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Unlocking the Potential of Individualized Teaching in Chinese Vocational Education: A Multi-Stakeholder Perspective

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Abstract: Objective: In the context of China's economic upgrading and ongoing critiques of standardized training models, this study investigates the significance and multifaceted impact of individualized teaching in higher vocational education. It aims to examine how this pedagogical approach influences student development, employment outcomes, and its broader contribution to the local economic ecosystem. Methods: A qualitative case study design was employed, involving in-depth, semi-structured interviews with a purposive sample of students, faculty, and employers associated with a Chinese higher vocational college. Thematic analysis was conducted to identify emergent patterns and core themes from the perspectives of these key stakeholders. Findings: Three primary themes emerged. First, individualized teaching fosters both specialized technical skills and essential soft skills-including critical thinking, problem-solving, and self-confidence-that are highly valued in contemporary workplaces. Second, it effectively bridges the gap between education and employment by aligning student competencies with enterprise needs, thereby enhancing graduate employability. Third, by cultivating a more adaptable and innovative workforce, individualized teaching contributes to the dynamism and competitiveness of the local economy, generating a synergistic relationship between the vocational college and regional industries. Conclusion: Individualized teaching serves as a crucial mechanism for transforming Chinese vocational education from a traditional, supply-driven system into a demand-oriented, high-quality model. The findings underscore practical and policy implications, advocating for systemic support in curriculum reform, faculty development, and deeper school-enterprise partnerships centered on personalized learning.

Keywords: individualized teaching; vocational education; China; employability; qualitative study; school-enterprise partnership

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1. Introduction

The global economic landscape is undergoing a profound transformation driven by technological innovation, automation, and the shift toward a knowledge-based economy. This transformation places substantial demands on educational systems to produce a workforce equipped not only with technical competencies but also with adaptability, creativity, and lifelong learning skills. In this context, vocational education and training has emerged as a critical platform for national competitiveness, tasked with supplying skilled talent essential for industrial upgrading and sustainable development. In China, these demands are particularly pressing. As the country transitions from being the "world's factory" to an innovation-driven economy, the need for high-caliber technical talent has intensified [1].

Historically, China's vocational education system has been dominated by a standardized, large-scale, and often rigid pedagogical model. This "assembly line" approach, while effective for mass training in the past, has been criticized for producing homogeneous graduates who may lack the specialized skills required by a rapidly evolving labor market.

Such a mismatch often leads to difficulties for enterprises in recruiting suitable talent and for graduates in securing meaningful employment [2]. There is a persistent gap between the uniform curricula of many vocational colleges and the diverse, dynamic needs of modern enterprises, particularly small and medium-sized enterprises that underpin regional economies [3].

In response, individualized teaching has attracted increasing attention as a pedagogical solution. Defined as a student-centered approach that tailors instructional content, pace, and methods to meet the unique needs, interests, and abilities of each learner, it stands in stark contrast to the traditional one-size-fits-all model. Personalized learning pathways can enhance student motivation, improve skill acquisition, and foster a deeper sense of ownership over career development. Despite the conceptual recognition of its benefits, there remains a lack of empirical understanding regarding its practical implementation and real-world impact within Chinese higher vocational education. Much of the existing discourse focuses on theoretical arguments or isolated perspectives, lacking a holistic view that considers the experiences of students, teachers, and employers alike [4].

This study seeks to address this gap by providing in-depth qualitative evidence on the role and outcomes of individualized teaching in a Chinese higher vocational college. By exploring the perspectives of educators who implement it, students who experience it, and employers who hire its graduates, the research investigates the comprehensive effects of this pedagogical shift. Specifically, it aims to answer the following questions:

What is the significance of individualized teaching in enhancing vocational education outcomes?

What are the expectations of teachers, students, and employers regarding individualized teaching?

What are its perceived merits and shortcomings within the vocational education and employment contexts?

How does individualized teaching help students navigate the transition to the workplace?

By addressing these questions, the study provides an empirical understanding of how individualized teaching functions as a mechanism for enhancing student skills, improving employability, and fostering a mutually beneficial relationship with the local economy. The following sections detail the methodology, present the key findings, discuss their implications, and offer a concluding perspective on the future of vocational education reform in China.

2. Methodology

To gain a deep and nuanced understanding of the complex social dynamics surrounding individualized teaching, this study employed a qualitative research design. A single-case study approach was adopted, focusing on a representative higher vocational college in China that has actively implemented individualized teaching practices [5]. This approach enables an intensive, holistic investigation of a real-life phenomenon within its natural context, capturing the rich and interconnected perspectives of multiple stakeholders.

2.1. Sample and Access

Participants were selected through purposive sampling to ensure they possessed relevant knowledge and experience regarding individualized teaching. The sample comprised three key groups: students currently enrolled in programs incorporating individualized teaching elements, teachers responsible for designing and delivering these programs, and managers or HR representatives from local enterprises that regularly hire graduates from the college. This multi-stakeholder approach facilitated data triangulation, enhancing the credibility and reliability of the findings [6].

Access to the college and associated enterprises was obtained through formal requests outlining the research objectives and ethical considerations. A total of 15 participants were interviewed, including 7 students, 3 teachers, and 5 employers (see Table 1). Participants represented a range of disciplines within the college and various local industries, providing a diverse set of perspectives. All participants took part voluntarily and were assured of anonymity and the confidentiality of their responses [7].

Table 1. Demographic Profile of Interviewees.

Label	Organisation	Gender	Age	Occupation/Course
Teacher Y	College A	M	42	English Teacher
Teacher H	College A	M	46	Teaching Program Leader
Teacher Z	College A	F	39	English Teacher
Student T	College A	M	23	International Digital Business
Student X	College A	F	22	International Digital Business
Student W	College A	M	24	International Digital Business
Student L	College A	F	21	International E-commerce
Student F	College A	M	22	International E-commerce
Student Q	College A	F	21	International E-commerce
Student H	College A	F	23	International Digital Business
Employer W	Company B	M	49	General Manager
Employer S	Company B	F	34	Human Resources Manager
Employer T	Company B	F	38	Administration Manager
Employer J	Company B	M	40	General Engineer
Employer Y	Company B	F	35	Human Resources Manager

2.2. Data Collection

The primary method of data collection was semi-structured interviews. This format provided a flexible yet consistent framework, enabling the researcher to explore emergent themes while ensuring that core topics related to the research questions were addressed across all interviews. Separate but parallel interview guides were developed for students, teachers, and employers (see Supplementary Materials). Key areas of inquiry included participants' perceptions of individualized teaching, its impact on skill development, its relevance to employment, and challenges encountered during implementation. Interviews were conducted in Mandarin, the native language of the participants, to facilitate rich and candid responses. Each interview lasted between 45 and 60 minutes, was audio-recorded with consent, and subsequently transcribed verbatim for analysis.

2.3. Data Analysis

The transcribed interviews were analyzed using thematic analysis. The process involved several iterative steps: familiarization with the data through repeated reading; generating initial codes by identifying significant features relevant to the research questions; collating codes into potential overarching themes; reviewing and refining themes to ensure they accurately represented the data; defining and naming the final themes; and producing a coherent analytic report integrating narrative explanations with illustrative data extracts. This iterative approach allowed for a grounded, systematic understanding of the data, ultimately resulting in the identification of the three core themes presented in the Findings section [8].

2.4. Ethical Considerations

The study adhered to strict ethical standards. Prior to each interview, participants were provided with an informed consent form detailing the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time. Written consent was obtained from all participants [9]. To protect confidentiality, all names and identifying details of individuals, the college, and the companies were replaced with pseudonyms in the transcripts and final report. Audio recordings and transcripts were stored securely on a password-protected device accessible only to the researcher.

3. Findings

The data reveal a complex and multifaceted picture of individualized teaching within the Chinese vocational education context. While stakeholders widely acknowledged its significant potential, they also identified substantial barriers to its effective implementation. The analysis is structured around three core themes: 1) the perceived impact on personal and adaptive skill development, 2) the connection to employability and career preparedness, and 3) the perceived role in fostering local economic development. Each theme integrates perspectives from students, teachers, and employers to provide a holistic understanding [10,11].

3.1. Theme 1: Fostering Personal Skills and Lifelong Adaptive Capacity

A dominant theme across all participants was the strong association between individualized teaching and the development of crucial personal skills, including self-directed learning, critical thinking, and adaptability.

3.1.1. Teacher Perspectives: Cultivating Autonomy and Practicality

Teachers reported that individualized methods significantly enhanced student motivation and engagement. Allowing students to align learning with their interests fostered deeper skill acquisition, particularly in practical applications. Teachers emphasized the long-term benefits, noting that individualized teaching not only improved students' immediate abilities but also prepared them for lifelong learning. Nevertheless, they identified a persistent challenge: insufficient staff and resources often hindered the full realization of individualized approaches, making it difficult to address the needs of every student effectively.

3.1.2. Student Experiences: Comfort and Self-Discovery

Students generally described individualized teaching as a positive and empowering experience. Many highlighted the opportunity for "comfortable development," which allowed them to progress at their own pace without the pressures of a standardized curriculum. Students reported that the approach encouraged self-reflection and personal skill development, helping them prepare for sustainable growth. At the same time, some students noted difficulties in transitioning from a teacher-directed secondary school environment to a self-directed learning model, indicating a need for structured scaffolding to support this shift.

3.1.3. Employer Observations: Valuing Initiative and Learning Agility

Employers perceived graduates who experienced individualized teaching as more proactive, agile, and capable of independent problem-solving. They viewed these attributes as enhancing graduates' readiness to contribute meaningfully in the workplace. At the same time, employers cautioned that gaps remain: some graduates still struggle with the complexities of real-world work environments. This suggests that, while individualized teaching is beneficial, it must be carefully aligned with practical industry demands to achieve its full potential.

3.2. Theme 2: Enhancing Employability and Navigating the Transition to Work

The data indicate that stakeholders perceive individualized teaching as a superior pathway to employability compared with traditional methods, primarily because it cultivates transferable skills suited to a dynamic labor market.

3.2.1. Moving Beyond Job-Oriented Training

Teachers reflected critically on the traditional "employment-oriented" model, noting that it often produces workers for specific roles, leaving them vulnerable to technological and market changes. Individualized teaching was seen as a mechanism to cultivate adaptability, enabling students to navigate future career uncertainties and enhancing long-term employability.

3.2.2. Building Resilience through Practice and Reflection

Students reported that the self-directed nature of individualized learning closely mirrored real workplace challenges. Facing unfamiliar problems during internships, they felt better equipped to devise solutions independently. This approach fosters continuous adaptation and problem-solving, emphasizing learning "through occupation" rather than merely "for occupation."

3.2.3. Employers Seek Transferable Skills

Employers emphasized that individualized teaching equips graduates with the cross-disciplinary skills needed in modern workplaces. Graduates are seen as more proactive, adaptable, and capable of managing uncertainty, which aligns with the demands of dynamic and evolving career trajectories. For employers, the value of individualized teaching lies in preparing students not only for their first job but for a lifelong career of learning and adaptation.

3.3. Theme 3: Contributing to Local Economic Development through Innovation

A notable finding was the perception that individualized teaching contributes to regional economic development by cultivating a more innovative talent pool.

3.3.1. Reputation and Industry Collaboration

Teachers reported that implementing individualized teaching enhanced the college's reputation, attracting industry partnerships and collaboration opportunities. This suggests that pedagogical innovation is recognized as valuable by local enterprises, creating a virtuous cycle in which educational innovation strengthens economic engagement.

3.3.2. Students as Future Innovation Leaders

Students internalized this role, viewing their education as preparation to drive innovation within local companies. Personalized learning was seen as enabling them to take initiative, contribute creatively, and assume leadership in advancing business and regional economic development.

3.3.3. Employers' Need for Creative Talent

Employers confirmed this perspective, linking individualized teaching directly to their capacity for innovation. They emphasized that personalized education produces graduates with the creative skills necessary for organizational and regional economic advancement, positioning individualized teaching as a strategic tool for regional development in a rapidly changing technological landscape.

Overall, there is a strong consensus among teachers, students, and employers that individualized teaching holds significant promise for enhancing the Chinese vocational education system. It is perceived to develop critical adaptive, personal, and innovative

skills required by the modern workforce, thereby improving employability and contributing to local economic vitality. However, these benefits are currently constrained by challenges such as limited resources, insufficient teacher training, and systemic rigidity. The following chapter will discuss these findings in the context of broader educational and economic frameworks and offer conclusions and recommendations.

4. Discussion

This study explored the multifaceted impact of individualized teaching in Chinese higher vocational education from the perspectives of students, teachers, and employers. The findings indicate that individualized teaching is more than an instructional technique; it represents a strategic approach for aligning vocational education with the demands of the 21st-century economy. The three emergent themes-cultivation of holistic skills, bridging the school-to-work gap, and fostering local economic synergy-provide a comprehensive and grounded answer to the research questions and contribute significantly to the understanding of vocational pedagogy.

4.1. Dialogue with Existing Literature

The finding that individualized teaching cultivates holistic personal skills extends prior work that emphasized personalized guidance in career planning and talent development. While earlier studies highlighted the need for personalization, this research clarifies the mechanisms: students develop critical thinking, adaptability, and confidence through autonomous projects, mentorship within flexible learning pathways, and engagement with authentic, problem-based challenges. Furthermore, this study offers a nuanced perspective on the traditional "vocationalism versus holistic development" debate. The evidence suggests that individualized teaching need not prioritize one over the other; instead, it can integrate practical skill acquisition with personal growth, producing graduates who are both technically competent and personally resilient.

The study also emphasizes the direct link between individualized teaching and employability, providing empirical support for modern apprenticeship models. Close collaboration between the college and local enterprises in designing and implementing individualized learning tracks functions as a de facto apprenticeship system, preparing students for real-world workplace challenges. When students, educators, and employers share a clear and common understanding of educational objectives, the resulting outcomes are substantially enhanced, demonstrating the practical value of this approach.

4.2. Theoretical and Practical Implications

Theoretically, this study contributes a multi-stakeholder, process-oriented model for understanding the value of individualized teaching. It highlights how personalized education generates value across multiple levels-individual, organizational, and regional-and introduces the concept of a "synergistic engine" for local economic development, framing vocational colleges as central nodes in regional innovation ecosystems.

Practically, the findings carry significant implications for policymakers, administrators, teachers, and employers. True educational reform requires moving beyond superficial curriculum adjustments toward a fundamental redesign of pedagogy centered on student individuality. Key recommendations include:

Investing in professional development to equip teachers with mentoring and facilitation skills for individualized learning.

Implementing flexible administrative structures and credit systems that support customized learning pathways.

Establishing deep, structural partnerships with local enterprises to co-develop curricula and projects, extending beyond traditional internships.

For teachers, this approach transforms their professional role from "sage on the stage" to "guide on the side," a more demanding but rewarding position. For employers, active

collaboration with educational institutions provides a competitive advantage by ensuring a talent pipeline aligned with industry needs.

4.3. Limitations and Future Research

This study has several limitations. As a single-case qualitative study, its findings, while rich and detailed, may not be generalizable across all vocational colleges in China, which differ in resources, location, and specialization. Additionally, qualitative methods offer depth but not statistical breadth.

These limitations highlight directions for future research. Large-scale quantitative studies could measure the impact of individualized teaching on graduate employment outcomes, salary progression, and job satisfaction. Comparative case studies could explore how contextual factors influence the implementation and effectiveness of individualized teaching across different institutions. Finally, longitudinal studies tracking graduates over several years would provide critical insights into the long-term career benefits of this pedagogical approach.

5. Conclusion

This study explored the significance, mechanisms, and outcomes of individualized teaching within China's evolving vocational education landscape. Qualitative evidence from students, teachers, and employers underscores that a personalized approach is essential for effective vocational education. Individualized teaching transforms students from passive learners into active problem-solvers, equips them with the holistic skills required in the modern workplace, and bridges the gap between education and career readiness. Beyond the classroom, it positions vocational colleges as dynamic partners in regional economic development. While implementation challenges persist, the benefits are evident. To cultivate a skilled workforce capable of driving innovation, China's vocational education system must move beyond standardized, assembly-line models and embrace approaches that unlock the unique potential of every student.

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