

The Challenges Facing Vocational Education Online from the Teachers' Perspectives

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Abstract

Purpose: This study investigated the obstacles facing vocational education online. The results of the questionnaire showed different views for the teachers and if there is an impact on these views according to the variables of gender and experience.

Methodology: The study used the descriptive field survey method and included 132 teachers from different schools in the UAE. The study used a questionnaire to identify the obstacles to online vocational education in the UAE vocational schools from the point of view of vocational teachers. The questionnaire for vocational teachers consisted of (62) items distributed over five dimensions that measured the problems of vocational education.

Findings: The findings showed that the use of online courses to teach vocational training seems difficult because of the practical aspect, which is an integral part of this kind of education. The study found equal views from both genders, as both groups were placed in the same conditions and were subject to the same laws and legislation. They apply the same study plan and face the same problems of capabilities, equipment, and financing problems. The results of the table showed that there are no statistically significant differences in the areas of problems and the total degree of problems in vocational education in vocational schools due to the years of experience variable.

Keywords: online teaching, vocational education, teachers' views, e-learning

1. Introduction

These days, most educational reforms center on improving technical and vocational training. Intense workforce planning programs are one way that modern society may use it to cultivate its people resources in response to its expectations and requirements. These initiatives provide the backbone of other development programs and are often an integral aspect of larger, indefatigable development plans (Saripudin et al., 2020). When there is an opportunity to improve the educational system's efficiency in terms of strategy, objectives, and implementation, it should be considered. This includes history, politics, and administration, all of which are components of the technical and vocational education system. When it comes to keeping up with the ever-evolving nature of technology and the demands of the job market for different types of expertise, vocational training plays a crucial role (Hofmeister & Pilz, 2020). Because of its critical role, many nations have implemented extensive changes in this area, including merging secondary and technical vocational education, expanding access to higher education, adapting to the demands of the job market, and making sure it can adapt to new economic, social, and scientific realities.

Among the reasons and motives that led these countries to carry out reform campaigns in education and vocational training were the increase in dropout rates from educational levels, especially secondary education, the reluctance of students to enroll in secondary vocational and technical education programs, and their tracks, and the entry of high percentages of general education graduates (who have not completed university education) into the labor market without any professional or professional experience or skill (Carlsson & Willermark, 2023). This led to the weak professional level of the labor force, which led to a relative decline in the ability to compete in the global economy, and the labor market's increasing need for a multi-skilled workforce, characterized by flexibility and the ability to assign, change profession, and work within a team. Technical education and vocational training have become a social and cultural necessity during the modern era, although this type of education is credited with establishing many

ancient human civilizations (Yeap et al., 2021). The general outlook is still deficient, and the lack of efforts made to advance it theoretically and practically is no less deficient. It may be more useful to reconsider this issue on the political and economic levels, especially in light of the continuation of policies of dependence on others.

The term “e-learning” appeared during the 1990s as a basic term describing the major transformation in education, as it reflects the impact of technology on how knowledge is transferred and information is exchanged (Machumu et al., 2016). The idea of e-learning arose as a result of the rapid scientific progress in information and communications technology, which made it possible to exchange information quickly and easily via the Internet, as major developments in computers, software, and educational platforms created the opportunity to access diverse educational sources available around the clock and from anywhere. E-learning provides learners all over the world with the opportunity to access educational content regardless of their geographical or temporal location, and it also enables them to organize the educational process more flexibly (Tran & Le, 2017). Basic and secondary school, higher education, and online learning have all been profoundly affected by this new paradigm shift in education. There needs to be a greater emphasis on designing educational curricula to accommodate technological advances, maintaining a high standard of instruction, and offering both students and educators the technical and non-technical support they need as e-learning grows in popularity (Sergeieva et al., 2021).

The continued development and advancement of technology will continue to influence the future of the educational process, especially e-learning, and increase its importance within the scope of global education. Therefore, this study is an attempt to delve deep into the topic by exploring the challenges facing online vocational training in the UAE. It is important to understand the dimensions of this topic because of the recent events that COVID-19 brought to different educational institutions.

1.1 Problem Statement

The main deficiency in the UAE vocational and technical education system in general in the vocational education experience in particular, lies in the students’ lack of sufficient scientific and practical knowledge experience that enables them to perform successfully professionally. This confirms the absence of a system that organizes practical training and monitors its outcomes and their suitability to the needs of the market. Investing in developing the vocational education and training system would increase the number of students in it and the percentage of graduates of the system involved in the labour market, which would help in developing the overall economy, especially since most of the secondary school students are currently heading to theoretical branches, and the same applies to post-secondary education. In contrast, vocational and technical education and training online remained in decline, and the percentage of students enrolled in it was low, not exceeding at best 5% of the total school students.

1.2 Questions of the Study

- What is the level of vocational education problems in vocational online education in the UAE from the point of view of teachers?
- What is the impact of some demographic variables (gender and experience) on vocational teachers in determining the degree of these problems?

1.3 Significance of the Study

Technology is changing at a quick pace, and with it, the nature of the labor market's demands for various professions and skill sets. Vocational education plays a part in educating a competent workforce to cope with this. A relative decrease in the capacity to compete in the global economy has resulted from a large number of college grads entering the workforce without relevant work experience or professional abilities; this research sheds light on how to address this problem. The findings might assist in proposing a vocational education system that is efficient, effective, adaptable, accessible to everyone, sustainable, and able to meet its general societal duties in relation to market requirements.

1.4 Study Limitations

The study was limited to problems facing vocational online education in UAE schools during the 2021–2022 academic year. The study included UAE vocational schools in Dubai and Abu Dhabi, both public and private. The study was conducted on a stratified random sample of vocational teachers in vocational secondary schools.

2. Literature Review

Vocational education cannot be separated from the educational system in its large form at all. Vocational education in its broad form is the type of education that makes an individual better able to work in a group of professions than his ability to work in another group, and in this way, it differs from general education, which is equally important,

although it does not prepare individuals as qualified to work (Faridah et al., 2021). As continuing education, it must include an organic link to higher levels of education and professional work, through formal or non-formal educational channels. To be effective, any level of vocational education must not be considered closed-ended, and the transition to higher professional levels must be linked to the individual's abilities and preparations and not to his type of education, as is the case in our educational systems now (Silvana et al., 2021). This requires reform and restructuring of university education.

Vocational education can be an element of general education and its components, or a form of continuing training and permanent education, and when investigating the goals of vocational education, two main factors must be taken into account, especially when such education is a means of preparing individuals who are in the middle of their second decade of life for a professional field at the basic levels of professional work (Belaya, 2018). First, these goals should be consistent with the general goals and purposes of education. Second, those goals that help the individual realize his potential and prepare him for socially useful work must be emphasized, paying attention to the social and economic needs of society (Wenström, 2020). Vocational education programs share a set of general goals, whether these programs are to prepare the student to practice a specific profession, to raise his competence in the profession he practices within the concept of continuing education and permanent education, or to inoculate general education with professional and technical aspects. On the other hand, each of these three types of vocational education programs is characterized by special objectives dictated by the nature of these programs and the target groups in them (Yurina et al., 2022; Al-Ajeely et al., 2023).

Meeting the needs of the nation and society in its broad sense for skilled labour is the primary goal of vocational and technical education and training programs throughout the ages. Industry, agriculture, trade, and services in governmental, private, and private institutions are in dire need of a qualified workforce (Ismail et al., 2017). But the problem lies in responding to the speed of change in this need. There is no problem when the profession - with its skills, knowledge and attitudes - is fixed and vocational and technical education and training programs can meet that need. During the nineteenth century, unskilled labour was replaced by energy sources such as coal, petroleum, waterfalls, and atomic energy. In many cases, in developed countries, machines replaced some types of skilled labour, but other types of skilled labour increased in need in the areas of manufacturing, installation, calibration, repair, and maintenance (Billett et al., 2020). This also happened in the field of food production. With the mechanization of agriculture, the demand for unskilled labour decreased, but the demand for trained labour increased in the manufacture of food, textiles, and clothing. There was an increase in the demand for skilled workers in the field of services, especially in office work, as required by the revolution in information and communications technology (Raji, 2019).

One of the biggest problems that stands as an obstacle to the goal of increasing the opportunities for individuals to choose in technical and vocational education is that this type of education was designed to serve secondary professions and secondary opportunities first, and therefore most of its pioneers attend it because they have not found anything else, or because they have found in it an initial guarantee of obtaining a profession (Saleh & Meccawy, 2022). Due to the dire need for its graduates, especially the education provided by public vocational and technical education institutions and its graduates who also work in public institutions (Khasawneh, 2021). Public education is the use of free time to increase an individual's knowledge, develop his attitudes, and acquire the ability to adapt to his environment in today's world. It is the education that every student needs, and it is attached to or complementary to the specialized education that some students need, but not all of them (Aljedaani et al., 2023). Both general and specialized education help students adapt to their environment and feel a sense of belonging to it. Vocational education is often viewed in different ways, through its content as all the content necessary for success in a specific profession (Carlsson & Willermark, 2023).

Despite the great importance of this type of education and the many advantages it includes, it may face many challenges and obstacles that may hinder achieving its goals and objectives, which are represented by the lack of teachers and learners owning the computers necessary for the e-learning process, and that the majority of educational programs are in English, which constitutes an obstacle to their ability to deal with this software (Hofmeister & Pilz, 2020). The most prominent obstacles to e-learning are the lack of computers in educational institutions, and the inadequacy of their classrooms for using e-learning, in addition to the inability of teachers and students to use the computer, its applications, and the Internet (Sergeieva et al., 2021). There is a lack of appropriate infrastructure to establish sufficient laboratories to accommodate the large number of students in one class, the weak response of students to the e-learning method, and the lack of skills and capabilities necessary for the e-learning process, in addition to the lack of direct interaction and communication between the teacher and the learner in e-learning.

Rahmawati et al. (2021) delved into the mindsets of English instructors at a few Vietnamese vocational institutions and the obstacles they've encountered while trying to transform their traditional classes into virtual ones. The information gathered for this study came from in-depth interviews with nine educators and a questionnaire sent to forty-five vocational English instructors at five different vocational institutions. The primary goal of presenting the results is to gauge the sentiments of the vocational English instructors regarding the idea of moving their classes online. Instructors' and students' technological abilities, as well as students' and instructors' motives, technical assistance, experiences, willingness, and the goals and methods of institutions, were among the difficulties that this study uncovered while hearing from teachers about their online classroom experiences. In this article, we will provide educators with some concrete recommendations for addressing these issues both during and after the COVID-19 pandemic.

Mack and White (2019) explored the difficulties faced by T&T's Technical Vocational Education and Training programs. Stakeholders at TVET institutions provided views that helped the research shed light on the problems affecting TVET. Some of the main issues influencing T&T's TVET were stigma, teacher turnover, and the quality of instruction. Institutional stakeholders were surveyed using a qualitative technique by the researcher. A thematic analysis method was used to present the data. Research on technical and vocational education and training (TVET) and the current problems was enriched by the wealth of information gleaned from in-depth interviews and focus groups. Challenges and resources were the two overarching issues that came out of the data. We further subdivided these two regions into themes. Findings also indicated that TVET institutions aren't up to the task of dealing with all of the challenges they've encountered and that the federal government has to step in to fix the systemic flaws that have beset TVET. The study's primary emphasis was on four TVET institutions, all of which are universities.

Kovacs et al. (2021) focused on how the changes in teaching practice would affect all levels of the education system as we analyze the effects of the 2020 worldwide pandemic. From elementary school instructors to those in vocational and higher education in the Vaud area of Switzerland, this piece delves into the perspectives of 41 educators on the impact of lockdown on their classrooms. The chance to learn more about common coping mechanisms in teaching and to conduct an in-depth examination of the key similarities and differences at three different educational levels has been presented by this comparative qualitative research. Two aspects of dealing with the lockdown dilemma were highlighted by the results: the significance of student-teacher engagement and the mastery of digital technologies.

Roslin et al. (2022) conducted a comprehensive literature evaluation on online vocational education utilizing the PRISMA standards, which are based on the most prominent keywords in this field. At first, 89 articles were located in the Scopus databases after a detailed keyword search was conducted. Following the screening process, a total of 10 papers were selected for this paper's evaluation and debate. Based on the results of the theme analysis, this article covers a lot of ground, including students' perspectives, instructors' and administrators' views on online vocational education, and students' and instructors' experiences with the format.

Han et al. (2021) examined the remarkable shift in online vocational education in China and elsewhere, which was the subject of recent research that aimed to provide light on relevant regulations and practical experiences. One way was by sending out surveys to 767 schools with a total of 1,709 instructors and 270,732 pupils; the other was to compile data from 110 institution instances in 21 provinces and 170 curriculum cases in 14 provinces. The outcome demonstrated that vocational schools were able to accomplish their overarching objective of "Not Going to School but Classes still Ongoing" by using online learning as a means of coping with the pandemic's breakout. Online learning has also presented difficulties for vocational schools in areas such as organizational structure, technological environments, and practical training and internships. Considering and implementing a system-driven reform route and online learning approach is crucial for the growth of vocational education in the information age.

3. Methodology

The researcher used the descriptive field survey method because it suits the purposes of the study. The descriptive approach allows the researcher to investigate the phenomena, collect data, and present them to conclude remarks. This approach will help in achieving the objectives of the study.

3.1 Sample

The study included 132 teachers from different schools in the UAE, who were selected randomly. The teachers' consent and approval to be part of the study were obtained before conducting the study. The following table presents the data on the sample.

Table 1. Information on the Sample of the Study

Variable	Category	Frequency	Percentage %
Gender	Male	95	72%
	Female	37	28%
Academic stage	Less than 5 years	46	34.8%
	5-10 years	45	34.1%
	More than 10 years	41	31.1%
Total		132	100%

3.2 Instrumentation

The study used a questionnaire to identify the obstacles to online vocational education in the UAE vocational schools from the point of view of vocational teachers. In preparing the questionnaires, the researcher relied on literature on vocational education, publications of the Ministry of Education and Higher Education, and the Ministry of Labor, and observations taken by workers in the General Administration of Vocational and Technical Education, principals of vocational schools, and engineers in technical colleges. The questionnaire for vocational teachers consisted of (62) items distributed over five dimensions that measured the problems of vocational education. These dimensions are administration and organization (23 items), capabilities and equipment (8 items), professional development for teachers (7 items), curricula and study plans (10 items), and society's view of vocational education (7 items).

To verify the validity of the instrument, the researcher adopted the content validity method. In its initial form, it was presented to ten experienced referees and specialists in the fields of educational administration, teaching methods, and curricula. All of the peer-reviewed questionnaires were returned and they agreed on their validity and suitability to measure the dimensions for which they were developed, after conducting amendments by deletion and addition in light of their opinions, comments, and directions. The researcher used the Cronbach Alpha equation to extract the reliability coefficient. The value for the professional teachers' questionnaire was (0.85), which is a high-reliability coefficient that meets the purposes of the study.

3.3 Data Analysis

The study used mean scores, standard deviations, and percentages. The study also used the independent T-test 2. T-test for two independent groups, the one-way ANOVA analysis, the Scheffe test for post-hoc comparisons of arithmetic means, and the Cronbach alpha equation.

4. Results and Discussion

To answer the study questions, the mean scores, standard deviations, and percentages for the study items were extracted and then arranged in descending order according to the arithmetic mean. The following table shows the results for the dimensions of the questionnaire.

Table 2. The Mean Scores and Standard Deviations for the Dimensions of the Questionnaire

Rank	Dimension	Mean score	Standard deviation	Level
1	administration and organization	3.50	0.51	High
2	capabilities and equipment	3.51	0.72	High
3	professional development for teachers	3.04	0.65	Medium
4	curricula and study plans	3.44	0.73	High
5	society's view of vocational education	4.04	0.57	Very high

It is clear from the previous table that the fifth field received the highest percentage, which is 81% and with a very high estimate, then the fifth field came with a rate of 80%, and then both the second and first fields ranked third with a rate of 70% and a high estimate, and the fourth field came next with a rate of 69% and with a high estimate. Large. Finally, the third area came with a score of 61% and an average rating. The results indicate that the obstacles to online vocational education are high according to the teachers. The use of online courses to teach vocational training seems difficult because of the practical aspect, which is an integral part of this kind of education. Teachers believe that it is important to have physical practice for students more than envisaged in the course plans to help students acquire the needed skills and knowledge.

The t-test was applied to the dimensions and variables of the questionnaire. Table 3 shows the mean scores, standard deviations, and total scores of the problems according to the gender variable.

Table 3. The Mean Scores, Standard Deviations, and Total Scores of the Problems According to the Gender Variable

Dimension	Male		Female		Freedom Value	T	Sig.
	MS	SD	MS	SD			
administration and organization	3.56	0.47	3.38	0.60	130	1.80	0.074
capabilities and equipment	3.54	0.66	0.66	0.85	130	0.34	0.738
professional development for teachers	3.13	0.63	2.82	0.64	130	2.46	0.015
curricula and study plans	3.46	0.70	3.40	0.80	130	0.34	0.734
society's view of vocational education	4.02	0.58	4.02	0.55	130	0.09	0.926

It is clear from Table 3 that there are no statistically significant differences in the problems of online vocational education from the point of view of vocational teachers in the dimensions attributed to the type variable. There are significant differences (0.05) in the average of vocational education problems from a statistical point of view in the field of professional growth for teachers, which is attributed to the type variable. As it is clear from the table, the arithmetic means for the grades of the category of males was (3.13) and for females (2.82), which means that the differences are in favour of males.

Both groups were placed in the same conditions and were subject to the same laws and legislation. They apply the same study plan and face the same problems of capabilities, equipment, and financing problems. However, differences have emerged between male and female teachers in the field of professional growth, because the ability of male teachers to evaluate this growth is greater than the ability of female teachers because they are new. In the field of vocational and technical education, the first specialization was created for female teachers in industrial and agricultural vocational schools, in addition to all teachers (trainers) holding an engineering certificate in the field of specialization except in the home economics branch, while the qualifications of teachers range between engineers and technicians who hold a Diploma certificate in their field of specialization

The variable of the effect of the years of experience of the teacher on their views toward the obstacles of online vocational education was calculated as shown in the following table.

Table 4. Arithmetic Means and Standard Deviations for the Fields and the Total Score According to the Years of Experience Variable

Dimension	Less than 5 years		From 5-10 years		More than 10 years	
	MS	SD	MS	SD	MS	SD
administration and organization	3.49	0.4	3.8388	0.53	3.60	0.55
capabilities and equipment	3.52	0.79	3.4778	0.76	3.53	0.59
professional development for teachers	2.87	0.71	3.10	0.57	3.16	0.63
curricula and study plans	3.43	0.74	3.47	0.72	3.41	0.73
society's view of vocational education	3.92	0.60	4.07	0.54	4.06	0.57

The results of the table showed that there are no statistically significant differences in the areas of problems and the total degree of problems in vocational education in vocational schools due to the years of experience variable. The researcher believes that the scarcity of differences is because the tasks, duties, laws, and legislation are subject to all groups, and thus their behaviour regarding these tasks and powers is almost uniform, in addition to the fact that all groups face the same deficit in capabilities and equipment, the same type of students enrolled in vocational education, and the same curricula and study plans, being curricula. A tradition that has lasted for a long time regardless of their years of experience.

5. Conclusion

This study investigated the obstacles facing vocational education online. The results of the questionnaire showed different views for the teachers. Most of the students who join the vocational education system have low grades, which constitutes a very big problem, reaching a percentage level of (92%). The equipment of vocational schools is steadily ageing due to the lack of clearly defined development plans that allow for their modernization, and this has constituted a major problem. The workshops, scientific laboratories, and technical workshops in vocational schools

are insufficient in number and qualification, which does not allow students to train on tools and devices, which weakens the skills of these students, as they are not consistent with the skills required in the labour market. The findings revealed a weak follow-up by the vocational education system for graduates of vocational schools in the workplace to determine the adequacy of curricula and training programs and to identify the negatives and shortcomings in those programs and curricula. The vocational education system provides few opportunities for females that do not encourage them to engage in vocational education due to the limited specializations that they can join, as they are limited to clothing production, cosmetics, some industrial specializations such as computer maintenance, and some agricultural specializations such as plant and animal production.

6. Recommendations

The study recommends distributing vocational education opportunities, institutions, and facilities among different social groups, taking into account their distribution among geographical regions. It is also suggested that vocational schools and the private sector work together to train graduates in factories and workshops, and that a system be put in place to follow up with these graduates in the workplace. This would help to gauge how well vocational education programs and curricula meet the demands of the workforce, as well as to identify any shortcomings or problems and find ways to fix them. So that they can stay up with the times and the need for workers, the research also suggests enhancing the quality of gadgets, equipment, and machinery. Buildings that are suitable for classrooms, workshops, libraries, and services must be developed and allotted if the school is to realize its vocational education aims.

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Authors contribution

Dr. khasawneh were responsible for study design and revising. Dr. khasawneh was responsible for data collection. Dr. khasawneh drafted the manuscript and revised it. All authors read and approved the final manuscript. In this paragraph, also explain any special agreements concerning authorship, such as if authors contributed equally to the study.

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