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THE WORKER WELLBEING INDEX AND VOCATIONAL DOMAINS EXPLORATION FOR VOCATIONAL WELLBEING TAXONOMY DEVELOPMENT

Regina Lambin, Ramlee Mustapha, MP Roslin MD Sharif
Sultan Idris Education University, Tanjung Malim, Malaysia

*Corresponding author: geenalambin@gmail.com

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ABSTRACT

This study aims to identify the relevant wellbeing index and vocational domains in developing Vocational Wellbeing Taxonomy (VWT) that could enhance the wellbeing of skilled workers and Technical Vocational Education Training(TVET) practitioners. The era of modernization has given rise to new vocational, which emphasizes vocational training in educational institutions' curriculum. Graduates are provided with specialized skills, which include vocational and academic skills required by the labor market. The industrial revolution requires many skilled workers to boost the industrial and economic sectors. In the field of work involving skills, there is a need for mastery of knowledge in the cognitive domain. However, hand-on skills are also salient to be competent in the field. In academic education, Bloom's taxonomy does not meet the principles for assessing "wellbeing" via vocational skills to get a job in highly-skilled fields. Wellbeing is the value of an individual's happiness and contentment, and it is closely related to psychological capacity and human capital skills. The concept of wellbeing is closely related to human capital that can be translated into individual skills, as highlighted in TVET. Unlike academic or liberal education, vocational education involves developing all aspects of individual competence to function well in the workplace. Thus, VWT is essential to provide a framework for determining objectives and evaluating learning outcomes related to vocational education. This taxonomy is important to the development of a comprehensive vocational curriculum. The index of wellbeing and vocational domains are classification in the form of VWT and are expected to contribute to workers' wellbeing and sustainability growth. This initial study will employ a thorough review of relevant literature and theories.

Keywords: Vocational Wellbeing Taxonomy, Vocational Taxonomy, TVET, vocational domain, worker wellbeing index

INTRODUCTION

The science of wellbeing has evolved tremendously in recent years. Initially anchored in psychology, it has since moved into fields like organizational development, health, education, economics, and policy expansion. Holistic wellbeing is an essential construct in ensuring a favorable outcome of human capital free from social illnesses and improving individuals' quality of life to conduct their daily activities without limitations. Individuals who are happy and have no negative feelings are those who are satisfied with their lives. There is a rising awareness of the value of happiness and satisfaction with life, both among individuals and policymakers. Indeed, global policymakers are rapidly embracing wellbeing as an overarching mechanism for identifying, tracking and reacting to threats and opportunities for human growth (Lambert et al., 2020).

The development of enhanced social well-being and economic stability has been a major global concern. The indicators of how a nation is doing are based on economic variables like the Gross Domestic Product (GDP) or the country's job rate.Ribes-Giner (2019) stated that assess economic indicators, like GDP, are adequate proxies to measure wellbeing. Life-beingis a dynamic mechanism that gives people significance on how their lives may grow, either positively or otherwise. According to Renwick (2006), life-being can make a person feel satisfied, happy, and meaningful. According Chaaban et al., (2016) and La Placa et al. (2013) wellbeing is generally referred to as the experience and assessment of existence of a person. The well-being is not only an absence of disease but requires life satisfaction, balanced habits and resilience according to McCallum and Price (2015). It is more important to the importance of a person's happiness and satisfaction, including good mental wellbeing, high satisfaction in life, a sense of meaning or intent and the capacity to cope with stress.Well-being is needed so that people have long, stable and prosperous lives for success (McCallum & Price, 2015). Marks and Shah (2004) stated that;

Wellbeing is more than just happiness. As well as feeling satisfied and happy, wellbeing means developing as a person, being fulfilled, and making a contribution to the community (Marks & Shah, 2004)".

Generally, wellbeing is a way of life towards achieving the optimum level of health and individual welfare integrated by an individual for a quality living in the community. It includes more than thirteen dimensions of wellbeing, namely, physical, emotional/psychological, social, intellectual, spiritual, occupational/career, environmental, cultural, economic/financial, climate, vocational, affective, and community. These dimensions are a real indicator of the individual's contribution to the wellbeing of life. Indeed, wellbeing results from the fulfillment of individuals' important needs and the realization of goals and plans set for one's life. The wellbeing of individuals fulfilled individual satisfaction is expected to happen in the workplace. Wellbeing at work is better accomplished when workers feel a sense of importance and intent, have positive social experiences, and have a sense of positive affect about their

roles (Alagaraja, 2020). The individual's satisfaction, the group in place of work activities, impacts the emotions. It is a positive outcome that is important for individuals and numerous sectors of society since it tells us that individuals see that their lives are going well.

Wellbeing is linked to human capital, which can be translated into individual skills, as highlighted in TVET. A study conducted by Stanwick et al. (2006) emphasized that education and health and wellbeing relationships in varying contexts are most relevant to Vocational Education and Training (VET). The vocationally well-trained worker achieves personal satisfaction and fulfilment by work compatible with his or her ideals, desires and beliefs. A worker who is meaningfully involved in his or her vacation finds it personally satisfying to contribute his or her expertise, knowledge and talent to work. For governments in developing countries that aspire to economic growth, investment in education, especially in TVET, often becomes a priority for the formation of skilled human capital and equal opportunities for work and income generation (Yamada &Otchia, 2020). Although there is a big crisis in education globally, VET has a great potential to contribute to the fight against the coronavirus pandemic. A robust VET system can support society's needs, especially in crises utilizing its production and adaptation capacity. VET continues to be an education path where intense discussions are concentrated worldwide (Ozer&Perc, 2020).

Vocational education is an education that provides individuals with unique skills in a particular field of employment. This education is essential for creating skilled or semi-professional energy to generate income and economic growth in a country. Historically, the World Bank has associated formal TVET intrinsically with the process of industrialization and economic development. It means that TVET training leads to productivity, which ultimately leads to a county's economic growth. Its entities are a key provider to high-skilled workers to solve sustainability issues directly. This include the upgrade of TVET workers to upgrade their skills and to benefit from innovation and investment in new technology, training and specialised skills to make them more competitive globally (Salleh&Sulaiman, 2020).

Furthermore, vocational education is seen as a leading provider to highly skilled workers. Skill is an essential individual factor that impacts workers'wellbeing. It is vital to promote economic growth, expanding the employment size (Cong &Wang, 2012), and maintaining worker wellbeing. Wellbeing is a positive outcome that is important for individuals and numerous sectors of society since it tells us that individuals see that their lives are going well. People experiencing high wellbeing tend to have higher income, more stable marriages, longer lives, and more creativity (Diener, 2000; Fredrickson &Branigan, 2005). A worker with high work wellbeing may broaden the strategy of information processing and explore their cognitive potential, enabling them to boost their creative initiative and motivation to solve problems (Miao & Cao, 2019), particularly in the face of today's COVID-19 pandemic crisis. This factor is an important part of the initiative to educate individuals who can create a quality life.

As the world economy enters an unprecedented crisis due to the COVID-19 pandemic, Tuzovic and Kabadayi (2020) stated that workers'wellbeing becomes even more critical. Nowadays, millions of

people struggle from coronavirus pandemic, and it is useful in any aspect of our daily lives (Callaway et al., 2020; Gibney, 2020; UNESCO, 2020). It not only relates to overall worker wellbeing and but also affects their life satisfaction. As highlighted by Multilateral Investment Guarantee Agency (2020), the lives of millions, large and small corporations worldwide, and the modern global economy have been severely affected by COVID-19.

The COVID-19 pandemic has inevitably led to the global economic downturn (UNDP, 2020) and has also reduced the workforce in all economic sectors (Karabarg, 2020). It has a massive impact on the global economy, but the orders to stay at home also affect workers' psychological and social wellbeing (APA, 2020), leading to prolonged exposure to stress. This phenomenon made the economic pain more severe as people were asked to stay at home (Ozili&Arun, 2020; Horowit, 2020) and work only from home to prevent the virus's spreading. The Covid-19 pandemic crisis dramatically changed the working environment and impacted workers in various industries, who were shocked and unprepared for this event's impact. Consequently, Hite and McDonald (2020) explained that some jobs and career plans would vanish, and others will likely be updated to fit new forms of working.

Due to the changes in work meaning, this situation has turned all workers into a daunting time where a new form of soft and technical skills are required. Acquiring skills is essential for developing countries to compete and grow their economies internationally, particularly in an era of economic integration and technological change (Fraser, 2014). Fraser further explains that a vibrant and dynamic TVET sector directly provides workers with skills more relevant to employers' evolving needs and the economy. This statement demonstrates that the availability of a highly-skilled workforce is essential to support the transformation of the entire economic sector into knowledge-enhanced activities, generate productivity, and attract investment.

Therefore, the worker's wellbeing through "full-employment" may not be achieved if the strategy boosts skilled employees through TVET not being rounded. TVET plays a key role (UNESCO-UNEVOC, 2020) in producing a skilled workforce and enhancing energy competitiveness social work and can create the local workforce needed by the industry and the country to rehabilitate and strengthen the global economy. It is the solution to achieving national goals. It becomes a critical approach that integrates education and occupational training for TVET students to apply such essential knowledge and skill effectively into the real world of work.

LITERATURE REVIEW

Taxonomy

A taxonomy is an orderly classification of a field of study (e.g., botany, animal kingdom, anthropology) according to the field's natural relationships. Taxonomy originated in ancient Greece, and its current form dates back nearly 250 years when Linnaeus introduced the binomial classification still in use today (Godfray, 2002). Taxonomy is as old as human language; it derives from the need to identify and name edible as well as poisonous plants and to be able to pass on this information to the next generation. As emphasized by Purcell (2018), the classification of

taxonomy is the primary method used to assess the biological diversity of all groups of an organism. Usually, there is a hierarchical structure with clear rules determining the taxonomic components and how the structure is organized (Bailey, 1994). The concepts and principles of taxonomy must be followed, especially in educational fields, to strengthen taxonomy development.

In education, taxonomy is a framework often used in classifying education fields and has been created to classify objectives and educational outcomes. This taxonomy is related to educational objectives involving areas such as attitude, knowledge, and psychomotor. The development of taxonomy is implemented as it relates to the needs of teaching, learning, and evaluation. However, taxonomy in education has undergone changes and evolution following educational purposes.

Bloom's Taxonomy

The pioneer, Benjamin Samuel Bloom, is one of the psychologists in the field of education. Bloom taxonomy was first presented at the American Psychological Association Conference in the early 1950s. Bloom taxonomy is a hierarchical structure that can identify an individuals' skills from the lowest to the highest. Bloom has also outlined intellectual behavior in learning to three domains: cognitive, affective, and psychomotor domains, in implementing the education process (Bloom, 1956). Bloom et al., 1956 stated that this taxonomy provided for the classification of educational goals that deal with the recall or recognition of knowledge and intellectual abilities, and skills development.

Cognitive domain

Bloom and his colleagues focused first on the cognitive domain, outlining six levels of objectives that build upon one another. The six domains are knowledge, comprehension, application, analysis, synthesis, and evaluation. In other words, the cognitive domain is mainly about human competence in processing something that they are learned in the brain (Mubarok, 2019). In Bloom's Taxonomy, the cognitive domain is a hierarchical classification and commutative, involving remembering or identifying knowledge anddeveloping intellectual ability and skills (Bloom, Engelhart, Furst, Hill &Krathwohl, 1956). According to complexity levels and consecutively, the cognitive domain is the basis for the changes in behaviors that refer to cognitive development criteria. The classification is based on logic and rationale related to the various development in each cognitive level related to skills and behavior changes towards effective thinking skills (Huitt, 2011). According to Bloom (1956), the cognitive level is divided into knowledge, understanding, application, analysis, synthesis, and evaluation.

Affective domain

The second one is the affective domain. Krathwohl's affective domain taxonomy is perhaps the best known of any of the affective taxonomies. Krathwohl's taxonomy of the affective domain was developed from Bloom's original and is the best known of the affective domains; it includes receiving, responding, valuing, organization, and characterization

by value set. Krathwohl et al. (1964) argue that the affective domain can be defined as a human attitude in learning something. Thus, it is about the ones' attitudes and the ones' emotions and feelings towards learning. Simply, it is about how the learners emotionally stand in the learning process. The aspect of feelings, emotion, interest, attitude, rewards, and values is the affective domain's levels. Krathwol et al. (1964) had arranged the affective domain levels in their book "*Taxonomy of Educational Objective, handbook II: Affective Domain*."According to Krathwal, the affective domain levels are arranged intofive levels: acceptance, response, valuing, organization, and characters based on value (Munzenmaier& Rubin, 2013; O'Neill & Murphy, 2010).

Psychomotor domain

The psychomotor domain is founded by three academics, Dave, Simpson, and Anita Harrow. This area is primarily used in vocational, physical, art, and music education. Dave (1970) proposed a taxonomy with five levels and bases its foundations clearly upon behaviorist theory. Dave's taxonomy is the simplest and easiest to apply, which comprises five levels: imitation, manipulation, precision, articulation, and naturalization. Imitation is the most superficial level, while naturalization is the most complex level. Dave's taxonomy has also been referred to extensively (Krathwohl, 2002; Salim et al., 2011; Rupani, 2011; Thoirs& Coffee, 2012; Cooper, 2016) literature as an alternate psychomotor domain. The psychomotor domain focuses on physical and kinesthetic abilities skills, including keypads, technological tools, etc. Progressive behaviors characterize this domain through observation to master physical skills.

Important Index and Domainin Vocational Wellbeing Taxonomy Development

Vocational Taxonomy Domains

Vocational education prepares students for the work field (Pavlova, 2008; Mustapha, 2017). The objective of vocational education is to produce students who are exposed to the field of vocational education at the upper secondary level (Mustapha, 2017) and to prepare them with the expertise in technics or technology that related to jobs, including other job competencies (Haolader et al., 2015). Meanwhile, Labaree (1997) stated that vocational education aims to safeguard the importance of the economy for a particular country that wants to be advanced must continuously prepare the workforce to develop the economic sector. It complements making individuals become workers for various careers and preparing them further in the next education level. In other words, education and vocational training are an education in developing skills, competencies, understanding, behaviors, attitudes, work practices, and appreciation of jobs needed in the labor market, especially for skilled and semi-skilled areas (Long, 2019). In the vocational, Vocational Taxonomy is important to determine objectives in vocational education, which involves cognitive and psychomotor domains and practical and evaluation. Long (2019) stated that there are six important Vocational Taxonomy domains are identified: vocational knowledge, gross motor skills, fine motor skills, visualization, problem-solving and inventive. Vocational Taxonomy

domains focus on cognitive knowledge from vocational knowledge to psychomotor, which involves hierarchy: from the lowest to the highest.

Vocational knowledge

Knowledge is the basis of taxonomy. This element can evaluate students' ability to remember facts and knowledge learned. Students need to use the mental process to remember what is learned at the knowledge level, including terms, principles, facts, and procedures. In developing a VWT, vocational knowledge is the basic domain to develop a taxonomy in the vocational field. The vocational curriculum and its implementation do not only focus on memorizing or reproduce but also applying or generating new knowledge in certain situations that need a higher level of cognitive process lability (Haolader et al., 2015; Ebel&Frisbie, 2009). Knowledge can remember specific information such as ideas, materials, terms, specific facts, convention, stream and massage, classification and categorizing, criteria, methodology, universal matters, principles, and generalization as theories and structures. Knowledge is organized from the easiest, determined, and concrete to wide and abstracts (Winkel, 1996).

Motor Skills

The second and third elements in the Vocational Taxonomy involve motor skills. Motor skills refer to controlling physical movements through coordinated nerve and muscle activities (Hurlock, 1991). Motor skills can perform movements that involve integrated muscles and coordinated (Gagne, 1985). In vocational education, skills are important aspects related to practical works or motor skills. Motor skills can only be mastered and implemented if a person has learned and experience them. According to van der Fels et al. (2015), skills can be measured through basic movements, specific and creative. Basic movements cover all the process which help certain movements, or specific movements involves movements which develop certain movements which are efficient. Creative movements are movements that involve the hands' movements and mind of a person. Bloom and friends took the initiative to cooperate with the psychomotor domain, which involves motor skills, activities with materials and objects. Still, the researcher does not develop the details of this domain. The psychomotor domain is usually used in practical training, music, theatre,and sports. Practical learning and work-based, which involve motor skills, are important in vocational education (Kinta, 2013). In developing the VWT, vocational students' physical movements to perform practical works in the workshops. From a different aspect, motor skills are divided into two, which are gross motor and fine motor.

Gross Motor

Gross motor skills refer to controlling major parts of the body, such as balancing, movements, and stability. The development of motor skills depends on the body's balance, brain development, and eye-hand coordination. Other than this, gross motor skills also involve major muscle manipulation skills of the whole body, such as running, jumping, and climbing (Doherty & Brennan, 2008). In VWT, gross motor skills refer to movements that involve major muscles to conduct practical works such as bricks, installation of air-conditioning, and others. After the gross

motor skills are mastered, then only students conduct fine works in the practical works.

Fine Motor

Fine motor skills refer to manipulating smaller body parts to control specific things such as gripping, holding pencils, and others using fingers. According to Kail(2010), fine motor controls smaller muscles' movements such as holding, pinching, and other fine motor skills, which acquire more accurate and small movements that normally involve hands and legs. This development involves the use of muscles and fingers to coordinate eyes and hands. Among the importance of fine motor skills development are building hand and legs muscles and building the eyes, legs, and hands. Fine motor skills are also motor skills to use smaller muscles such as legs and hands. Though children can use their hands and legs, they take a long time to be more skillful. At the age of 1 to 2 years, children's fine motor skills are taking objects from their containers, putting objects into containers, and trying to scribbles. These children can also hold chopsticks neatly, which can grip well (Gargiulo&Kilgo, 2000). Opinions from other researchers have also stated that fine motor skills are the skills that need control of fine body muscles to achieve aims and skills. Generally, fine motor skills cover eyes and hands coordination in which these skills need high observation (Long, 2019). According to Cooper et al. (2010) in 'Knowledge and Understanding of the World,' fine motor skills are needed to handle technical tools, doing and also measuring. Therefore, many physical movements are involved in Vocational Taxonomy (Long, 2019).

Visualization

Visualization is also important in various skills. In the development of human capital in the modern world today, each living human needs to have visualization skills because they are parts of the important things (Long, 2019). It same goes for the development of the VWT. The development of industries through various new products leads to the importance of visualization skills, which need to be mastered by engineers and designers (Bertoline, 1998). Designs typically or engineers and planners produce new designs through their picture minds, translated into graphics or painting. Technical area, vocational, and mathematics are always associated with visualization skills compared to oral ability, which is always associated with literature, language, and public speaking (Koch, 2006; Bertoline&Wiebe, 2003; Gillespie, 1995). Graphic communication through designing activities, engineering drawing preparation, technical drawing, or geometrical drawing are also involved in technical and vocational areas. Therefore, it is important in the designing process, especially at the beginning stage, which involves thinking visually and sharing visual ideas that involve other people (Newcomer et al., 1999; Ali et al., 2012).

Problem Solving

Problem-solving is an important skill for students in the vocational environment and needs to be introduced into the Vocational Taxonomy. Vocational training introduces the community to problem solving and creativity, which are always aligned with modern technology. In preparing

students as progressive human capital, they need to have problem-solving skills. The aim to develop the positive aspects of the students. They can add to their knowledge and build good understanding, knowledge, and strategies that are suitable and applicable, thinking process observation. They can perform reflection, always curious, confident and diligent, and creative (Wieman, 2004). The problem-solving approach in the teaching and learning process has developed from John Dewey's theories. It has been used, especially in agricultural education, to connect classroom learning to real-life situations or problems. This overview focuses on the problem-solving application practices in vocational education and its relationship with the contextual learning environment (Brown, 1998). In the teaching and learning process, the problem-solving method is a process that involves students to actively involve according to small groups to solve problems carefully (Glen &Wilkie, 2000). With the problem-solving method, students will not follow the traditional way of learning; thus, make them more ready. Therefore, students need to understand all the relevant theories to apply to their problems (Carpenter, 2006). Students must acquire problem-solving skills. The students will acquire these skills if teachers teach them how to solve problems effectively. Students apply problem-solving skills in the Vocational Taxonomy context to solve problems during their practical works (Long, 2019).

Inventive

According to Long (2019), the most complex domain in the Vocational Taxonomy is inventive, consisting of creativity and innovation elements. The elements of 21st-century learning are skills, knowledge, and students' specialization to succeed in career and 21st-century lives. Innovation is a discovery because it gives many benefits to developing the community's overall living standards economically. Thus, inventive appears from the results of activities or creative thinking. In vocational education, inventive thinking is important from the aspect of creating new things or new methods. Creativity and innovation are always connected to ensure both processes can be implemented in teaching and learning to produce inventive thinking. According to Ali (2015), inventive thinking is creating innovative products and hi-tech solutions in which physical products are created to solve problems of materials. This kind of thinking is useful in solving non-material problems. Thus, inventive is a new finding which involves non-existence things or matters but involves human creativity. Therefore, outcomes such as education theories, learning theories, techniques to produce products from plastics, and dressing techniques are inventions. Ideas and creativity are the results of observation and previous experience. Therefore, Long (2019) emphasized that inventive in the Vocational Taxonomy is an important domain to produce students who have the designing skills and innovation.

WorkerWellbeing Index

Wellbeing can be seen from various angles of life. According to McCallum and Price (2015), wellness involves satisfaction with life, healthy habits, and resiliency. It is vital to individual well-being, including having good mental health, high life satisfaction, a sense of purpose, and the ability to handle stress. To build overall wellbeing, all of these types

must be functioning to an extent. It also linked to human capital, which can be translated into individual skills, as highlighted in TVET. Generally, wellbeing is a multidimensional construct consisting of several indexes (Table 1) such as physical, emotional/psychological, social, intellectual, spiritual, occupational/career, environmental, cultural, economic/financial, climate, vocational, community, and affective.

Table 1.Worker's wellbeing index

INDEX / AUTHORS	PHYSICAL	EMOTIONAL/PSYCHOLOGICAL	SOCIAL	INTELLECTUAL	SPIRITUAL	OCCUPATIONAL/CAREER	ENVIRONMENTAL	CULTURAL	ECONOMIC/FINANCIAL	CLIMATE	VOCATIONAL	COMMUNITY	AFFECTIVE
Hettler (1976)	√	√	√	√	√	√							
Hettler (1980)	√	√	√	√	√								
Leafgren (1990)	√	√	√	√	√	√							
War (1990)													√
Crose et al. (1992)	√	√	√	√	√	√							
Adams et al. (1997)	√	√	√	√	√	√							
Renger et al. (2000)	√	√	√	√	√								
Durlak (2000)	√		√	√									
Ryan &Deci (2001)	√	√					√						
Anspaugh et al. (2004)	√	√	√	√	√	√	√	√	√				
Travis & Ryan (2004)	√	√	√	√	√	√	√						
Hales, 2005	√	√	√	√	√	√	√						
Myers et al. (2005)	√	√	√	√	√	√	√	√	√				
Helliwell (2005)	√	√	√		√	√	√						
Ryff& Singer (2006)	√	√	√				√						
Foster et al. (2007)	√	√	√	√	√	√	√						
May (2007)	√	√	√	√	√	√	√	√	√				
Fritze et al. (2008)		√					√			√			
Dolan et al. (2008)	√	√	√	√	√	√	√	√	√				
Diener et al. (2009)	√	√	√	√	√	√	√	√	√				

Rath et al. (2010)	√		√			√			√			√	
Miller & Foster (2010)	√	√	√	√	√	√	√	√	√	√			
Stoewen (2017)	√	√	√	√	√						√		

Source: Author's literature review

In the 21st century, workers are beginning to be recognized as the most crucial asset of today's organizations by academics, managers, and practitioners. This is because employers want skilled workers in various fields, including workability and technical skills.Consequently, failure to address wellbeing at work would result in an organization losing on managing human capital welfare at a workplace because it is important for increasing productivity and workforce performance (Sabran&AbdKarim, 2020). Well-being is important therefore in order to lead a healthy and productive life for workers (McCallum & Price, 2016). Hence, the development of curriculum in the vocational field should refer to vocational education's objective. Long (2019) emphasized that vocational education is a curriculum that focuses on hands-on activities that are hands-on and equipped with the latest vocational skills. It is the main focus on students' performance in mastering their skills related to the jobs. Thus, TVET plays an essential role in producing high-skilled human capital and enhancing energy competitiveness in social work and can create the local workforce needed by the industry and the country.

TVET encompasses formal and informal learning and is an educational institution that seeks to create students with the expertise and diverse skills to boost skilled workers' quality by entering the world of work (Lauglo& Lillis, 1988). Apart from contributing to the economic development of a country (Ramlee& Abu, 2000; Mustapha &Greenan, 2002) by providing a skilled workforce, TVET also widely recognized for its role to groom people for changing aspects of the commitment to a career of operational importance, for the adequate basis of skilled workforce, and for preparing to equip its beneficiaries with the skills and values needed to be employable in the workplace (Oviawe&Ehirheme, 2020). Students must bridge the gap between their expertise and adapt their learning to authentic workplace situations to enhance job efficiency. Furthermore, TVET was seen as a leading provider to highly skilled workers. It is vital to promote economic growth, expand the employment size (Cong & Wang, 2012), and maintain workers' wellbeing.

Relevant Theories

Several theories are suggested as the basis of the taxonomy. Generally, the Vocational Well-Being Taxonomy involves the cognitive domain and psychomotor domain. The other relevant theories are (i) cognitivism theory, (ii) behaviorism theory, and (iii) psychomotor theory.

Cognitivism Theory

This theory claims that learning is a thinking process. The changes in behavior or learning reflect internal changes. Human beings receive information and process the information received, making individuals

thinkers who can build and achieve something based on their abilities (Wadsworth, 2004). Humans always ask about many things and always explore the environment based on what they know and learn due to social and psychological interaction. Bruner (1964), through his study, stated that cognitive development through three stages: enactive (activities to understand nature), icon (understand objects through images and verbal visualization), and symbolism (have abstract ideas which are influenced by language and logic). Knowledge skills and values learned will understand the thinking, and also make other learning easier. Cognitive involves the process of understanding, concept-building, reasoning, evaluation, and problem-solving.

Behaviourism Theory

Behaviourism theory is very suitable for vocational education because the nature of learning focuses on practical training. All learnings implemented involve practical, and behaviorism can be applied. This is because practical training will encourage learning experience under teachers' guidance. The vocational education criteria are suitable for the features of behaviorism theory. The Behaviourism Learning theory looks at learning as the changes inbehaviors. The Behaviourism Learning theory focuses on behavioral forming based on the relationship between observed stimulus and response. It is opposite to the cognitive theory, which claims that the learning process is the mental process that is not observed clearly. This learning theory focuses much on the learning outcomes, which refers to observed behavioral changes, measured, and evaluated concretely. The learning outcomes are obtained from the process of responding to the learning environment, internally and externally. The behaviors' changes will be acquired automatically when repeatedly conducted (Zhou & Brown, 2015).

Psychomotor Theory

The modern psychomotor theory started in the Psychology Experimental era in the early 19th century. Hermann von Helmholtz (1821-1894) is assumed as the father of modern nerve conduction. By combining the nerve system into the perceptions and behavioral reaction, Helmholtz had an invaluable contribution to the study of psychomotor ability. Helmholtz believed that all perceptions and reactions towards stimulus are directed by the nerve system, controlled by the natural speed of physiology nerve flow (Cahan, 1993). Nevertheless, according to literature, the first theorist who formed the term 'psychomotor' is Carl Wernicke (1848-1905). Wernicke used reflex arc or impulse movement (information) during psychological reflex action, as suggested by John Dewey in 1896, to explain how humans interact with their environment and interpreted sensory information integrated (Weckowicz, 2010). Based on the relevant theories, the main domains are identified to develop Vocational Well-Being Taxonomy. Literature has illustrated that taxonomy is developed to focus on students' knowledge and skills to fulfill the course's needs but from different perspectives. Due to this, a thorough study that involves theory and model in vocational and educational taxonomy is needed to produce relevant domains.

CONCLUSION

In academic education, Bloom's taxonomy was created to classify educational goals, objectives, and outcomes. It is also often used in the design of test questions for the curriculum or syllabus. The main idea of taxonomy in education is to classify educational objectives sequentially; the primary level must be mastered before the next level (Huitt, 2011; Long, 2019). But Bloom's Taxonomy does not meet the criteria for assessing "wellbeing" through vocational skills to get a job in highly-skilled fields. Several issues are highlighted in the development of TVET in this country, emphasizing academic flow and lack of focus on high vocational skills. Academic/cognitive trends depend largely on Bloom's Taxonomy.

Nevertheless, Bloom's taxonomy's main drawback is the insufficiency of focus in the psychomotor-vocational domain area, the primary vocational education domain. Thoirs and Coffee (2012) also state that the original taxonomy did not develop the psychomotor domain. In the Taxonomy of Educational Objectives, Bloom recognized the psychomotor domain's existence but indicated that so little was done in this area in schools and colleges at that time that it would not be useful (Cooper, 1973). Most educational models focus on cognitive domains instead of affective or psychomotor domains. In TVET, Bloom's Taxonomy does not explicitly address essential aspects of TVET, such as motor skills, visualization, innovation, creativity, and inventiveness.

While the idea of goals and educational outcomes in Bloom's Taxonomy emphasizes the cognitive domain, other educational psychologists have also suggested ways to set educational objectives in the affective and psychomotor fields. The idea is to help teachers design and execute teaching objectives in cognitive, affective, and psychomotor (Ebel&Frisbie, 1991). Based on some of the disadvantages of Bloom's taxonomy, several related taxonomies have been developed by some researchers (Carbonell, 2004). However, the group failed to develop the psychomotor domain that Simpson later expanded in 1967 with Harrow in 1972 (Winkel, 1987; Long, 2019). The development of physical or practical skills is one of the most critical aspects of vocational education. Its orientation towards the world of work and the emphasis on the curriculum are on skills and innovation, so the psychomotor field is the most emphasized in vocational education (Okwelle, 2013).

A study conducted by Long (2019) stated that vocational subjects stress psychomotor domains, while academic disciplines emphasize cognitive domains, but both domains remain affective domains. These three domains are important to understand the thought and skills of students. One of the major characteristics of vocational training is its adaptation to the workforce, and its focus is on skills and innovation. Therefore, a study conducted by Long (2019) focused on the psychomotor and cognitive domains. As there are limited studies on vocational taxonomy development, Long (2019) does not examine each domain and identify each feature of the domain. Furthermore, the vocational taxonomy can help identify the talents necessary for workers'wellbeing in the country, but Long (2019) did not underline the wellbeing domain or index in his study.

As a result of the study's highlight, it can be concluded that studies related to the development of a VWT are minimal. To date, there are no comprehensive classifications for vocational fields built to look at the index of worker's wellbeing through mastery of vocational skills. Hence, a VWT is critical to developing the quality of human capital efficiency for the country's wellness in the long term. The relationship between TVET and the worker's wellbeing should be studied empirically. Therefore, this study's objective was to develop VWT to enhance workers' wellbeing.

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