

The Mediating Effect of Human Capital on Teaching Quality and Employment Quality of Migrant Workers in Vocational Education Institutions in China

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Abstract

This study employs a mixed-method approach, utilizing mediation analysis techniques, a Likert scale questionnaire, and interviews to comprehensively assess employment quality, teaching quality, and human capital. Statistical analysis software was used for data processing, including descriptive statistics and regression analysis. The findings highlight the mediating role of human capital in the relationship between teaching quality and employment quality. Recommendations include vocational education institutions focusing on migrant workers' career development, enhancing satisfaction with education and teaching, and innovating teaching methods to adapt curricula. Strengthening teacher training and resources, establishing a diverse teaching quality assurance system, and aligning teaching practices with employment needs are proposed strategies to improve overall teaching and learning quality for better employment outcomes. Prioritizing teaching quality enhancements, human capital development, and refining employment services can collectively elevate employment standards for migrant workers, fostering social cohesion and economic progress.

Keywords: Human capital, mediating effect, quality improvement



Introduction

China has more people than any other country on earth. With a population of 1.4 billion, about a third of the population lives in cities. The use of materials like silk, jade, bronze, wood, and paper for artistic creations and calligraphy, a form of artistic writing, was developed in China. This rich tradition of arts and crafts in China dates back thousands of years, including contemporary beliefs and philosophies that stem from the teachings of a government official who lived 3,000 years ago (China, 2022) However, despite the richness both in wealth and in culture, In terms of the literacy level a very large gap between agricultural and non-agricultural populations exists. The cultural level and personal quality of the rural population are lower than those of the urban population. The shortcomings in literacy and technical skills have left them with little room for employment, mainly in the secondary and tertiary sectors. It is important to promptly enhance the employment situation of rural migrant workers by providing them with necessary skill development relevant opportunities. The government responded by holding a National Conference on Vocational Education creatively in April 2021. The purpose is to put forward the concept and strategy of building a skill-based society, proposing to accelerate the construction of a vocational education system that is oriented to the entire population that runs through the whole life cycle and serves the whole industrial chain. Hoping to accelerate the construction of a skill-based society in which the state attaches great importance to skills.

In line with this, The General Office of the State Council of China issued the Vocational Skills Enhancement Action Programme (2019-2021) (Guo Ban Fa [2019] No. 24), which clearly states, "Continuously carry out vocational skills enhancement actions, improve the relevance and



effectiveness of training, and comprehensively enhance the vocational skills level and employment and entrepreneurship ability of workers, and encourages support for social training and evaluation institutions to carry out vocational skills training and evaluation. Private vocational training and evaluation institutions enjoy the same treatment as their public counterparts in terms of government-purchased services, school-enterprise cooperation, and the construction of training bases."

Since the 1990s, China has promoted the development of privately-run vocational education institutions through the promulgation of relevant regulations. This has positively contributed to the growth of private vocational training institutions. This plays a role in elevating the proficiency of workers' skills and facilitating both initial employment and subsequent re-employment. With the improvement of the Government's policy on vocational training subsidies, private vocational training institutions enjoy the same rights as public institutions in terms of enjoying government training subsidies.

However, China faces a significant literacy gap between its agricultural and non-agricultural populations, with rural populations lacking cultural and personal. This has led to limited employment opportunities, particularly in secondary and tertiary sectors. To address this issue, this study was conducted using both theoretical and empirical methods to analyze the employment quality of migrant worker groups receiving vocational skills training and education in vocational education institutions. Drawing from the presented evidence, this research firmly establishes the interdependence of teaching quality, employment quality, and human capital as pivotal factors shaping the efficacy of vocational education programs for migrant workers.



Conceptual Framework

Human capital is an important factor that affects individual career development and employment quality. Through education, training, and practice, people can accumulate human capital and improve their knowledge, skills, and experience levels. The improvement of human capital can enhance individual employment competitiveness and stability, thereby improving the quality of employment.

The quality of teaching can be improved by enhancing students' knowledge, skills, and experience levels to enhance human capital, thereby enhancing the quality of employment.

Fig. 1. Conceptual Framework of the Study

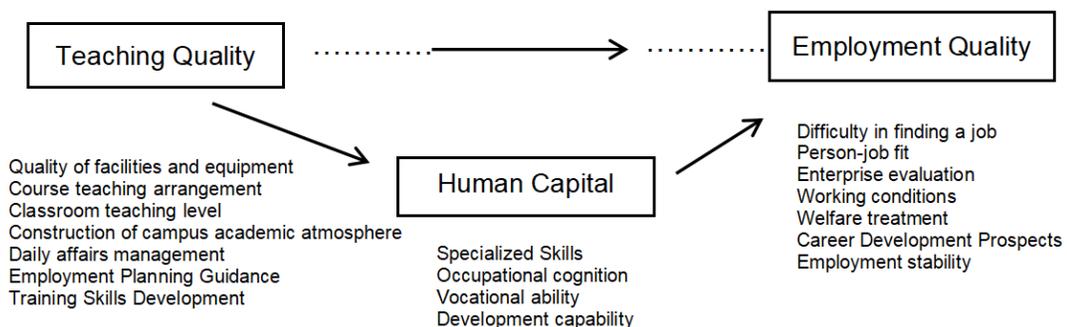


Figure 1 illustrates the conceptual framework of teaching quality, human capital, and employment quality, and proposes hypotheses for their relationship and path between various variables. In the subsequent chapters this was used as the research guide to conduct specific empirical analysis to verify the research hypothesis and determine the relationship between



teaching quality and employment quality, as well as teaching quality on human capital and employment quality among rural migrant workers.

Statement of the Problem

In view of the current situations and events this research aimed to assess the relationship between teaching quality and employment quality, as well as teaching quality on human capital and employment quality among rural migrant workers. Specifically this study answered the following questions:

1. How do the respondents assess the level of quality of employment for migrant workers engaging in vocational skills training and education within vocational institutions in terms of;

- 1.1 Employment opportunities and options,
- 1.2 Salary and welfare benefits,
- 1.3 Career development prospects and promotion opportunities,
- 1.4 Work environment and cultural atmosphere?

2. How do the respondents assess the quality of teaching in vocational education institutions acquired by migrant workers in training institutions in terms of ;

- 2.1 Teacher's teaching level,
- 2.2 Teaching content and methods,
- 2.3 Student learning experience and outcomes,
- 2.4 Teaching resources and support?

3. How do the respondents assess the level of human capital development through participation in vocational skills training and education within vocational education institutions?



4. Is there a significant relationship between
 - 4.1 teaching quality in the vocational educational institutions and quality of employment of migrant workers?
 - 4.2 teaching quality and human capital in the vocational educational institutions of migrant workers?
 - 4.3 the quality of employment and human capital in vocational educational institutions of migrant workers?
5. Does human capital mediate the effect between teaching quality and quality of employment in vocational education institutions of migrant workers?
6. Based on the results of study, what recommendations may be proposed to optimize the policies on migrant workers education and training?

Research Hypothesis

This study tested the following hypotheses at 0.05 level of significance:

Ho1: There is no significant relationship between teaching quality in the vocational educational institutions and quality of employment of migrant workers.

Ho2: There is no significant relationship between teaching quality and human capital in the vocational educational institutions of migrant workers.

Ho3: There is no significant relationship between the quality of employment and human capital in vocational educational institutions of migrant workers.



Ho4: Human capital does not mediate the effect between teaching quality and quality of employment in vocational education institutions of migrant workers.

Research Methodology

A mixed method focusing on mediation analysis approach were used in this study to determine the relationship between teaching quality and employment quality, as well as teaching quality on human capital and employment quality among rural migrant workers through survey questionnaire, observation and interview among 435 migrant workers from eight education and training enterprises across Fuzhou, Xiamen, and Zhangzhou. Using the Likert scale structured questionnaire with Cronbach's α coefficient 0.7 for its reliability followed by an interview a comprehensive assessment was made on the relationship of employment quality, teaching quality, and human capital. The results were subjected to statistical analysis software using SPSS for data processing and analysis, encompassing descriptive statistics, regression analysis, and other appropriate treatment.

The Participants of the Study

The study examined migrant workers in vocational education institutions in Fujian Province, specifically in Fuzhou, Xiamen, and Zhangzhou. The study targets workers born after 1983, aged 16-40, with agricultural household registration, engaged in secondary and tertiary industries, and participating in vocational skills training. A total of 435 migrant workers were sampled, with a balanced gender ratio. The sample consisted of 210 (48.39%) males and 225 (51.61%) females, with a uniform distribution. The education level was generally low, with a predominant presence of middle school and high school graduates. The majority of the



respondents were from rural areas, with income mainly concentrated in the 2001-4000 yuan and 4001-6000 yuan ranges.

Results and Discussion

Table 1

Level of the perceived quality of employment standards of migrant workers participating in vocational skills training and education in vocational education institutions

Indicator	WM	SD	VI
Employment opportunities and options	3.68	0.99	HEQL
Salary and welfare benefits	3.52	0.96	MEQL
Career development prospects and promotion opportunities	3.38	0.99	MEQL
Work environment and cultural atmosphere	3.54	0.98	MEQL
Overall results	3.53	0.90	MEQL

3.60 – 4.49 High Employment Quality Perception Level (HEQL)

2.50 – 3.59 Moderate Employment Quality Perception Level (MEQL)

As seen in table 1, migrant workers demonstrate a comprehensive understanding of employment opportunities, as revealed in their perception with a score of 3.68 or a verbal interpretation of High Perceived Level of Employment Quality (HEQL). Their perception on salary and benefits, (3.52) career development prospects and promotion opportunities(3.38) are and their perception of the work environment (3.54) aligned with the same interpretation of Medium Perceived Level of Employment Quality (MEQL) congruent with the overall results of 3.53.

This means that migrant workers recognize the favorable aspects like employment opportunities and options, however Salary and welfare benefits, Career development prospects



and promotion opportunities, Work environment and cultural atmosphere are areas that need improvement. These findings confirmed the research of Zhang et al. (2020), which explored how individuals perceived training quality and job satisfaction and emphasized the positive impact of training on work performance and satisfaction are all influenced by various factors such as training effectiveness, employee attitudes, and motivations.

Table 2 revealed that each aspect, including the teacher's teaching level, teaching content and methods, student learning experience and outcomes, and teaching resources and support, is under Moderate Teaching Quality Level (MTQL) because the scores range from 3.15 to 3.50. The scores reflected a balanced perception across different aspects. The migrant workers' assessment of their teaching quality has not reached a High Perceived Level (HEQL).

Table 2

Level of the perceived teaching quality of migrant workers participating in vocational skills training and education in vocational education institutions

Indicator	WM	SD	VI
Teacher's teaching level	3.15	1.04	MTQL
Teaching content and methods	3.35	1.06	MTQL
Student learning experience and outcomes	3.50	1.07	MTQL
Teaching resources and support	3.43	0.85	MTQL
Overall results	3.36	0.88	MTQL

3.60 – 4.49 High Teaching Quality Level (HTQL)

2.50 – 3.59 Moderate Teaching Quality Level (MTQL)

The result suggested that these areas need continuous development like improving instructional standards by upskilling the level of their teachers, improving content and methods,



better assessment ro towards achievement of the learning outcomes, adequate resources and all the needed support in order to meet the societal demands for skilled workers.

Insufficient resources and support for educators are all impacting teaching quality and hindering career advancement and integration. (Billett, 2020) and familiarity with the latest technology will make the migrant workers proficient (Mijares, 2017).

As presented in Table 3, the assessment score on knowledge and skills at 3.56 and on health and education at 3.50 are higher compared to experience and ability, conduct and morality, human resources and talents where score ranges from 3.42 to 3.47. Which makes the perceived level of human capital among migrant workers across different indicators under Moderate Human Capital Level (MHCL) with an overall score of 3.48.

Table 3

Level of the perceived human capital of migrant workers participating in vocational skills training and education in vocational education institutions

Indicator	WM	SD	VI
Knowledge and skills	3.56	0.96	HHCL
Health and education	3.50	1.03	HHCL
Experience and ability	3.42	1.05	MHCL
Conduct and morality	3.45	1.04	MHCL
Human resources and talents	3.47	0.94	MHCL
Overall results	3.48	0.92	MHCL

3.50 – 4.49 High Human Capital Level (HHCL)

2.50 – 3.49 Moderate Human Capital Level (MHCL)

From this result the targeted support and assistance in policy formulation and training plans can be derived at. It also highlighted that investing in vocational education supports human



capital and fosters socio-economic advancement because enhancing the human capital level of migrant workers through vocational education not only improves their employment prospects and earning potential but also contributes to their overall well-being and social status (Deming, 2022).

Table 4

Relationship between the teaching quality of vocational education institutions, and quality of employment for migrant workers

	Quality of employment	Interpretation
	r	
Teaching quality	.726**	Significant

** Correlation is significant at the 0.01 level (2-tailed).

The quality of teaching in vocational education institutions plays an important role in shaping the skills, knowledge, and abilities acquired by migrant workers. It directly impacts their access to better employment opportunities as the findings of this study which is reflected in table 4. A significant correlation ($r = .726, p < 0.05$) between teaching quality in vocational education institutions and the quality of employment for migrant workers emphasized the importance of effective teaching methods and practices in enhancing the employability and job prospects of migrant workers. This means that higher teaching quality correlates with improved employment outcomes for migrant workers.

Moreover, the linear regression analysis as seen in table 4.1.1 demonstrates a significant effect between teaching quality in vocational education institutions and the quality of



employment for migrant workers. This finding further solidifies the relationship between teaching quality and employment outcomes, emphasizing the crucial role that vocational education institutions play in preparing migrant workers for success in the job market.

Table 5 shows a strong correlation between migrant workers' employment quality and the kind of instruction provided by vocational education facilities. With a t-value of 15.624 and a p-value of 0.000, the standard regression coefficient for teaching quality is 0.726, suggesting significance. A strong match is indicated by the model's R² value of 0.527, which indicates that 52.7% of the variation in employment quality can be explained by teaching quality. As a result, the null hypothesis (H01) is rejected, demonstrating a substantial correlation between migrant workers' employment quality and the caliber of instruction provided at vocational training institutions.

Table 5

Linear Regression between the teaching quality in vocational education institutions and the quality of employment of migrant workers.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	F (Sig.=0)
	B	Std. Error	Beta				
1	(Constant)	1.019	0.166		6.142	0.527	244.093
	Teaching quality	0.746	0.048	0.726	15.624		

These results highlight the significant influence that high-quality instruction has on migrant workers' employment standards.



The study supports Zhao et al. (2022) findings that vocational education significantly improves the skills and employment quality of migrant workers. It suggests that improving teaching quality in institutions, like aligning content with market demand, enhancing teacher competence, offering practical learning opportunities, and ensuring adequate facilities, can significantly enhance their employability and socio-economic integration.

The significant relationship between teaching quality and human capital within vocational education institutions for migrant workers is shown in table 6. In the context of this study, teaching quality is defined as the efficiency and effectiveness demonstrated by educational institutions in achieving their educational objectives, while human capital encompasses the knowledge, skills, and health status acquired by individuals through education, training, and experience accumulation.

Table 6

Relationship between the teaching quality of vocational education institutions, and human capital for migrant workers

	Human capital	Interpretation
	r	
Teaching quality	.570**	Significant

** Correlation is significant at the 0.01 level (2-tailed).

These factors play pivotal roles in shaping individual employment opportunities, career development, and income levels.



A notable correlation is identified between teaching quality and human capital in vocational education institutions. High-quality teaching facilitates the acquisition of knowledge and skills among students, thereby enhancing their human capital. Conversely, students' human capital also influences their perception and evaluation of teaching quality. This finding is based on the value of a significant correlation ($r = .570$, $p < 0.05$) between the teaching quality of vocational education institutions and the human capital of migrant workers. Given this significant relationship, further regression analysis is warranted as presented in table 7.

The study reveals a significant relationship between teaching quality and human capital in vocational education institutions for migrant workers. The standard regression coefficient for teaching quality stands at 0.570, with a corresponding t-value of 10.276 and p-value of 0.000, indicating statistical significance.

Table 7

Linear Regression between the teaching quality and human capital in vocational education institutions of migrant workers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	F (Sig.=0)
	B	Std. Error	Beta				
2	(Constant)	1.461	0.203		7.199	0.325	105.592
	Teaching quality	0.600	0.058	0.570	10.276		

Additionally, the model's R² value of 0.325 suggests that teaching quality can explain 32.5% of the variation in human capital, indicating a strong fit. As a result, the null hypothesis (H02) is rejected, confirming a significant relationship between teaching quality and human



capital in vocational educational institutions for migrant workers. This shows the substantial impact of teaching quality on the accumulation of human capital among migrant workers, with schools demonstrating higher teaching quality correlating with better human capital outcomes for students. The study emphasized the importance of improving teaching quality to boost human capital among migrant workers. An increased investment in vocational education institutions, improved training, and better education services is necessary. This is aligned with the findings of Benos and Karagiannis' (2016) that gave emphasis on vocational education's role in skill development and income. Government oversight and societal support are crucial for ensuring quality instruction and support for migrant workers.

Table 8

Relationship between the teaching quality of vocational education institutions, and human capital for migrant workers

	Human capital	Interpretation
	r	
employment quality	.730**	Significant

** Correlation is significant at the 0.01 level (2-tailed).

A significant relationship between the quality of employment and human capital in vocational education institutions for migrant workers is presented in table 8. This relationship is illustrated in the significant correlation score ($r = 0.730$, $p < 0.05$). Given this significant relationship, further regression analysis is warranted, as depicted in Table 9. Through linear



regression analysis, Table 8 elucidates the relationship between teaching quality and human capital in vocational education institutions for migrant workers.

The study supports Oliinyk et al.'s (2021) finding that migrant workers' employment quality and human capital accumulation significantly influence a nation's competitiveness and economic growth, with highly skilled workers securing better opportunities and improved wages.

A significant relationship exists between the employment quality of migrant workers and human capital in vocational education institutions. The standard regression coefficient for human capital is 0.730, with a t-value of 15.798 and p-value of 0.000, indicating statistical significance. Furthermore, the model's R² value of 0.533 suggests that human capital can explain 53.3% of the variation in employment quality, indicating a strong fit.

Table 9

Linear Regression between the quality of employment and human capital in vocational education institutions of migrant workers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	F (Sig.=0)
	B	Std. Error	Beta				
3	(Constant)	1.048	0.162		6.454	0.000	0.533 249.586
	Human capital	0.713	0.045	0.730	15.798	0.000	

As a result, the null hypothesis (H03) is rejected, confirming a significant relationship between the quality of employment and human capital in vocational educational institutions for migrant workers. This shows the substantial influence of human capital accumulation on employment quality among migrant workers. Improving human capital acquisition among



migrant workers can lead to better access to high-quality employment opportunities, improved career development, and higher income levels by increasing investment in vocational education institutions. This is in line with Oliinyk et al.'s (2021) findings, which highlight the impact of employment quality and human capital accumulation on national competitiveness and economic growth. Highly skilled migrant workers with substantial human capital are more likely to secure high-caliber jobs, leading to improved pay and welfare benefits. The relationship between employment quality and human capital is crucial in China's accelerating urbanization, where migrant workers are turning to vocational education institutions to enhance their employment competitiveness. To improve these outcomes, vocational education institutions should prioritize practical courses, tailor curricula to market demand, offer employment guidance, and provide practical skill application opportunities.

Table 10

The mediating effect of human capital between the teaching quality of vocational education institutions and employment quality for migrant workers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	F (Sig.=0)
		Std. Error	Beta				
(Constant)	0.351	0.153		2.291	0.023	.675	226. 215
Teaching quality	0.472	0.048	0.459	9.764	0.000		
Human capital	0.457	0.046	0.468	9.953	0.000		

Enrolling in Massive Open online courses could be done to improve the knowledge and skills of the migrant workers (Ayo, 2023).



The data on table 10, indicates that both teaching quality and human capital have a substantial impact on employment quality. Teaching quality, represented by a standard regression coefficient of 0.459 and human capital with 0.468, are statistically significant with p-values of 0.000. Together, these variables account for 67.5% of the variation in employment quality, indicating a strong mediating effect of human capital. This means that there is an interplay between teaching quality, human capital, and employment quality in vocational education institutions for migrant workers. Through regression analysis, it reveals a significant mediating effect of human capital between teaching quality and employment quality. The null hypothesis (Ho4) is rejected, confirming that human capital serves as a mediator between teaching quality and employment quality in vocational education institutions for migrant workers. Investing in quality not only improves students' skills but also contributes to the accumulation of human capital, enhancing their employability and career development. Understanding these relationships can help policymakers and educational institutions to develop strategies to foster teaching quality, human capital accumulation, and employment quality for migrant workers.

Human capital plays a pivotal role in shaping the quality of vocational education and subsequent employment outcomes. Table 11, summarizes the finding and the subsequent recommendation of the researcher.

Table 11

The Recommendations That Might Be Proposed To Optimize Policies On Migrant Workers' Education And Training Are Derived From The Study's Results





Findings	Recommendations
<p>The overall perception of employment quality among migrant workers is at a moderate level. This means that their experiences in employment opportunities, salary and benefits, career development prospects, and work environment have not fully met their expectations.</p>	<ul style="list-style-type: none"> • Improving career planning guidance • Strengthen policy support • Promote diversified cooperation • Emphasizing humanistic care • Promoting information sharing • Stimulating the enthusiasm of enterprises to participate
<p>The perception level of migrant workers towards the teaching quality of vocational education institutions is generally at a moderate level.</p>	<ul style="list-style-type: none"> • Improving teaching quality • Promote continuing education • Strengthening practical teaching • Establishing a fair evaluation mechanism
<p>Human capital is a vital factor in influencing the quality of vocational education and the employment outcomes of migrant workers. Elevating human capital through vocational education can lead to improved employment opportunities, higher salaries, enhanced living conditions, and an elevated social status.</p>	<ul style="list-style-type: none"> • Improving career planning guidance • Strengthen policy support • Promote diversified cooperation • Emphasizing humanistic care • Promote continuing education • Establishing a fair evaluation mechanism • Promoting information sharing • Stimulating the enthusiasm of enterprises to participate
<p>Enhancing the teaching quality of vocational education institutions plays a crucial and positive role in improving the employment standards of migrant workers</p>	<ul style="list-style-type: none"> • Improving teaching quality • Strengthening practical teaching • Promote continuing education • Strengthen policy support
<p>Improving the teaching quality of vocational education institutions plays an important positive role in increasing the human capital accumulation of migrant workers.</p>	<ul style="list-style-type: none"> • Improving teaching quality • Strengthen policy support • Emphasizing humanistic care • Establishing a fair evaluation mechanism
<p>Improving the level of human capital can help improve the quality of employment for migrant workers.</p>	<ul style="list-style-type: none"> • Improving career planning guidance • Strengthen policy support • Promote diversified cooperation • Emphasizing humanistic care • Promote continuing education • Establishing a fair evaluation mechanism • Promoting information sharing



	<ul style="list-style-type: none"> • Stimulating the enthusiasm of enterprises to participate
<p>Enhancing the level of human capital facilitates a more effective transition from high-quality teaching to high-quality employment.</p>	<ul style="list-style-type: none"> • Improving teaching quality • Strengthening practical teaching • Improving career planning guidance • Strengthen policy support • Promote diversified cooperation • Emphasizing humanistic care • Promote continuing education • Establishing a fair evaluation mechanism • Promoting information sharing • Stimulating the enthusiasm of enterprises to participate

By improving teaching standards, emphasizing practical learning, and implementing fair evaluation systems, the employment prospects and standards for migrant workers can be elevated. To address the moderate perception of employment quality among migrant workers, a comprehensive approach is necessary. This entails intensifying policy support, fostering diversified cooperation, enhancing humanistic care, promoting information sharing, and encouraging enterprise involvement in vocational education institutions.

In enhancing the teaching quality in vocational education institutions, several measures must be taken. This includes providing opportunities for professional development, updating curricula to meet market demands and migrant workers' needs, and refining teaching methodologies. Career guidance services should be strengthened to assist migrant workers in making informed decisions about their future. Additionally, investments in resources and practical learning opportunities, such as internships and apprenticeships, are essential to bridge the gap between education and employment.



Furthermore, lifelong learning programs should be promoted to ensure the ongoing competitiveness of migrant workers in the job market. Collaboration with industry stakeholders is crucial to align vocational education programs with industry standards, thereby enhancing their relevance and effectiveness. By implementing these strategies, the overall quality of vocational education can be improved, leading to better employment opportunities, higher salaries, and improved living conditions for migrant workers.

Conclusions

Based on the above details, this study concludes that teaching quality, employment quality, and human capital are interconnected factors influencing the outcomes of vocational education for migrant workers. This is drawn from the data that supports the rejection of the null hypotheses as a result emphasizes the importance of enhancing teaching quality and promoting human capital accumulation to improve employment standards and career development prospects for migrant workers. Specifically, there is a significant relationship between teaching quality in vocational educational institutions and the quality of employment of migrant workers. This finding rejects the hypothesis by establishing a significant correlation between teaching quality and employment standards, suggesting that teaching quality does indeed impact employment quality. The moderate level of perceived employment quality among migrant workers was the basis of this result, indicating that there is room for improvement in teaching quality. Also, there is a substantial relationship between teaching quality and human capital. Therefore, there is a significant relationship between teaching quality and human capital in vocational educational institutions for migrant workers. The moderate teaching quality level results confirmed the need



for enhancing teaching quality to improve human capital accumulation. There is a significant relationship between employment quality and human capital. emphasizes the importance of human capital in facilitating the transition to high-quality employment. Human capital is a crucial mediator between teaching quality and employment quality, this finding rejects the presented hypothesis.

Recommendations

The following recommendations are hereby listed for the government entities, enterprises, and vocational education institutions to enhance education and training opportunities for migrant workers thereby enhancing their employment quality through collaboration of these agencies.

To improve the teaching quality necessary steps must be undertaken, this includes:

1. Tailor fit their curriculum to meet market demands.
2. Prioritize teaching staff development through training and adoption of modern teaching methods.
3. Increase investment in teaching resources to cultivate a conducive learning environment.

To Strengthen Human Capital Accumulation:

1. Ensure active participation of migrant workers in vocational education to enhance their knowledge and skills.
2. Provision for internships and immersion opportunities and experiences can significantly enhance migrant workers' practical abilities.
3. Additional skill enhancement opportunities.



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DOI: 10.56738/issn29603986.geo2024.5.44

ISSN 2960-3986

GEO Academic Journal Vol. 5 No. 1 – 2024 series



To Enhance the Employment Service System:

1. Establish a robust employment service system to provide job information and opportunities.
2. Foster collaboration between vocational education institutions and enterprises to offer additional internship and employment opportunities.
3. Offer employment guidance or career path to help migrant workers understand their interests, abilities, and formulate effective career plans.



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of Migrant Workers in Vocational Education Institutions in China**

DOI: 10.56738/issn29603986.geo2024.5.44

ISSN 2960-3986

GEO Academic Journal Vol. 5 No. 1 – 2024 series



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