude than a positive attitude regarding TVET. In addition, a positive association was established between teacher's pedagogical competence and attitude towards TVET. Thus, the study concludes that a teacher's pedagogical competence is a vital determinant of secondary school student's TVET attitudes. Despite this knowledge, the sample size of the study might affect the generalization of the result. However, the study contributes to the TVET literature by revealing teacher's pedagogical competence as an essential component of TVET attitudes. Therefore, it is recommended that instructors in the field of TVET be trained to expand their TVET knowledge and dissemination styles.

References:-

1. Achigbe, M. (2016). Effectiveness of placement processes of students of basic education on technical and vocational education and training in south-south Nigeria. *INTED2016 Proceedings*, 1. <https://doi.org/10.21125/inted.2016.0266>
2. Aja-Okorie, U. (2013). Women education in Nigeria: Problems and implications for family role and stability. *European Scientific Journal*, 9(28).
3. Akanbi, G. O. (2017). Prospects for technical and vocational education and training (TVET) in Nigeria: Bridging the gap between policy document and implementation. *International Education Journal*, 16(2).
4. Aluede, O., Oviawe, J. I., Imhangbe, O. S., & Ehiaguina, S. (2020). Nation Building and Quality Higher Education in Nigeria: Implications for Teacher Education. *Africa Education Review*, 17(2). <https://doi.org/10.1080/18146627.2018.1549952>
5. Anasi, S. N. I. (2012). Digital libraries and higher education in Nigeria in the 21st century. *DESIDOC Journal of Library and Information Technology*, 32(4). <https://doi.org/10.14429/djlit.32.4.2531>
6. Arthur-Mensah, N., & Alagaraja, M. (2013). Exploring technical vocational education and training systems in emerging markets: A case study on Ghana. *European Journal of Training and Development*, 37(9). <https://doi.org/10.1108/EJTD-04-2013-0037>
7. Bello, I., & Othman, M. F. (2020). Multinational corporations and sustainable development goals: Examining Etisalat Telecommunication intervention in Nigeria's basic education. *International Journal of Educational Management*, 34(1). <https://doi.org/10.1108/IJEM-03-2019-0103>
8. Cahill, M. J., McDaniel, M. A., Frey, R. F., Hynes, K. M., Repice, M., Zhao, J., & Trousil, R. (2018). Understanding the relationship between student attitudes and student learning. *Physical Review Physics Education Research*, 14(1). <https://doi.org/10.1103/PhysRevPhysEducRes.14.010107>
9. Chaka, J. G., & Govender, I. (2014). Mobile learning for Colleges of Education in Nigeria: An educational analysis. *Mediterranean Journal of Social Sciences*, 5(16). <https://doi.org/10.5901/mjss.2014.v5n16p289>
10. Chinyere Shirley, A., Chijioke, O. P., & Benjamin Chukwumaijem, O. (2015). Towards Quality Technical Vocational Education and Training (Tvet) Programs in Nigeria: Challenges and Improvement Strategies. *Journal of Education and Learning*, 4(1). <https://doi.org/10.5539/jel.v4n1p25>
11. Danyaro, K. J. (2018). Technical and Vocational Education and Training (Tvet) and Apprenticeship Practice in Nigeria: Problems and Prospects. In *Online Journal for TVET Practitioners* (Vol. 3, Issue 2).
12. Fabrigar, L. R., Petty, R. E., Smith, S. M., & Crites, S. L. (2006). Understanding knowledge effects on attitude-behavior consistency: The role of relevance, complexity, and amount of knowledge. *Journal of Personality and Social Psychology*, 90(4). <https://doi.org/10.1037/0022-3514.90.4.556>
13. Famade Oladiran Afolayan. (2015). Funding Higher Education in Nigeria\n. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(1).
14. Fauth, B., Decristan, J., Decker, A. T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86. <https://doi.org/10.1016/j.tate.2019.102882>
15. Florence, F. (2019). Educational Research and Reviews Teachers' pedagogical competence as determinants of students' attitude towards basic science in southwest Nigeria. *Educational Research and Reviews*, 14(18), 655–660. <https://doi.org/10.5897/ERR2019.3761>
16. Hartl, M. (2009). Technical and vocational education and training (TVET) and skills development for poverty reduction – do rural women benefit? *FAO-IFAD-ILO Workshop on Gaps, Trends and Current Research in Gender Dimensions of Agricultural and Rural Employment: Differentiated Pathways out of Poverty*, April.
17. Hina Ayub. (2017). Parental Influence and Attitude of Students towards Technical Education and Vocational Training. *International Journal of Information and Education Technology*, 7(7), 534–538. <https://doi.org/10.18178/ijiet.2017.7.7.925>
18. Hoeckel, K. (2014). Costs and Benefits in Vocational Education and Training. *American International Journal of Contemporary Research*, 6(June).
19. Igberaharha, C. O. (2021). Improving the quality of Technical Vocational Education and Training (TVET) for sustainable growth and development of Nigeria. *Journal of Education and E-Learning Research*, 8(1). <https://doi.org/10.20448/JOURNAL.509.2021.81.109.115>
20. Ismail, S., & Mohammed, D. S. (2015). Employability Skills in TVET Curriculum in Nigeria Federal Universities of Technology. *Procedia - Social and Behavioral Sciences*, 204. <https://doi.org/10.1016/j.sbspro.2015.08.111>

21. Ngor, Z., & Tambari, D. (2017). Enhancing Technical Vocational Education and Training (TVET) as a Tool for National Development in Nigeria: Issues, Challenges, and Strategies. *Journal of Education, Society and Behavioural Science*, 21(4). <https://doi.org/10.9734/jesbs/2017/35527>
22. Ningtiyas, F. A., & Jailani. (2018). Does Teacher's Training Affect the Pedagogical Competence of Mathematics Teachers? *Journal of Physics: Conference Series*, 1097(1). <https://doi.org/10.1088/1742-6596/1097/1/012106>
23. Nwachukwu, O. P. (2014). Poverty reduction through technical and vocational education and training (TVET) in Nigeria. In *Developing Country Studies* (Vol. 4, Issue 14).
24. Odu Oji Kennedy. (2011). Philosophical and Sociological Overview of Vocational Technical Education in Nigeria. *College Student Journal*, 46(2).
25. Ogbuanya, T. C., & Izuoba, O. P. (2015). Repositioning Technology and Vocational Education and Training (TVET) for poverty reduction in Nigeria. *International Journal of African Society Cultures and Traditions*, 2(3).
26. Ogbunaya, T. C., & Ududo, E. S. (2015). Repositioning Technical and Vocational Education and Training (TVET) for Youths Employment and National Security in Nigeria. *Journal of Education and Practice*, 6(32).
27. Okoye, K., & Eze, T. (2010). Promoting Creativity and Entrepreneurship in Education: The Panacea for Poverty Reduction in Nigeria. *African Research Review*, 4(3). <https://doi.org/10.4314/afrev.v4i3.60162>
28. Okoye, K. R. E., & Chijioke, O. P. (2013). Private-Public Partnership and Technical Vocational Education and Training (TVET) in a Developing Economy. Oman Chapter of *Arabian Journal of Business and Management Review*, 2(10). <https://doi.org/10.12816/0002333>
29. Oladunni, I.-M., Eghosa, E., Ayo-Vaughan, K., Nwakudu, I., & Chisa, E. (2018). Pitfalls and Projections of Secondary School Education in Nigeria. *International Journal of Humanities and Social Studies*, 6(2).
30. Opoko, A. P., Badmus, F. O., Abiola, I. T., Odizia, C. I., Oluwole, O. O., Pamilerin, D. E., Rotimi, D. O., Chima, N. O., Mabadeje, J., & Otusemade, T. O. (2018). The Role of Technical and Vocational Education and Training (Tvet) in Nation Building: A Review of the Nigerian Case. *International Journal of Mechanical Engineering and Technology*, 09(13).
31. Osidipe, A. (2017). Prospects for TVET in Developing Skills for Work in Nigeria. *Journal of Education and Practice*, 8(21).
32. Osidipe, A. (2018). Promoting National Development in China Through TVET: Lessons for Nigeria. *Journal of Education and Practice*, 9(10).
33. Otonko, J. (2012). University Education in Nigeria: History, Successes, Failures and the Way Forward. *International Journal of Technology and Inclusive Education*, 1(2). <https://doi.org/10.20533/ijtie.2047.0533.2012.0007>
34. Oviawe, J. I., & Ehirheme, P. E. (2020). Sprouting sustainable industrial and technological workforce through technical vocational education and training in south-south, Nigeria. *Journal of Vocational Education Studies*, 2(2). <https://doi.org/10.12928/joves.v2i2.1192>
35. Paryono. (2017). The importance of TVET and its contribution to sustainable development. *AIP Conference Proceedings*, 1887. <https://doi.org/10.1063/1.5003559>
36. Pongo, N. A., & Obinnim, E. (2015). Changing Landscape of Industry Practice: The Role of Quality Technical Vocational Education and Training in Ghana. *ISSN*, 33.
37. Postiglione, G., & Tang, M. (2019). International experience in TVET-industry cooperation for China's poorest province. *International Journal of Training Research*, 17(sup1). <https://doi.org/10.1080/14480220.2019.1629730>
38. Raimi, L., & Akhuemonkhan, I. A. (2014). Has Technical Vocational Education and Training (TVET) impacted Employability and National Development? *The Macrotheme Review*, 3(2).
39. Rathidevi, D., & Sudhakaran, M. V. (2019). Attitudes of students towards vocational education with reference to Chennai City. *The International Journal of Indian Psychology*, 7(3).
40. Romina Ifeoma Asiyai. (2013). Challenges of Quality in Higher Education in Nigeria in the 21 st Century. *International Journal of Educational Planning & Administration*, 3(2).
41. Roslan, R., Misnan, N. I., & Musa, D. (2020). The Influence of Higher Learning Environment and Role Model towards an Entrepreneurial Intention among TVET Students. *Jurnal Intelek*, 15(1). <https://doi.org/10.24191/ji.v15i1.276>
42. Saggaf, M. S., Salam, R., & Wirawan, H. (2018). The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office Administration Expertise Package. <https://doi.org/10.2991/icaaip-17.2018.24>
43. Searles, P. P. (2010). Rethinking Postsecondary, Technical and Vocational Training for the 21st Century. <https://doi.org/10.47556/b.outlook2010.8.24>

44. Shelly, C. S., Nuraida, I., & Oktaviana, F. (2020). An Analysis of Teacher pedagogical competence in Teaching English at SMK PGRI 3 Kota Serang. *Journal of English Language Teaching and Literature (JELTL)*, 3(1). <https://doi.org/10.47080/jeltl.v3i1.787>
45. Siddiky, M. R., & Uh, S. B. (2020). Linking TVET with industries in Bangladesh: Need for supportive policies and an approach to TVET. *Journal of Technical Education and Training*, 12(3 Special Issue). <https://doi.org/10.30880/jtet.2020.12.03.001>
46. TamBari, D. M. (2019). Developing the Youth through Technical Vocational Education and Training for Sustainable Development in Nigeria. *Asian Journal of Education and Social Studies*. <https://doi.org/10.9734/ajess/2019/v5i130136>
47. Ubogu, R. E., & Veronica, M. O. (2018). Financing Education in Nigeria: Implications and Options for National Development. *World Journal of Educational Research*, 5(3). <https://doi.org/10.22158/wjer.v5n3p227>
48. Yaakob, M. F. M., Awang, H., Ismail, M. Z., Zain, F. M., Kasim, M., & Adnan, A. A. Z. (2020). Backward and Forward Reviews on Technical and Vocational Education and Training (TVET) in Malaysia: The Evolution and ICT-Driven Future Prospect. *Universal Journal of Educational Research*, 8(6). <https://doi.org/10.13189/ujer.2020.080601>
49. Yi, H., Zhang, L., Yao, Y., Wang, A., Ma, Y., Shi, Y., Chu, J., Loyalka, P., & Rozelle, S. (2015). Exploring the dropout rates and causes of dropout in upper-secondary technical and vocational education and training (TVET) schools in China. *International Journal of Educational Development*, 42. <https://doi.org/10.1016/j.ijedudev.2015.04.009>.