Innovative Practices in Vocational Education Administration

Phongsak Phakamach* [ID]
Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin, Thailand, *phongsak.pha@rmutr.ac.th*

Darunee Panjarattanakorn [ID]
Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin, Thailand, *darunee.pan@rmutr.ac.th*

Paphaphat Saengkaew
Nongkae Community and Industrial Education College, Office of the Vocational Education Commission, Thailand, *paphaphat.s@ovec.moe.go.th*

Sasirada Pangthai
Faculty of Education, Pitchayabundit College, Thailand, *sadirada.p63@gmail.com*

Samrerng Onsampant
Faculty of Arts, Rajapruk University, Thailand, *samrerng2791@gmail.com*

*Corresponding author E-mail: phongsak.pha@rmutr.ac.th

Abstract: *This paper delves into the profound impact of Information and Communication Technology (ICT) and emerging innovations on vocational education, particularly their role in shaping the culture of educational personnel. As society undergoes rapid technological development, vocational education systems must adapt, altering their learning and teaching practices. However, these changes also present educational institutions with greater challenges, necessitating the efficient use of limited resources to meet society's evolving needs. This paper contends that innovation defined as a deliberate, orderly, and risky change introduced to improve efficiency and boost productivity is key to addressing these challenges. Specifically, it examines the adoption of innovative practices in vocational education administration to enhance institutional standards, quality, and effectiveness in the context of a globalizing world. Key discussions include the concepts and types of innovation, the implications of creativity and innovation in vocational education administration, the areas where innovative practices can be applied, and the strategies that improve learner engagement. The paper also outlines the rationale for implementing innovations in vocational institutions and addresses the associated challenges.*

1. Introduction

Nowadays, the rapid development and expansion of advanced technologies have created many changes in society and industry and motivated businesses to use digital transformation strategy (DTS) to create significant changes in the business environment. Therefore, defining a roadmap and vision is necessary to determine the steps forward in this direction (Aditya et al., 2022). The progression towards a knowledge-centric economy has underscored the role of educational establishments as reservoirs of essential human talent. This is especially true in the rapid transition towards a high-tech and information-driven economy, which necessitates continuous nurturing and training of human resources (Koster & Benda, 2020). Propelled by the forces of globalization and the need to cultivate competent, skilled, and competitive professionals, vocational education institutions confront the immense challenge of expanding access to vocational training and enhancing the quality of education. This must be achieved against dwindling resources, further intensifying the task at hand (Sadeghi Boroujerdi et al., 2019). Fundamental to creating qualified human resources is an accessible, effective and efficient vocational education system, particularly when the governments are counting on graduates of vocational institutions to be competitive in their country's development and wealth creation. Education

institutions are therefore compelled to be innovative and lead by using cutting-edge technology to meet these expectations (UNESCO and Commonwealth of Learning, 2017).

The 2020 UNESCO-UNEVOC Education 2030 report outlines the multifaceted challenges vocational education faces, thereby sparking heated debate about its future trajectory. Various forums, national think tanks, international interest groups, and media outlets have recently scrutinized the subject, providing various perspectives. The crux of these discussions often centers around the strategic decisions institutions must make in a competitive global landscape. With the rise of emerging economies contributing to an ever-increasing number of competitors, a robust global market for vocational education is in the making. The 2021 study by Saengkaew, Soeikrathoke, Wachirawongpaisarn, and Phakamach portrays vocational education as a structured system of training and instruction that equips individuals for the future. It encompasses acquiring knowledge, capabilities, and skills and fosters character development and intellectual growth. A fundamental aspect of education is the construction and dissemination of knowledge, allowing learners to obtain the necessary skills and expertise. This acquired knowledge, and skillset empowers individuals to foster personal development and significantly contribute to national progress. Societal changes, however, introduce new categories of learners and pose numerous challenges to vocational education:

1) Providing 24/7 access using smart connectivity;

2) Letting learners learn on their own time;

3) Providing certificates that let learners acquire just-in-time, just-what-is-needed information;

4) Assessment that captures and reports mastery of specific items of knowledge;

5) Professional skills required by the expectations of the establishment;

6) Celebrating diversity by adapting materials to each learner's background, the configuration of abilities and interests to Unlock the potential of all learners and close the opportunity gap resulting from inequalities in society; and

7) Lowering costs while increasing the quality of education.

The effective management of vocational institutions depends on the institutional administrators' quality, qualifications, experiences and professional exposure. We live in a knowledge-driven society where technological development has turned the world into a global village. Changes and societal development significantly influence the actions and activities within the vocational education system (Terentyeva et al., 2018). These changes are primarily fueled by the emergence of cutting-edge information and communication technologies (ICT) and the evolution of modern digital platforms for education and learning experiences. These innovations have dramatically reshaped cultures, mindsets, and commercial activities worldwide. Consequently, schools now face the daunting challenge of accomplishing more with less to meet society's intricate and evolving needs.

There is a growing need for ICT in the administration of institutions. Essentially, ICT is a suite of processes that enable the creation, storage, processing, sharing, retrieval, and distribution of data and information. This is accomplished using computer systems and advanced telecommunication tools. The capabilities of ICT extend to facilitating electronic communication through various channels, including messaging, email, chat platforms, social forums, voicemail, and advanced digital platforms, including video conferencing. As a result of these extensive communication options, ICT has catalyzed the widespread adoption of networking technologies. These technologies, encompassing the Internet, Intranets, Extranets, Online Databases, Fusion of Information Systems, and Mobile Smart Applications, significantly shape our interconnected digital environment (Natarajan et al., 2021).

Over the past two decades, ICT has fundamentally transformed practices and procedures across virtually all business and governance aspects. However, ICT has permeated all facets of life, becoming a ubiquitous element in our daily routines. While its presence is notable in vocational education, the impact has yet to reach the expansive influence observed in other fields. Education is a deeply social endeavor, and traditionally, quality education has been closely tied to dedicated lecturers maintaining a high level of personal engagement with learners. The introduction of ICT in education promotes a more learner-centric environment, which can often give rise to tension among some lecturers and learners. Nevertheless, with the world rapidly embracing digital media and information, the significance of ICT in education is on the rise. Its influence is projected to expand and evolve continually throughout the 21st century (Wong, 2018).

Innovation is largely perceived as the driving force enabling vocational education institutions to adapt to technological progress and societal and cultural values shifts. These institutions must embody resilience to change and continuously commit to improving their practices and delivery methods. In education, innovation frequently takes root in teaching methods, where novelty is a crucial element. Such innovation can manifest through novel methodologies, content, pedagogy, or curricula. The notion of teaching innovation has been interpreted and implemented in myriad ways, with technology standing out as a prevalent factor. Technology is often harnessed as a supportive tool to facilitate the implementation of new teaching strategies (Hinon & Seubpradit, 2022). Technological tools include cloud-based applications, digital whiteboards, in-class learner response systems, mobile devices for in-class and out-of-class activities, and learning analytics to assess and enhance teaching efficacy. Wong (2018) pinpointed technological

proficiency as one of the four primary competencies required for innovative teaching, alongside learning, social, and educational competence. Furthermore, in the framework for learning innovation proposed by Sirakaya & Cakmak (2018), technology represents a critical dimension for classifying various innovative strategies.

Within vocational education, the scope of ICT extends to incorporating digital tools across all facets, including administration, teaching, learning, vocational practice, personnel development, and research. ICT combines various technologies to gather, store, process, communicate, and distribute information pertinent to teaching and learning processes, thereby creating a more efficient and effective educational environment (Arredondo-Trapero et al., 2021). Schildkamp, Wopereis, Kat-De Jong, Peet, & Hoetjes (2020) describe that innovative use of ICT requires knowledge and skills for the group with the most significant impact on the quality of education: instructors. Facilitating the professional development (PD) of instructors is crucial for the quality of one's education system, perhaps even more so in a Covid-19 pandemic. Therefore, innovation is essential in vocational education. It presents new ways of teaching and learning and presents challenges and opportunities. Contemporary educational administration and teaching methods are increasingly characterized by incorporating innovative and cutting-edge techniques (Pucciarelli & Kaplan, 2022). This paper explores the realm of innovative practices within vocational education administration. It delves into the concepts and implications of innovation and creativity, focusing on teaching strategies that foster enhanced learner engagement. The rationale behind implementing innovative practices in educational institutions and colleges is also addressed. Furthermore, the paper offers a glimpse into the future of Information and Communication Technology (ICT) trends in vocational education administration. It discusses the challenges encountered when applying innovation in an educational setting and suggests potential strategies for overcoming these obstacles and facilitating improvement.

2. Innovation Concept

Akpan (2016) provides an insightful review of the criticality of the education administrator's capacity to cultivate, guide, maintain, and enact purposeful actions through the coordinated, cooperative human effort for the effectiveness of any educational organization. Consequently, the administration of vocational education is seen as a process that coordinates and integrates both human and instructional material resources towards achieving the goals of the vocational education system. This definition emphasizes that:

1) The process of administration is ongoing and dynamic.
2) Both human resources and educational materials are integral to the process.
3) Administration is geared towards the realization of predefined objectives.
4) The process comprises interrelated activities such as planning, coordinating, organizing, staffing, leading, supervising, and evaluating or inspecting.

Messmann, Mulder, & Palonen (2018) posit that the administration of vocational education involves a process where institutional leaders coordinate the efforts and activities of departments, staff, and learners to attain vocational education goals. This process encapsulates the daily execution of leadership roles by institutional heads. To effectively and efficiently fulfil their administrative duties, vocational education administrators must be adept at incorporating innovations in the administrative realm of vocational education.

3. The Concept of Innovation

Phakamach, Wachirawongpaisarn, Phomdee, Sinlapee, & Panjarattanakorn (2021) define innovation as an intentional, systematic, and risk-bearing alteration brought into any working organization or educational system. The primary objective of this change is to bolster efficiency and elevate productivity. As described by Phakamach et al. (2021), innovation infuses new ideas, strategies, methods, and techniques into the education system, enhancing both internal and external efficiencies. Integrating innovative practices within education administration is a response to global technological advancements, fostering creativity. Consequently, innovation can be construed as applying ideas, technologies, and processes in unique ways to gain a competitive advantage, culminating in enhanced productivity, job performance, services, and commitment. It is important to note that innovation can be adopted and adapted to fit specific contexts. As Longo & Narduzzo (2017) noted, innovation is a transformative process wherein new programs or practices are implemented within a system's operation, effectively replacing outdated or ineffective methods. In the context of vocational education management, seven types of innovations have been identified in the research literature (Phakamach et al., 2021), which are depicted in Figure 1.

1) Service Innovation: This innovation focuses on introducing new services that dramatically enhance management practices within vocational institutions.

2) Process Innovation: Implementing new or significantly improved service delivery methods. The objective of process innovation within vocational education is to reduce the per-unit cost of service delivery while simultaneously elevating or maintaining high quality. Prime examples of process innovation in vocational education management involve

adopting novel teaching methodologies, implementing computer-based examinations, and utilizing ICT tools in teaching and learning.

3) Marketing Innovation: This innovation type entails implementing novel marketing methods, often involving significant alterations in product design, promotional strategies, or pricing structures. In terms of vocational education, it is about developing vocational learners to be preferred by entrepreneurs.

4) Organizational Innovation: This entails introducing a new organizational method into the management practices of vocational education. Such innovation fosters workforce satisfaction and enhances human relations by minimizing administrative hurdles. The overarching goal is to bolster staff productivity, commitment, and engagement (Alrowwad et al., 2020).

5) Incremental Innovation: This form of innovation is characterized by gradual enhancements to existing knowledge within an organization. It involves a systematic and organized innovation implementation process where institutional administrators and staff collaborate to execute achievement-oriented strategies. Incremental innovation facilitates minor modifications or enhancements to service delivery or teaching and learning processes, thus fostering greater effectiveness within the institution.

6) Radical Innovation: This kind of innovation profoundly alters services or processes within the vocational education system. Stemming from rigorous research and development targeting specific organizational issues or problems, radical innovation often employs modern technology as a solution.

7) Disruptive Innovation: This innovation type can fundamentally transform an organization's status quo. In some instances, disruptive innovation can even alter societal foundations. For instance, the societal shift towards modern computing technology has transformed the world, effectively creating a "global village". This type of innovation is occasionally called transformational (Phakamach et al., 2021).
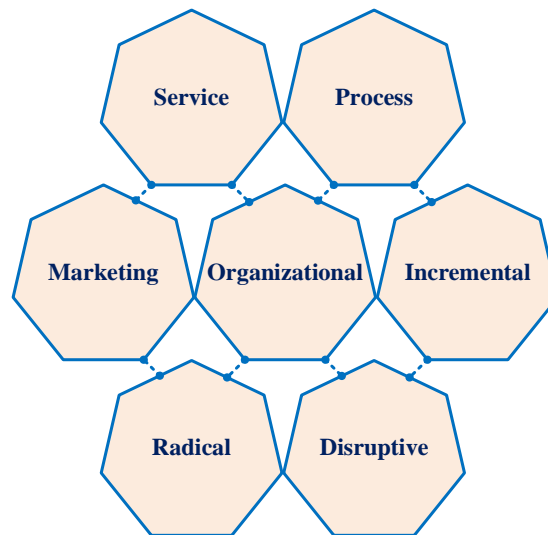

Figure 1. Seven types of innovations (Phakamach et al., 2021)

4. The Implication of Creativity and Innovation in Vocational Education Administration

Recently, there has been a renewed interest in advancing teaching and learning methods within vocational education. Academics are increasingly encouraged to engage in educational innovations to improve student learning, a pursuit that is increasingly recognized, valued, and rewarded. However, adopting innovative teaching practices necessitates academics to acquire new skills and insights, undertake additional work, be prepared for potential failures, and be open to criticism from colleagues and learners. Focusing on educational innovation over discipline-specific research can pose a career risk if not executed strategically (Dos Santos et al., 2022). The implications of creativity and innovation in vocational education include:

a) Creativity and innovation are central in a knowledge-based society, fostering fruitful interdisciplinary collaborations.

b) Creativity, considered a universal skill, is an ability everyone can nurture and develop.

c) Creativity is often defined as a product or process demonstrating a harmonious blend of originality and value. It involves establishing unexpected connections and generating novel, appropriate ideas.

d) Creative learning extends beyond mere knowledge acquisition to foster understanding and new awareness, concentrating on developing thinking skills. It prioritizes learner empowerment and centeredness, often contrasting with reproductive learning experiences. In this context, innovation refers to the application of a new process or product that benefits a specific domain or field, such as teaching. Therefore, innovative teaching promotes creative learning and introduces novel methods, tools, practical modules, and content to enhance learners' creative potential.

e) To fully harness its potential, educational stakeholders must possess a clear vision, awareness, and understanding of creativity's intricacies, particularly in vocational education. Assessing the originality and value of an output involves recognizing creativity as a relative attribute. Furthermore, creativity in education is more process-oriented than product-focused, thereby emphasizing the development of cognitive skills, thinking capabilities, and practice.

f) Creativity and innovation are closely intertwined with knowledge and learning. Although intelligence is not a prerequisite for creativity, the research underscores the importance of prior knowledge for fostering creativity and domain expertise. Moreover, numerous researchers view creativity as a mechanism for knowledge creation and personal meaning construction, which makes it an indispensable skill for enriching learning. Creative learning, which prioritizes understanding over rote memorization, can be regarded as a form of learning that goes beyond simple content acquisition by introducing creativity.

g) Creative learning necessitates innovative teaching, which involves fostering creativity through teaching and applying innovative practices in teaching. Both facets require an educational culture that values creativity as a classroom asset. While teachers play a pivotal role in fostering a creative environment, they need support from policymakers and institutions. Notably, curricula and assessments must be addressed to facilitate classroom creativity. Curricula should be meticulously crafted, giving equal importance to all subjects, acknowledging creativity, defining it consistently, allowing room for discovery, and considering learners' interests. Assessments should promote creativity by appreciating its micro (daily tasks) and macro (exam-based) contributions. The three assessment functions - diagnostic, formative, and summative - should collaboratively facilitate knowledge acquisition, skill development for learning, and the creation of innovations that benefit society.

h) Technology holds a pivotal role in the lives of learners and has the potential to propel educational transformations towards a more innovative and creative institutional environment. It can catalyze creative learning and innovative teaching, offering many opportunities for constructive changes. However, mere access to technology is not sufficient. It is important to emphasize that teachers and learners must develop critical skills for using technology, facilitating practical, innovative, and creative benefits. Vocational education systems should also embrace the empowering culture of new technologies, with the learner at the heart of the learning process. Otherwise, educational policies and systems risk becoming incongruous with learners' actual and future needs.

i) Apart from technology, numerous other factors nurture creative learning and innovative teaching. These include aspects of assessment, culture, curriculum, individual skills, teaching and learning formats, teacher capabilities, and digital tools. The co-existence of these elements can cultivate an enabling environment where creative learning and innovative teaching can thrive. If these facilitators are absent, creativity is less likely to flourish. Conversely, even if all facilitators are present, it does not automatically ensure that creativity and innovation occur, as teachers and learners must actively engage in the creative and innovative process. Hence, these facilitators are indicators of an environment that could potentially nurture creative learning and innovative teaching (Messmann et al., 2018).

Numerous studies suggest that creativity is not currently the focal point of educational practices for many reasons.

While creativity and innovation are interconnected, research suggests a differentiated approach within education—where creativity is closely linked to learning and innovation is tied to teaching. This results in the distinct concepts of creative learning and innovative teaching. The studies emphasize the need for a shift in teaching to create an environment that encourages learners' ideas, promotes risk-taking, accepts mistakes, and empowers learners to take charge of their learning.

The research adopts an inclusive perspective on creativity, asserting that everyone has the potential to be creative right from early childhood. However, the extent to which individuals develop their creativity hinges on the type of education they receive. As both an opportunity and a necessity, creativity and innovation in education should be regarded as skills that can be honed through creative learning and innovative teaching (Messmann et al., 2018).

The rapid advancement of technology has had a profound impact on education. The introduction of social computing applications has made it possible to customize learning pathways, thus catering to individual educational requirements. Novel digital formats integrating various media tools have paved the way for innovative avenues of creative expression. Furthermore, collaboration and networking services provide ample opportunities to nurture creative ideas cooperatively. Therefore, the intersection of creativity and Information and Communication Technology (ICT) necessitates reconsidering the teacher's role. Teachers must transition from traditional roles to enablers, motivators, mentors, and coaches who guide learning processes independently owned and controlled by the learner (Lloyd et al., 2022).

5. Areas of Innovative Practices in Vocational Education Administration

The significance of nurturing vocational learners' creativity has gained wide recognition in vocational education. This importance stems from the need to equip young people for an unpredictable and intricate work environment, requiring individuals to harness their creative abilities effectively. Despite this acknowledgement, fostering creativity within vocational education proves to be a hurdle for the department. While there is a consensus that college learners ought to be creative, most college departments are generally unacquainted with learning and teaching environments that stimulate creativity (Fraser, 2019). Several factors contribute to the manifestation of creativity in vocational education institutions, which include resistance from learners, the vocational education institutions' organizational structure, department characteristics, and teaching methodologies. Figure 2 presents the areas of innovative practices in vocational education administration.

Areas of Innovative Practices in Vocational Education Administration

- Strategic Management
- Modern Institution Leadership
- Pro-Activism
- Smart Communication and Meeting
- Record Management
- Management of Examinations

Figure 2. Areas of innovative practices in vocational education administration.

1) Strategic Management:

Strategic management also called the organization's strategic planning consists of planning, organizing or staffing, directing or leading, coordinating, supervising, controlling or monitoring, and evaluating or inspecting. This approach aims to reach an agreement among the leading figures within the vocational education organization on the operational strategies for the institution over a specified period. Here, the term "top people" refers to the key personnel in the organization, including the vocational education administrator, vice and deputy heads, department or unit heads, members, and several seasoned instructors.

Under the guidance of the institution head, key personnel convene to establish the institution's philosophy, mission statement, and objectives, which will shape the institution's functioning over the medium to long term. This information is then communicated throughout the vocational education community, serving as a roadmap indicating the institution's trajectory and how various parts align with this plan. Strategic management encompasses a series of actions, including:

a. Defining objectives for the efficient utilization of available resources.
b. Developing strategies or policies designed to accomplish these objectives.
c. Identifying necessary tasks to execute the devised strategies.
d. Organizing these tasks into pertinent categories or groups.
e. Allocating human resources, such as faculty and support staff, to perform these tasks to achieve the outlined objectives.
f. Integrating measures to motivate and empower personnel to carry out work activities.
g. Implementing incentive schemes to foster commitment among faculty members or staff towards their work, the organization, and improved productivity.
h. Establishing control measures and scheduling evaluations of objective attainments.

i. Setting provisions for corrective actions in case of shortcomings in reaching the established objectives.

Strategic management involves systematically planning an institution's trajectory and resource allocation to attain predetermined objectives over a designated period. This process ensures robust management within the institution while maintaining a consistent emphasis on the institution's operations.

2) Modern Institution Leadership:

A notable shift has been observed in leadership styles, transitioning from transactional to transformational approaches. Transactional leadership operates through rewards, punishment, and coercion mechanisms to enforce compliance. Conversely, transformational leadership adopts a different perspective, wherein the leader takes on the role of a mentor, inspiring and challenging subordinates to take an active interest in their work. Transformational leadership facilitates a heightened sense of commitment among subordinates, which positively amplifies their job performance in terms of effectiveness and efficiency (Alrowwad et al., 2020).

The following attributes characterize transformational leadership:

a. Intellectual Stimulation: This pertains to a leader's ability to foster an environment of innovation that challenges established norms and encourages creativity amongst staff and learners. Such a leader advocates for the exploration of new methodologies and learning opportunities.

b. Individualized Consideration: This trait reflects the leader's capacity to provide personalized support and encouragement to each staff member, maintaining open communication and recognizing each individual's unique contributions.

c. Inspirational Motivation: Transformational leaders articulate a clear vision for their team and inspire similar enthusiasm and drive in their subordinates to attain personal and institutional objectives. Such leaders energize staff and learners, propelling them towards goal realization. Transformational leadership facilitates a heightened sense of commitment among subordinates, which positively amplifies their job performance in terms of effectiveness and efficiency (Alrowwad et al., 2020).

d. Idealized Influence: This aspect highlights the leader's role as a model figure. They lead by setting positive examples, earning the trust and respect of their staff and learners, who, in turn, seek to emulate the leader and internalize their ideals.

Educational institution leaders' adoption of transformational and digital leadership styles is now broadly endorsed. When appropriately applied, these styles can significantly motivate learners and lecturers, enabling them to perform beyond expectations. Administrators in vocational education should strive to cultivate these transformational and digital leadership qualities. Possessing these attributes can optimally stimulate and encourage team members to collaborate effectively, contributing to the institution's growth and development.

3) Pro-Activism:

A global shift is evident in work organizations from a reactive approach to a proactive one, particularly in managing human resources. A proactive leader within vocational education anticipates potential problems, particularly within their domain of responsibility, they were implementing corrective measures proactively to prevent potential issues from arising. This proactive approach enhances the leader's contribution to staff, learners, and the institution by foreseeing challenges before they emerge. It effectively showcases the intellectual acumen of a vocational leader. Moreover, a proactive leader is marked by initiative and responsiveness, undertaking tasks correctly without explicit instruction. Administrators within vocational education must avoid adopting a reactive approach when dealing with problems relating to staff and learners.

4) Smart Communication and Meeting:

Vocational education administrators play an integral role in exploiting technological advancements to boost internal and external communication within their institutions. By fully utilizing modern tools such as emails, messaging services, educational platforms, smartphones, mobile applications, discussion forums, text messages, and video calls, these administrators can streamline the dissemination of information, foster immediate collaboration, and establish an engaging and inclusive environment for both staff and students.

It is vital to embrace these advancements in communication technology to enable vocational education institutions to acclimate to the ever-changing landscape of education and efficiently address the diverse needs of their stakeholders. If properly tailored, emails and mobile applications can be set to provide immediate automatic responses. Furthermore, the minutes from previous meetings can be dispatched to staff via email or mobile applications, allowing them to prepare adequately for the next session. Therefore, it is incumbent upon administrators to comprehend and implement these technological innovations in managing vocational education. They should adapt to the changing dynamics of education to ensure their institutions remain relevant and effective in this era of rapid digital transformation.

5) Record management:

Information and Communication Technology (ICT) tools are invaluable in enhancing the effective management of institutional records. Relevant data, including staff employment details, academic qualifications, age, rank,

promotions, health records, appointments, quality assurance reports, research reports, alumni records, and disciplinary actions, can be systematically stored using ICT tools. This includes computers, databases, and hard disks, facilitating easy referencing and swift retrieval when required. Applying these tools in records management substantially alleviates the challenges associated with conventional paperwork, thereby augmenting overall efficiency and effectiveness. Similarly, ICT tools can be employed in managing information related to learners. This data encompasses admission details, personal information, contact addresses, academic records, examination results, and other data accumulated during their tenure at the institution are all managed effectively with the help of these tools. Likewise, financial records greatly benefit from ICT tools' enhanced management capabilities. Moreover, the essential role of data in fostering innovation cannot be overstated. This includes data pertaining to end users, prevailing trends, and cost structures. Data serves as a critical determinant in ascertaining the sustainability of a proposed solution. It is important to remember that innovation emerges at the intersection of desirability, feasibility, and viability (Santosa et al., 2019). Accordingly, data analysis aids in identifying whether such an intersection is plausible, making it a vital component in driving innovation.

6) Management of Examinations:

Modern technological advancements have significantly paved the way for Information and Communication Technology (ICT) tools to manage examinations within educational institutions. Vocational education administrators must effectively leverage these tools to mitigate the prevalence of examination malpractices. Today, ICT tools are extensively utilized for various tasks, from preparing examination questions and administering vocational skills training to conducting exams and grading learners. The examination results, facilitated by ICT, can be promptly disseminated to learners, either immediately post-examination or within a few subsequent days. Applying ICT resources contributes significantly to calculating learners' results, enhancing the overall teaching and learning process (Lee et al., 2022).

Furthermore, ICT has evolved to become a fundamental component in all facets of life, including education. Incorporating ICT into essential logistical, organizational, and educational processes is now widely recognized. Indeed, information and effective communication are vital pillars in any teaching and learning environment. Within a classroom environment, ICT can augment teaching effectiveness. It can aid in preparing lesson plans, facilitating operational training, and collating and analyzing learners' achievements (Phakamach et al., 2021).

Information and Communication Technology (ICT) facilitates access to a wealth of up-to-date resources, including books, proceedings, journals, and other informational assets maintained by global networks or online libraries.

The content of the curriculum can be significantly enhanced through internet research conducted by educators. This allows access to information and relevant vocational education practices, which may have been previously unknown to the lecturers and learners and unattainable through textbooks, can now be effortlessly accessed via the internet and digital databases. As such, ICT serves as a valuable conduit for information necessary to bolster the academic development of both lecturers and learners. This underpins the pivotal role ICT plays in enriching the educational experience and promoting an environment of continuous learning and advancement.

Educators can leverage ICT tools to assign tasks to learners, evaluate their performance, and deliver feedback, significantly reducing the workload and paperwork burden. Modern technologies such as multimedia projectors, Computer-Assisted Instruction (CAI), Web-Based Instruction (WBI), Learning Management Systems (LMS), online multimedia, PowerPoint presentations, Artificial Intelligence (AI), ChatGPT, and the Metaverse offer a plethora of opportunities to enrich classroom teaching. By integrating these technologies into the educational process, instructors can create engaging, dynamic learning environments that cater to various learning styles and enhance the overall educational experience. The innovative use of these tools enables instructors to present information in an interactive, accessible manner and provide timely, personalized feedback, thus facilitating a more effective and comprehensive learning process. These tools ignite and sustain learners' interest in their educational pursuits. A noteworthy innovation in the teaching-learning paradigm is "flipping the classroom". The widespread availability of technology, coupled with the development of high-quality online educational resources, has encouraged the adoption of this instructional approach. In a flipped classroom, traditional learning structures are inverted, with instructional content often delivered outside class time, typically via digital platforms. This allows classroom time to be utilized for interactive discussions, collaborative projects, and hands-on learning experiences. It is an approach that the increased access to technological tools and the ever-expanding availability of high-quality online resources has significantly enabled.

Flipping the classroom denotes a blended learning method where learners interact with video content created by instructors outside the conventional classroom environment. This method essentially inverts the typical instruction schedule and practice of new skills. In this approach, the instructor meticulously curate's instructional materials, records the presentation in video format, and then uploads it to a personal website, an institutional database, or a web application. Learners then can review, study, and experiment with the material at their own pace. Class time is then dedicated to completing assignments, projects, and exercises and engaging in discussions. This strategy moves the

teaching component of instruction outside of the classroom, thereby creating additional opportunities for interaction between the instructor and learners as they collaboratively work through assignments during class.
This innovative approach offers several advantages:

a. It provides instructors ample time for one-on-one engagement with learners.
b. It fosters a stronger learner-instructor relationship.
c. It allows learners to revisit lessons and master topics at their own pace.
d. It promotes a collaborative learning environment within the classroom.
However, for this pedagogical technique to be successfully implemented, the instructor must be proficient in ICT, and learners must also be comfortable utilizing ICT resources. The main incentives for incorporating innovative practices into education include the following (Phakamach et al., 2021):
1) To improve institutional standards.
2) To align with societal expectations and stakeholder aspirations.
3) To embrace global standards and best practices in education.
4) To augment the quality of teaching and learning outcomes, thus fostering higher educational standards.
5) To cater to the need for achievement and to foster a culture of creativity.
6) High-performance human resources for national development.
In conclusion, in today's ICT-dominated era, it is crucial to foster the development of educators for the advancement of society and personal growth. The vocational education system should not be perceived merely as a provider of education. Instead, it should be regarded as a vehicle for societal elevation and a catalyst for progress in an era dominated by knowledge and research. Innovation is a pathway to progress for any nation, and indeed, the future of a nation is shaped in its classrooms. Each innovation does not have to be orchestrated or created from scratch; it can be a simple, unstructured, informal approach adopted by the educator to enhance significant student learning. Therefore, such innovative methods and fresh ideologies warrant attention and should be incorporated into teacher or instructor development programs (Kundra, 2018; Hinon & Seubpradit, 2022).

6. Highlight Some of the Most Important Practices
Paavizhi & Saravanakumar (2019), Zhao & Ko (2020), and Phakamach, Wachirawongpaisarn, Phomdee, Sinlapee, & Panjarattanakorn (2021) stated some of the essential practices in education administration as shown in Figure 3. The nine steps of practice are:
1) Begin with a clear vision and value system. Reimagine the realm of possibilities by exploring how mobile technologies, digital resources, and digital educational platforms can contribute to achieving your goals. Acknowledge the necessary modifications that must be implemented system-wide to support the comprehensive and effective use of ICT, consequently augmenting its value
2) Prioritize learning outcomes and equity over technology. Although smart mobile devices, new data sources, and instantaneous feedback mechanisms can equip learners and lecturers with powerful capabilities, it is imperative to ensure that highly qualified educators guide these tools.
3) Embrace a holistic approach. To guide systemic change, utilize frameworks like the Intel Education Transformation Model and the ISTE NETS models. Construct a comprehensive roadmap for alterations in professional learning, curriculum and assessment, leadership, policies, sustainable resource strategies, and continuous program evaluation.
4) Motivate educators and supporters to engage with technology in substantive ways. Shift the emphasis from compliance-oriented ICT training to cultivating a supportive environment that inspires, informs, coaches, incentivizes, supports, and actively listens to educators and supporters. Provide flexible, professional learning opportunities for teachers, principals, and other leaders in vocational education. Demonstrate a commitment to lifelong learning for all the vocational institution's community members.
5) Involve stakeholders at every phase. Cultivate collaborative and multi-stakeholder processes for tasks such as device selection, curriculum design, collaboration with entrepreneurs, alignment of assessments, and program evaluation. Engaging in active collaboration with stakeholders paves the way for developing teaching and learning processes tailored to their needs, leading to desirable learning outcomes.
6) Maximize the impact of your technology investments. This can be accomplished by permitting learners to bring their devices home and involving parents in their child's learning process. Collaborate with public and private-sector organizations to guarantee learners can access educational resources from home, digital libraries, and community centers.
7) Pursue evidence-based strategies and learn from proven practices. Explore research conducted by institutions such as the OECD to glean insights from countries that have successfully improved their learning outcomes. Leverage resources like case studies, research papers, and other sources. Engage in dialogues with peers and colleagues, and

visit vocational institutions that have demonstrated notable success. Although each nation, municipality, province, and community have unique characteristics, many challenges are universal, and numerous solutions can be adapted and applied across different contexts.

8) Share your successes and setbacks openly. What strategies yielded positive results? Which ones fell short? What remains unaccomplished? By openly discussing these aspects, you can build on your successes, enhance capacity throughout the system, and assist others in their journey to success by promoting globally recognized effective strategies.

9) Strive for continuous improvement. It is essential to regularly evaluate and assess the effectiveness of your programs, persistently refining and enhancing them. Comparing your vocational education system with international standards is a valuable practice that helps identify potential areas for improvement.
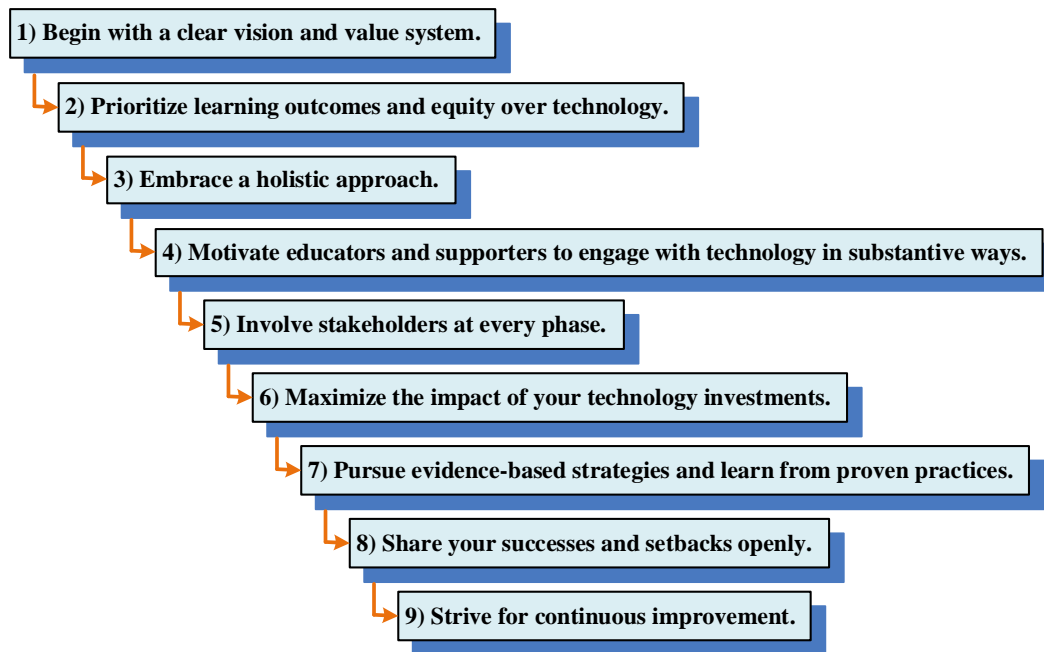
1) **Begin with a clear vision and value system.**

2) **Prioritize learning outcomes and equity over technology.**

3) **Embrace a holistic approach.**

4) **Motivate educators and supporters to engage with technology in substantive ways.**

5) **Involve stakeholders at every phase.**

6) **Maximize the impact of your technology investments.**

7) **Pursue evidence-based strategies and learn from proven practices.**

8) **Share your successes and setbacks openly.**

9) **Strive for continuous improvement.**

Figure 3. Nine steps of practice (Phakamach et al., 2021)

7. Innovative Teaching and Learning Strategies that Improve Learner Engagement
Innovative Teaching Strategies
Davis (2017) and Zhao & Ko (2020) have articulated that in education, learner engagement refers to the extent of attention, curiosity, interest, optimism, and passion that learners exhibit when they are learning or being instructed. This engagement also correlates to their motivation to learn and progress in their education. When learners are fully engaged with the lesson being taught, their ability to learn and retain information significantly improves. Engaged learners display greater persistence, derive more joy from completing tasks, and actively seek knowledge, practical training, and implementation. The knowledge gained is further solidified through practical skills acquired from worksheets and hands-on modules. Various strategies can elevate learners to unprecedented heights in their learning journey, taking them to levels of understanding and mastery they may not have previously considered achievable.

1) Inquiry-Based Learning:

Inquiry-based learning is one of the most potent teaching strategies in the classroom. This is largely substantiated by research findings indicating that learners tend to thrive when actively involved in constructing their own understanding. In this educational approach, lecturers assume the role of facilitators, guiding the learning process rather than directly imparting information. This learning method effectively sparks learners' curiosity, encouraging them to ask questions and seek answers, thereby fostering a deeper understanding of the subject matter.

2) QR Codes:

QR (Quick Response) codes are a versatile tool, easy to generate, and can be effectively utilized in classrooms across all grade levels. By scanning a QR code with a digital device, learners can access relevant information swiftly. Within the classroom setting, learners can use QR codes to a) verify their answers; b) cast their votes during class discussions; c) delve deeper into the information presented in textbooks; d) gather survey data for math units on statistical analysis;

e) participate in scavenger hunts; f) access video tutorials relating to the current lesson, and g) connect directly to Google Maps. One of the key advantages of QR codes is the ease and immediacy of access - learners can acquire the needed information without leaving their seats. Furthermore, learners can create QR codes to demonstrate their learning progress to peers and parents, encouraging an interactive and engaged learning community.

3) Problem & Project-Based Learning:

Empirical evidence substantiates that Problem-Based Learning (PBL) and Project-Based Learning are both effective and enjoyable pedagogical methods. Moreover, PBL cultivates deeper learning competencies vital for success in higher education, professional careers, and civic life. PBL employs real-world scenarios, challenges, and problems to stimulate learners' critical thinking, problem-solving, teamwork, and self-management skills. Upon resolving the problem or challenge, learners present their solutions. These solutions can even be proposed to community leaders to address issues within their local environment. Additionally, PBL incorporates collaboration, digital tools, and problem-solving skills to devise a solution to the presented problem. Why has this teaching and learning method gained considerable interest among educators? a) PBL makes vocational institutions more engaging for learners; b) PBL enhances learning outcomes; c) PBL presents learners with opportunities to incorporate technology into their learning process; d) PBL enhances the teaching experience, making it more enjoyable and rewarding for educators; and e) PBL effectively bridges the gap between learners, institutions, and the wider communities, fostering a holistic and integrated approach to education.

4) Wisely Managed Classroom Technology:

Achieving an optimal balance in using technology within the classroom is a delicate task. Instructors must deploy technology wisely and diversely to engage learners effectively. Certain tools, such as Google Docs, YouTube videos, and the Remind app, have successfully fostered learner engagement. These innovative applications and websites aid lecturers in various ways: they can stimulate learner engagement, send reminders about upcoming assignments and homework, offer visual learning experiences through videos, organize learner activities, facilitate group collaboration, and check learning progress through games, simulators, and online quizzes. By managing these technologies sagely, instructors can ensure that digital tools are a constructive and meaningful addition to the learning environment.

5) Jigsaw Method:

The jigsaw method, a tried-and-true cooperative learning strategy, empowers learners to take the reins of their education. This technique involves dividing learners into groups; each assigned a unique piece of information. The members within the group are assigned the responsibility of acquiring such a comprehensive understanding of the information that they can effectively communicate it to a separate group of learners.

The jigsaw technique empowers learners, transforming them into experts in their respective areas as they take on the role of educators for their peers. Upon mastering their assigned information, they are regrouped with representatives from the other groups. Each group member then shares the knowledge they acquired within their initial group. This approach invigorates lessons and challenges, allowing learners to control their learning, fostering engagement and encouraging learners to share their experiences and knowledge.

Each pedagogical approach highlighted in this article incorporates strategies that stimulate learners to question, experiment, conduct research, harness technology, and construct meaningful insights from the materials and research provided. These methods empower learners to tackle problems, push their limits, and present their discoveries to others. Leveraging learner engagement, these strategies tap into learners' curiosity, interest, passion, and attention, optimizing the learning process. This includes the enhancement of professional skills through practical training. The techniques showcased herein incorporate several elements essential for fostering effective learner engagement.

6) The Dual Vocational Training system (DVT):

DVT approach should be incorporated into education management that prioritizes learners to prepare vocational personnel for entry into the labor market and provide them with opportunities to practice in a real workplace. The DVT system is a collaboration between educational institutions and enterprises aimed at equipping graduates with skills that are aligned with labor market needs. This ensures that they possess the necessary skills, knowledge, and abilities to adapt to changing technology, and leverage it to meet the requirements of their workplace establishment.

Innovative Learning Strategies

Lloyd et al. (2022) highlighted twelve innovative learning strategies applicable to modern pedagogy in education, including vocational education. Among these is:

1) Crossover Learning:

Crossover learning capitalizes on the potential of informal settings, such as workplace environments, after-school clubs, or natural habitats, to supplement and enhance educational content that resonates with learners' experiences and interests. This reciprocal synergy functions bi-directionally: structured classroom learning can be substantially enriched by integrating insights from everyday experiences, whereas incorporating classroom-derived inquiries,

knowledge, and practices can profoundly deepen informal learning. Such interconnected learning experiences can ignite a deeper interest and motivation to learn, facilitating practical applications in various contexts.

An effective technique involves the lecturer posing a question or problem for discussion in the classroom, followed by learners exploring this topic during a site visit or field trip. Learners can collect evidence, such as photos or notes, during these excursions to support their subsequent discussions or presentations back in the classroom, ultimately leading to the development of individual or collaborative solutions.

These integrated learning experiences capitalize on the unique benefits of formal and informal environments, providing learners with authentic and invigorating avenues for knowledge acquisition. Acknowledging that learning is a continual journey woven from diverse experiences across many settings, the overarching objective is to assist learners in cataloguing, linking, recollecting, and disseminating their array of learning encounters.

2) Learning Through Argumentation:

Learners can significantly enhance their understanding of scientific and mathematical concepts by actively participating in debates, mirroring the discursive methods of professional scientists and mathematicians. The process of argumentation encourages learners to entertain diverse perspectives, which, in turn, can substantially enrich their intellectual grasp. It serves to render technical reasoning publicly accessible for collective learning. Furthermore, it allows learners to refine their thoughts collaboratively, exposing them to the collaborative thought processes scientists use to substantiate or challenge assertions.

Instructors can stimulate meaningful classroom dialogues by encouraging learners to pose open-ended inquiries, reframe statements in more scientific terms, and construct and apply models to develop explanations and practical applications. As learners partake in scientific debates, they cultivate crucial soft skills, encompassing practices like turn-taking, active listening, and responding constructively to varying viewpoints. Professional development initiatives can equip instructors with these strategies and help them tackle challenges, such as appropriately leveraging their academic expertise when engaging with learners.

3) Incidental Learning:

Incidental learning refers to the unexpected or unanticipated acquisition of knowledge, which may occur during activities seemingly unrelated to the learning process. Initial research on this concept primarily explored how individuals learn during their routine activities at the workplace. The widespread incorporation of mobile devices into daily life has presented many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning operates without the direct supervision of an instructor, adherence to a structured curriculum, or the prospect of formal accreditation.

However, it can spur self-reflection, which can be leveraged to motivate learners to perceive what might initially seem like isolated fragments of knowledge as integral components of a broader, more enduring educational journey.

4) Context-Based Learning:

Context plays an integral role in facilitating learning through experience. The relevance and meaning of incidental learning are discerned by interpreting new information within the spatiotemporal context of its occurrence and linking it with our pre-existing knowledge. Traditional learning contexts, such as classrooms or lecture halls, are restricted to a specific space and time. However, beyond the confines of the classroom, learning can be enhanced by a broader context, such as a firsthand visit to an industrial plant or workplace or delving into an intellectually stimulating book. Thus, it becomes apparent that crafting effective learning environments in vocational institutions, industrial sites, and digital platforms requires an in-depth understanding of how learning is mounded by context. We can construct context by engaging with our environment, engaging in conversations, taking notes, and modifying objects within our vicinity. Moreover, our understanding of context can be enhanced by exploring the world, guided by mentors and assisted by various measurement tools.

5) Computational Thinking and Real Processing:

Computational thinking serves as a potent methodology for thinking and problem-solving. It entails dissecting substantial problems into more manageable segments (decomposition), identifying resemblances to problems solved in the past (pattern recognition), discarding irrelevant details (abstraction), outlining and formulating the necessary steps to resolve (algorithms), and refining these steps (debugging). Such skills cultivated through computational thinking are beneficial in various aspects of life, from crafting a recipe to share a cherished dish with friends, orchestrating a holiday or an expedition, to mobilizing a scientific team to address intricate challenges such as disease outbreaks. The actual processing results can be used to explain the phenomena that arise from learning.

6) Learning Through Practical Science (with Remote Laboratories):

Engagement with authentic scientific tools and practices, such as managing remote laboratory experiments, can foster science inquiry skills, augment conceptual comprehension and operational proficiency, and enhance motivation. Initially devised for scientists and vocational students, remote access to specialized equipment is now expanding to encompass trainee educators and students. A typical remote laboratory includes apparatus or equipment, robotic arms

for operation, and cameras to relay real-time visuals of the unfolding experiments. These remote laboratory systems mitigate participation barriers by offering user-friendly web interfaces, curriculum materials, and professional development for educators.

Given appropriate support, access to remote laboratories can amplify educators' and students' understanding by offering practical investigations and opportunities for direct observation, thereby supplementing textbook-based learning. Moreover, it can integrate such experiences into the vocational classroom. For instance, students can use a high-quality distant observatory to observe the night sky during daytime vocational science classes (Brunetti & Corsini, 2019). This innovative approach bridges the gap between theory and practice, promoting a more comprehensive understanding of scientific principles.

7) Embodied Learning:

Embodied learning amalgamates self-awareness of the body's interactions within tangible or simulated environments to bolster learning. Physical movement is a key element when mastering a new sport. In embodied learning, the goal is to synchronize the mind and body such that physical feedback and actions reciprocally enhance the learning process. Technologies that augment this process include (1) wearable sensors that record personal physical and biological data, (2) visual tracking systems that observe movement patterns, and (3) mobile devices that react to motions such as tilting and movement.

This pedagogical approach can be harnessed to explore facets of the physical sciences, including friction, speed, acceleration, and force, or to delve into simulated scenarios, such as molecular structures (Phakamach et al., 2022). By encouraging active participation and interaction, embodied learning offers an immersive and engaging educational experience.

8) Hybrid and Synchronous Learning:

Hybrid learning is set to become an integral component of live sessions. This method incorporates synchronous elements such as real-time training. Simultaneously, following the completion of the training, if participants wish to further their understanding or review the material, they can access it on demand. This structured approach to learning, which combines real-time and self-paced elements, is referred to as hybrid learning (Hinon & Seubpradit, 2022).

9) Blended Learning:

Blended Learning represents an amalgamated approach to teaching. Owing to these instructional strategies' inherent characteristics, educators can interchangeably employ the terms 'hybrid' or 'blended', as both denote the same fusion of learning modalities. Blended learning can be used to develop learning skills as well as practices for vocational learners.

10) Proactive and Adaptive Teaching:

Proactive and adaptive teaching harnesses the capabilities of technology to suggest the best starting points for new topics and ascertain the ideal moments for revisiting previously covered content. Such strategies enhance established learning methods, like textbook reading, by integrating support steered by computational aids. In addition, they offer various tools for monitoring individual progress.

Significant indicators like reading duration and self-assessment scores derived from various data points can provide valuable guidance for each learner navigating through educational content. Adaptive teaching, which can be effectively implemented in both conventional classrooms and online platforms, offers learners the flexibility to adjust their pace of study according to their individual needs. By personalizing the learning experience and providing tailored guidance, proactive and adaptive teaching empowers learners to navigate their educational journey effectively.

11) Analytics of Emotions:

Employing automated techniques like eye tracking and facial recognition facilitates the examination of learners' emotional and cognitive states alongside their unique learning patterns and responses. On the cognitive front, these methodologies can ascertain whether learners have responded correctly to a question and how they express their understanding. As for non-cognitive facets, they can detect emotions such as frustration, confusion, or distraction. Additionally, learners possess mindsets, strategies, and levels of engagement that significantly impact their learning experience.

In classroom teaching, a promising strategy lies in combining the precision of computer-based cognitive tutoring systems with the empathetic understanding of human instructors, attuned to the emotions and dispositions of learners. This fusion enhances the teaching experience, making it more responsive and comprehensive, as it considers the whole student. By leveraging insights from the analytics of emotions, educators can tailor their instructional approaches and provide timely support that addresses cognitive and affective learning dimensions.

12) Stealth Assessment:

Stealth assessment involves unobtrusive data collection during learners' interactions with rich digital environments, allowing for seamless evaluation of their learning processes. This methodology borrows concepts from online role-playing games like World of Warcraft. Here, the system persistently collects data on the players' actions, deciphering

their objectives and strategies to present fitting challenges. This notion of integrating evaluation within a simulated learning environment is currently broadening its reach, incorporating scholastic subjects such as science and history and extending into the realm of adult education.

The central principle underpinning stealth assessment lies in its capacity to gauge learning elements often considered difficult to measure, such as perseverance, creativity, and strategic thinking. Moreover, it captures data about learners' cognitive and emotional states and processes without disrupting their learning flow for formal tests. Essentially, stealth assessment techniques possess the potential to supply educators with continuous, real-time information about each learner's development and achievement.

By seamlessly integrating assessment into the learning experience, stealth assessment offers a comprehensive understanding of learners' abilities, enabling educators to identify areas for improvement and provide timely support.

8. The Future of ICT and Innovative Vocational Education Administration Trends

The nexus between ICT and vocational education can be viewed through two distinct lenses: instrumental and substantive. The instrumental perspective proposes a pedagogical and catalytic rationale, advocating for educational changes to enhance the learning process, alongside a cost-effectiveness rationale aiming at expense reduction. On the other hand, the substantive perspective promotes a social and vocational rationale, proposing the integration of ICT proficiency as a learning goal within curricula (Nicolás-Agustín et al., 2022).

As technology evolves at lightning speed, innovation impacts all aspects of the economy, including how we learn. Here we explore five innovative trends in today's landscape of vocational education.

Trend 1: Integrating Systems Thinking, Learning and Operating.
Trend 2: Negotiating Man versus Machine.
Trend 3: Creating Sustainable Communities.
Trend 4: Blending Traditional and Nontraditional Education.
Trend 5: Assessing and Awarding Competence.

Next Generation Learning Challenges (NGLC) is a potent catalyst for educational innovation, utilizing applied technology to significantly enrich the educational experiences of learners and educators alike in today's age. As an initiative spearheaded by EDUCAMP, the NGLC functions on the basis that investing capital to broaden the use of both established and emerging learning technologies, gathering and disseminating evidence of efficacious practices, and nurturing a dynamic community of innovators and adopters will cultivate a diverse array of solutions and wider institutional acceptance. In the long run, these steps will significantly improve the quality of learning experiences nationwide (NGLC, 2021).

It is important to note that next-generation learning is not solely about technology; rather, it revolves around creating profound and impactful learning experiences where learners assume ownership of their education, encompassing holistic development and learner success. It is entirely possible for next-generation learning to flourish without relying on electronic devices, software, or internet services. The principal challenge resides in pinpointing the technological needs of educators and learners within the sphere of next-generation learning and, subsequently, devising affordable and dependable tech solutions to cater to these requirements (Vandavasi et al., 2020).

Educators of the next generation recognize the significance of educational technology that enables seamless orchestration and monitoring of learning activities within and beyond the classroom. This technology integrates data from diverse sources and maintains extensive learner profiles that trace their advancement through various competencies. Such technology also fosters collaboration among educators and supports their professional development (Gomez-Trujillo & Gonzalez-Perez, 2022).

Conversely, learners engaged in next-generation education appreciate educational technology that offers real-time updates regarding their progress towards personal learning objectives. This technology fosters collaboration and communication with peers, instructors, experts, mentors, and entrepreneurs. Moreover, it provides access to many individuals, resources, and activities, enabling learners to explore their passions and partake in self-guided learning (Paletta et al., 2021).

Finally, when learner learning focuses on a broad and rigorous set of outcomes designed by specialized educators based on scientific learning, research, and deep pedagogical insights. Technology tools may be the catalyst educators need to make educational transformation based on innovation and modern technology a reality for all learners.

9. Challenges of Implementation of Innovations in Vocational Education Administration

Paavizhi and Saravanakumar (2019) identified several challenges to implementing innovations in vocational education administration. These challenges include:

1) Insufficient training of vocational education administrators and instructors in employing ICT resources: One major hurdle is the insufficient training for administrators and instructors regarding the effective use of ICT tools.

To address this issue, it is crucial to develop comprehensive training programs that equip these individuals with the necessary skills and knowledge to leverage ICT facilities. This training should cover digital literacy, communication platforms, and educational applications to enhance teaching and learning experiences.

2) Inadequate training for vocational education administrators and instructors in innovation management: Another challenge lies in the inadequate training of administrators and instructors in managing innovation within vocational education institutions. To overcome this, targeted professional development opportunities should be provided, focusing on fostering a culture of innovation. Training should include identifying and evaluating innovative solutions, implementing change, and creating an environment that supports and nurtures innovative ideas.

3) Lack of expertise among staff members, impeding the diffusion of innovations: The expertise of staff members plays a vital role in the successful implementation of innovations. However, many vocational training institutions face a significant barrier due to the lack of expertise among their staff members. To address this issue, investing in continuous professional development programs is crucial. These programs empower staff members with the necessary skills and knowledge to implement and utilize innovative practices effectively. Collaboration, knowledge sharing, and networking opportunities should be provided to facilitate learning from each other's experiences and staying updated with the latest advancements in vocational education.

4) Lack of research orientation: A vast majority of lecturer educators have not yet developed research-mindedness. Whatever programmes and practices have been adopted in the training institutions, they have been adopted on a commonsense basis, not on research findings (Varshney, 2014).

5) Lack of physical facilities and funds.

6) Lack of clear institutional goals and objectives: An additional challenge in vocational education administration is the absence of clear goals and objectives at the institutional level. Without clear direction, aligning efforts and implementing effective innovations becomes difficult. To overcome this challenge, it is essential to establish clear goals and objectives that guide decision-making and innovation strategies. These goals should be communicated throughout the institution, ensuring all stakeholders know the direction and work towards the same vision.

7) Lack of support and service.

8) Interpersonal relationship crisis: lecturer educators feel there is a lack of cooperation among staff members. There are professional rivalries among co-workers, and there is no initiative from lecturer educators for creative works. It appears that the lack of interpersonal relationships is yet another factor preventing the spread of innovation in training institutions.

9) The tendency of workers to resist change.

10) Poor planning, controlling and improving.

In addition to the challenges mentioned earlier, creating a culture of innovation within vocational education institutions requires specific strategies and approaches. Leaders can employ the following techniques to foster innovation: a) Rewarding innovation, even if it fails: Encouraging risk-taking and providing recognition and support for innovative efforts, even if they do not yield the desired outcomes, promotes a culture where individuals feel empowered to explore new ideas without fear of failure; b) Training faculty and staff in design for innovation techniques: Equipping educators and staff with the necessary skills and knowledge in design thinking and other innovation methodologies can enhance their ability to approach challenges creatively and generate innovative solutions; c) Fostering cross-departmental teams to solve problems: Encouraging collaboration and interdisciplinary approaches by forming teams comprising individuals from different departments can lead to diverse perspectives and innovative problem-solving; d) Clearly defining problems that must be addressed: Articulating and communicating specific challenges or goals that require innovative solutions helps focus efforts and provides a clear direction for innovation initiatives; e) Understanding customers (learners): Gaining insights into the needs, preferences, and aspirations of learners is essential for developing innovative educational approaches that cater to their specific requirements; f) Providing time for unstructured exploration: Allocating dedicated time for faculty and staff to engage in unstructured exploration and experimentation encourages creativity and the generation of new ideas; g) Avoiding excessive rules: Creating an environment that allows for flexibility and autonomy, by minimizing overly strict regulations and bureaucracy, fosters an atmosphere where innovation can thrive; h) Listening with an open mind: Actively seeking and valuing input and ideas from all stakeholders, including educators, learners, and staff, creates a culture of inclusivity and openness that stimulates innovation; i) Encouraging prototypes: Emphasizing the importance of prototyping and iterative development enables educators and staff to test ideas, gather feedback, and refine innovative solutions; and j) Utilizing big data and observation: Leveraging data analytics and observing educational practices can provide valuable insights for identifying areas of improvement and informing innovative approaches. While these techniques may seem simple, they require a shift in mindset and a willingness to embrace change. Administrators may need to think differently and let go of conventional practices to create an environment that nurtures innovation. Research by Lubienski and Perry

(2019) and Noopur and Dhar (2020) supports the significance of these techniques in fostering innovation within educational institutions.

10. Conclusion and Recommendations

Vocational education is currently facing global forces that require innovative research, innovative teaching, and innovative organizational structures. Just as technology influences and supports what is being learned in vocational institutions, it also supports changes in the way vocational learners learn. Moving from a content-centric curriculum to a professional competency-based curriculum involves moving from a teacher-centered delivery model to a learner-centered form to provide graduates with skills or competencies that meet the needs of entrepreneurs. Through methods facilitated by technology, modern learning environments now empower learners to assume responsibility for their education. Historically, learners have grown accustomed to receiving information through passive, transmissive modes, where others primarily dictate and present the curriculum. However, the burgeoning use of ICT as a medium of instruction is revolutionizing, and will likely continue to shape, many of the strategies adopted by instructors and learners within the educational and operational training process. The following sections describe particular forms of learning that are gaining prominence in vocational institutions worldwide.

In summarizing their findings, ten human capital practices emerge as key drivers of innovation: (1) employing technology for collaboration and knowledge sharing, (2) championing innovation as an organizational value, (3) incorporating innovation as competency in leadership development, (4) linking compensation to innovation, (5) establishing an "Idea-finding" program, (6) financing external projects, (7) conducting creativity training, (8) devising a review process for innovative ideas, (9) recruiting for creative talent, and (10) incentivizing innovation with engaging work.

In today's era of global competitiveness and knowledge-driven society, vocational administrators and instructors must embrace innovative practices in vocational education administration, particularly in teaching and learning. These practices are essential for enhancing vocational institutions' performance, productivity, and quality. To attain success in this endeavor, the following recommendations are proposed:

1) Organize periodic seminars, conferences, and workshops for vocational education administrators and instructors on institutional innovation management. These events will provide a platform for sharing knowledge, experiences, and best practices in vocational education administration.

2) Encourage vocational education administrators and instructors to develop an interest in using ICT tools in institutional management and teaching. It is important to provide them with training on the effective use of these tools, enabling them to harness the benefits of technology in vocational education.

3) Guarantee a consistent and uninterrupted power supply to the institutions. Given that technological devices necessitate a stable source of electricity, dependable power is integral for the seamless operation of ICT tools and other electronic equipment.

4) Supply ample ICT resources and competent personnel to manage them within the institutions.
This includes having digital platform experts who can effectively support vocational learners in utilizing digital tools and platforms.

5) Adopt strategic planning in institution management, specifically linked to vocational academic networks, business establishments, and industrial sectors, both domestically and internationally. By forging strong connections with relevant stakeholders, vocational education managers can align their programs with industry needs and ensure the relevance and employability of their graduates.

6) Employ transformational leadership in managing the institution. This leadership style has been observed to inspire departments and staff to go above and beyond their usual performance expectations.

By fostering a culture of innovation and continuous improvement, vocational education administrators can motivate their teams to explore new ideas, experiment with novel teaching methods, and strive for excellence.

This article aims to elucidate the domain of innovative practices within vocational education administration for its readers. It delves into the concepts of innovation and its implications on creativity. It also explores innovative teaching and learning strategies that bolster learner engagement, the reasoning behind innovative practices in institutions and colleges, the future trajectory of ICT, and the emerging trends in innovative vocational education administration. Additionally, it addresses the challenges of implementing innovation in education and proposes potential measures for enhancement.

The authors culminate their exploration of innovative practices in vocational education administration with comprehensive empirical research into its advancements, bolstering vocational education administration. In this context, various stakeholders, including educators, vocational administrators, teachers, technologists, educational innovators, evaluators, and learners, are actively engaged in contemporary vocational education systems. These systems' collective aim is to enrich learners' knowledge and competencies.

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Authors' information

Phongsak Phakamach is an assistant professor and lecturer in the Graduate Department of Educational Administration and Strategies, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin Rattanakosin (RMUTR), Nakhon Pathom, Thailand. His current research interests include the educational provision, leadership and educational change, digital transformation in education, educational innovative organization, educational technology and innovation development, and the use of educational technology and innovation.

Darunee Panjaratanakorn is a lecturer in the Graduate Department of Educational Studies, Rattanakosin International College of Creative Entrepreneurship (RICE), Rajamangala University of Technology Rattanakosin Rattanakosin (RMUTR), Nakhon Pathom, Thailand. Her current research interests include educational communications and technology, leadership and educational change, digital transformation in education, educational technology and innovation development, and the use of educational technology and innovation.

Paphaphat Saengkaew is deputy director at Nongkae Community and Industrial Education College, Office of the Vocational Education Commission, Thailand. Her current research interests include vocational education administration, digital transformation in vocational education, vocational innovative organization, learning organization management in vocational education, digital skills development in digital education, and the use of vocational digital platforms.

Sasirada Pangthai is a lecturer in the Graduate Department of Educational Administration, Faculty of Education, Pitchayabundit College, Nongbualamphu, Thailand. Her current research interests include educational administration, digital transformation in education, educational innovative organization, learning organization management, digital skills development in digital education, and knowledge management in education.

Samrerng Onsampant is an assistant professor and lecturer in the Graduate Department of Educational Administration, Faculty of Arts, Rajapruk University, Nonthaburi, Thailand. His current research interests include educational administration, leadership and educational change, digital transformation in education, educational innovative organization, learning organization management, knowledge management in digital education, and educational technology and innovation.

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