

“What Makes Me Stay in Teaching?” Exploring Retention Factors of TVET Teachers in Malaysia

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Abstract

Generally, teaching is regarded as a reputable profession among different communities. In particular, the teaching profession is alluring not for its dignified status but the nature of its profession, which is to ‘teach’. Indeed, many religions have highlighted that a teacher is able to deliver people from darkness and provide enlightenment in the form of knowledge. With respect to this fact, the significance of the teaching profession in the community and society is undeniable. In order to comprehend the reasons of Malaysian Technical and Vocational Education and Training (TVET) instructors retaining in the teaching profession, the researchers in this study have employed a mixed-method design by applying a convergent parallel design of which both qualitative and quantitative data were combined into a single instrument. For this article, the researchers explored the TVET teachers’ qualitative narration by analyzing the open-ended feedback gathered from the online survey. In specific, an online-survey form named Qualtrics was utilized to collect the research data. Besides, Telegram, an online social networking application, was used as a platform for teachers to access the link to the online open-ended questions. To note, retention in this context refers to TVET teachers who have served more than ten years in the TVET institutions. Also, an expert was hired to ensure the validity of the narrative provided by the instructors. For the purpose of thematic analysis, Atlas.ti was utilized. Essentially, the findings that emerged from the analysis provided insight to improve retention of TVET teachers. Further connection to the Motivation-Hygiene theory that served as the theoretical foundation was also established in this study. While the role of TVET teachers to develop adroit future workforce among the grassroots of the nation is apparent, it is vital for the factors of their retention to be clearly understood. Subsequently, this measure will ensure the teaching quality and motivation to teach continue to remain as the paramount agenda in the TVET system. In this study, the researchers have taken into consideration the ‘teacher’s voice’ in order to acknowledge their effort and to spur their interest in the profession.

Keywords— *Technical and Vocational Education and Training (TVET), Retention, Motivation, Extrinsic and Intrinsic Factors*

I. INTRODUCTION

Precisely, the transformation of vocational education program in 2013 has boosted the image of TVET in the Malaysian Educational System. Currently, Technical and Vocational Education and Training (TVET) is no longer a

program that is regarded as a second-class program, but instead able to impress on the public the essentiality of TVET in developing a skilled generation. Undeniably, the expansion of TVET-related knowledge and skills are seen to be congruent with the technological advancement and national economic growth. Thus, it is crucial for the government's mission through the transformation of vocational education to be realized. For instance, skilled teachers are required not only in the aspects of teaching and learning but also in ensuring the skills acquired by the students are in line with the needs of the industry.

Additionally, TVET teachers are responsible for ensuring that the transformation of the Vocational Education can be effectively translated into the creation of knowledgeable, eminent, disciplined and disciplined individuals. In this context, the role of teachers are not limited to only technical and vocational skills, but also soft skills such as language skills, communication, creativity, willingness to face challenges, and vision to achieve goals. As a result of this transformation, an education path which complements the talent, interest and learning style of individuals will be made available. Likewise, this synergy will be integrated with the needs of the labor market that is directed at the student's choice of careers. Ultimately, this strategic positioning increases their motivation to meet the demands of institutional responsibility and contribute holistically to student development.

In particular, the role of TVET instructors in envisioning a viable future workforce in this country is inevitable. As a matter of fact, the TVET instructors' expertise gathered from their years of working experience in industrial and technical fields will further enhance their quality as teachers. Significantly, the presence of TVET instructors as teachers ensures the continuity of quality TVET-based education in this country.

In the context of Malaysian TVET instructors, Briggs (2008) defined retention of teachers as those who are licensed to teach and determined to continue their career in the teaching service. Undoubtedly, the notion of losing potential employees in an organization is a serious matter as human capital loss would result in further setbacks. Therefore, the retaining of employees is important since training fresh employees requires time and finance. Notably, Gallant and Ripley (2014) identified the rate of employee turnover over the five years post entrance in studied industries to be approximately 40 to 50 percent. Besides, this high attrition rate was threatened by recession and economic downturn of global industries that affected a plethora of industries.

In light of this issue, TVET instructors who possess a gamut of industrial experiences from their previous careers are assets who can provide significance in the TVET system. Specifically, their practical experience is invaluable in the teaching and learning environment as hands-on practices are becoming more common nowadays. Thus, the current settings of the industry should be purposefully assimilated into the classroom's teaching and learning instruction, so that students are able to optimally apply what they have learnt in their employment settings. However, the absence of knowledgeable and skilled TVET instructors will be a huge loss to TVET educational institutions.

II. LITERATURE REVIEW

A. Issues in Retaining Teachers

Basically, retention among teachers is familiar research topic. In fact, retention was discovered to not only affect the teaching profession but other careers as well. For instance, retention is perceived as the underlying concern among issues at schools because it determines school and student performance, which contribute to the effectiveness of the school system. With that being said, high teacher retention normally indicates an exceptional school reputation. Nevertheless, the notion of teacher retention includes psychological and behavioral matters of a teacher, which can potentially affect a teacher's decision on whether to stay or leave the school

Generally, TVET instructor, or Career and Technical (CTE) teacher refers to a teacher who teaches technical-based subjects. Usually, TVET teachers are underpaid as compared to major subject teachers such as science, mathematics, and arts subject in a traditional school environment. Undoubtedly, TVET instructors have become

valuable teaching resources and assets due to their influence in developing student's career skills. For instance, a recent research reported the struggles faced by CTE educators where the funding and budget cuts affected the overall CTE system (Smalley & Sands, 2018). With respect to their research, CTE knowledge and struggles undergone by CTE educators were shown to be fundamental in improving teacher's efficiency. However, it should be noted that the mission to develop successful graduates from CTE school system is often hampered due to outdated facilities and teaching resources

Regardless of teachers' personal factors toward retention, few studies have discovered to provide relevant detail on teacher's licensure programs. For instance, Su, Dainty, Sandford, Townsend, and Belcher (2011) carried out the effectiveness of teachers' preparation program study, specifically to examine factors that influence teacher retention of trade and industrial teachers. Precisely, in their finding, the teacher's preparation program achieved a certain degree of success but was lacking in the area of student organization. In response to this matter, teachers must have a strong sense of commitment to improve student performance, schools reputations, and student engagement. On the other hand, teaching skills and gaining student's respect are equally important for social integration.

To mention, a considerable amount of literature has been published on teachers' retention factors. For example, Thibodeaux, Labat, Lee, and Labat (2015) identified that a teacher's intention to remain at school was influenced by the effectiveness of the principal's leadership. From their research, it was concluded that the presence of a harmonious and understanding principal and school administrator would be able to provide assistance for them to adjust and adapt to the school environment. On top of that, three influential factors pertaining to teacher's retention were namely, student success, subject matter taught, and the art of teaching. When asked which factors contributed most to teachers leaving the profession, teachers reported: lack of administrative support, teacher workload, and student discipline (Thibodeaux, Labat, Lee, & Labat, 2015). Evidently, all the stated reasons are crucial for teachers to not only survive in the teaching profession but also enjoy their teaching vocation.

Furthermore, Reynolds and Wang (2005) suggested that the notion of retention is not affected by reasons such as leaving to care for a family member or for monetary gain in a different career. Instead, these researchers discovered the close relationship between teacher retention and teacher preparation program (Reynolds & Wang, 2005). To note, these findings signify that retention factors do not exclusively involve the teachers themselves but the school administrations and students.

Moreover, Pedota (2015) espoused that students are instrumental figures in determining teachers' future in the profession. In fact, students who possess enhanced self-image and academic performance will eventually elevate teachers' self-efficacy, thus increasing the possibility of teachers remaining in the teaching profession (Pedota, 2015). Concerning this matter, effective communication between teacher and students will ultimately produce a positive impact on learning teacher's self-efficacy.

Another factor which increases teacher retention at school is the performance of students regarding content knowledge. By analyzing student data, teachers are able to better understand their students and provide intrinsic support to encourage students, simultaneously enhancing their efficacy level. Along these lines, self-system (Bandura, 2001 as cited in Pedota, 2015) encapsulates the basics of self-efficacy which include the ability of individuals in controlling thoughts, feelings, actions, and experiences (success and failures). As prior experience and student's reaction towards the lesson might influence teachers' next course of action and their level of motivation, students' self-efficacy deserves to be emphasised.

For instance, a comparative study on retention rates between the Teach for America (TFA) program and the alternative certification program in Baltimore conducted by Mac Iver and Vaughn (2007) reported that teachers from the alternative certification program exhibited a stronger tendency to remain in the system whereas teachers from TFA opted out from the teaching profession at the end of their three-year service. Based on this study, it is evident that the urban district is responsible in working closely with colleges and university to provide the type of professional

development needed by alternative certification teachers and encourage effort, collaboration, and quality to increase teacher retention.

Specifically, more teachers remained four to five years in the alternative certification program as compared to the traditional certified teachers (Mac Iver & Vaughn, 2007). However, teachers in the alternative certification program were discovered to leave after obtaining their master's degree and certification. From this implication, it can be deduced that schools do not fulfill motivation factors which result in teacher's retention in the profession. Inevitably, TVET teachers in alternative certification programs are indispensable for the educational system as they are specialised and possess content knowledge in Science, Mathematics, and Spanish (Mac Iver & Vaughn, 2007).

Besides, Mac Iver and Vaughn (2007) also reported that conducive working conditions and competitive salary rate are influential factors, which motivate teachers to remain in the profession. According to their research, 70 percent of teachers were discovered to be satisfied with the professional advancement opportunities. In addition, rewards such as bonuses and incentive payments can be awarded to teachers whose students show improvement in performance and proficiency testing. Also, teacher relocation should be taken into consideration and given prioritization when deciding teacher placement. Equally important, teacher's self-efficacy can be further boosted by taking into account the teacher's subject preference and specialization. Essentially, these factors are pivotal in ensure the retention of teachers in the teaching profession (Kearney, 2008).

Undoubtedly, there are other extrinsic and intrinsic factors which influence teachers' decision making regarding the notion of remaining in the profession. Clearly, as stated by Coleman (2017), the four contributing factors of teacher retention are school culture, teacher evaluation of accountability measures, academic learning outcomes, and instructional feedback.

Besides the worrisome attrition rate among teachers nationwide, it is interesting to note the study published by De Stercke, Goyette, and Robertson (2015). In particular, this group of researchers proposed that happiness in teaching profession as far as teacher retention is concerned must blend with three major themes, namely educational advising/orientation, mindfulness, and emotional intelligence to cater to the needs of physiological and societal well-being of teachers.

B. The Connection between Retention and Motivation-Hygiene Theory

For the purpose of this study, Herzberg Motivation and Hygiene theory was employed to highlight the connection between the theory and retention factors of TVET teachers. In general, motivation is perceived as intrinsic factors such as personal growth, self-actualization, and reward that combine to influence personal decisions of teacher in remaining in the teaching profession. Additionally, the hygiene component is comprised of extrinsic factors that include satisfaction level of salary, retirement plans, and health and insurance benefits provided by the school administration which affect teachers' viewpoint regarding retention in the teaching profession.

In specific, the Motivation-Hygiene theory (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) functioned as the theoretical perspective for this study. Precisely, this theory assesses the factors that determine employee job satisfaction based on outcomes of work completed such as personal growth, career advancement, responsibility, recognition and new positions. Indeed, these outcomes act as motivators to encourage teachers to remain in the teaching profession. Indeed, employers which show appreciation toward these successful outcomes will potentially create a central idea of 'motivators' as defined by Herzberg (1966). For instance, by recognising the teacher's effort in successfully accomplishing a job, the particular teacher would be motivated to remain in the same environment and position.

In contrast, the hygiene component comprises of extrinsic factors that can lead to dissatisfaction. For instance, the hygiene factors include new policies, strict supervision, insufficient benefits and salaries, poor working conditions and discipline issues with students. Normally, when teachers have greater motivators than the hygiene or extrinsic factors,

the expected response would be for teachers to stay. However, when the complete opposite occurs, which is when the hygiene factors are greater than the motivators, the teachers' normal reaction would opt to leave.

C. Purpose and Research Question

The purpose of this study is to uncover the retention factors of teachers in Malaysian TVET system. Specifically, the research question that guided this study are as follows: What factors influence TVET teachers to remain in the teaching profession?

III. METHOD

For the purpose of this study, a qualitative component of the mixed-methods design was adopted. Accordingly, the researchers employed a convergent parallel design where both quantitative and qualitative questions were combined into a single survey instrument. Additionally, "Telegram" (messaging application) was utilised to obtain data regarding the teaching population. From this method, 446 teachers registered Telegram" users from 80 TVET institutions in Malaysia were chosen to participate in the research. Next, the permission to conduct the study was obtained from the Educational Planning and Research Division (EPRD) of the Ministry of Education Malaysia. As part of the standard procedure for researching educational institutions in Malaysia, a set of questionnaires was submitted to the EPRD together with the proposal outlining the purpose of the study.

As this study was closely related to job satisfaction and retention, thus the questions for the open-ended feedback were structured based on a study by Perrachione, Rosser, and Petersen instrument, Johnsrud, and Rosser. Then, a request was sent via email to the instrument's developer to obtain their permission. Next, the instrument was distributed online using an online survey tool called Qualtrics. Specifically, the period for data collection was fixed to occur over a two-month timeframe between November and December 2017. Throughout this period, three reminders were delivered to the instructors requesting them to complete the survey within the stipulated duration.

Notably, about the main qualitative data collection strategy, a similar structure of open-ended question was applied. Subsequently, the recorded responses were meticulously transcribed and keyed into Microsoft Excel software for coding analysis. In order to generate statements which best describe the participants answer to the open-ended questions, the transcribed data was analysed using ATLAS.ti qualitative generating software. Pertaining to the questions, respondents were allowed to skip or omit from answering any question. Additionally, it was estimated that respondents would require approximately 30 minutes to complete the session. Also, respondents were reminded that only their first attempt at answering the questionnaire would be taken into consideration. As a means of control, the IP address of the respondents was used to avoid the respondent from completing more than one questionnaire. Towards the end of the session, a professional Malay to English translator was hired to process the data transcription.

IV. RESEARCH FINDINGS

In order to investigate the extent of job retention among Malaysian TVET teachers, several short close-ended questions were asked during the process of qualitative data collection. All answers were recorded and later analyzed thematically using a CAQDAS namely ATLAS.ti (version 8). Precisely, a total of 76 informants were involved in the process of qualitative data collection. Overall, the thematic analysis managed to extract 72 quotations related to job retention among Malaysian TVET teachers. From the 72 quotations, only one main category and five sub categories were derived.

In this study, the extent of retention in teaching career among Malaysian TVET teachers was determined by interviewing 76 Malaysian TVET teachers with a set of short close-ended questions. A thematic analysis was carried out and a total number of 76 quotations related to the retention in teaching career among Malaysian TVET teachers were extracted. From the 76 quotations, only one main category; (1) vocational teacher's retention of more than ten

years, and five sub categories were derived. Overall, TABLE 1 below illustrates the number of quotations and percentages according to the main category and sub-categories.

TABLE 1. NUMBER OF QUOTATIONS AND PERCENTAGES ACCORDING TO MAIN CATEGORIES AND SUB-CATEGORIES

Main category	Sub-categories	Number of quotations	Percentage (%)
Vocational teacher's retention more than ten years	Deep interest towards teaching profession	49	68.1
	Enthusiasm in further develop students' and own skills	3	4.2
	Enthusiasm in helping students to achieve greatness	10	13.9
	Good job prospect	4	5.6
	Pension scheme	6	8.3
Total		76	100

The thematic analysis revealed that the extent of job retention among Malaysian TVET teachers was due to several factors: (1) deep interest towards teaching profession, (2) enthusiasm in further developing students' and own skills, (3) enthusiasm in helping students to achieve greatness, (4) good job prospect, and (5) pension scheme.

A. *Deep Interest Towards Teaching Profession*

In particular, Malaysian TVET teachers affirmed that their retention towards teaching career was due to their deep interest towards the profession. Through the thematic analysis, a total of 49 quotations (68.1%) related to the aforementioned factor were extracted. For instance, informant 6 stated that his/her retention in teaching career was due to his/her passion in teaching:

“Informant 6: Teaching is my passion.” 6:4 (1:1568 [1:1788])

Similarly, informant 21 and informant 62 asserted that they have developed deep interest towards the field of education and teaching respectively:

“Informant 21: Deep interest in teaching field.” 21:1 (1:141 [1:289])

“Informant 62: Due to my deep interest in teaching career.” 62:6 (1:1576 [1:1827])

B. *Enthusiasm in Further Develop Students' and Own Skills*

On the other hand, the thematic analysis revealed three quotations (4.2%) related to enthusiasm towards further develop students' and own skills were extracted among Malaysian TVET teachers understudy. For instance, informant 47 affirmed that his/her retention in teaching career was due to his/her tenure of 13 years of teaching and was still in the process of further developing his/her skills:

“Informant 47: I have been teaching for 13 years in my field and still in the process of further developing my skills.” 47:6 (1:1617 [1:1912])

Additionally, informant 48 asserted that his/her retention in teaching career was due to his/her passion in giving and sharing his/her skills:

“Informant 48: To provide and share my skills.” 48:7 (1:2110 [1:2346])

Moreover, informant 74 mentioned that he/she needed to contribute more to students (on skills) and the vocational education as a whole:

“Informant 74: There is still a lot of things need to be given/contribute (skills).” 74:3 (1:1461 [1:1707])

C. *Enthusiasm in Helping Students to Achieve Greatness*

Furthermore, based on the thematic analysis, Malaysian TVET teachers agreed that their retention in teaching career was due to their enthusiasm in helping students to achieve greatness. A total number of ten quotations (13.9%) related to the aforementioned factor were extracted. For instance, informant 7 asserted that his/her retention in teaching career was due to his/her enthusiasm in changing his/her students' future, especially those who were not performing well in academic:

“Informant 7: To change the fate of those who are not excel in academic.” 7:1 (1:140 [1:303])

On the same notion, informant 28 related that his/her retention in teaching career was due to his/her enthusiasm in sharing knowledge and skills to his/her students as well as his/her deep interest in skill-based education. Then, he/she further explained that it would be a great honor for him/her to see his/her students achieve greatness in their lives:

“Informant 28: I am keen on sharing the knowledge and skills that I have acquired to my students. I am also honored to see my students becoming good individuals and being success in life.” 28:3 (1:141 [1:505])

Similarly, informant 71 shared that since skill-based education is an alternative for a student to excel in life, he/she is determined to continue his service in the teaching career, especially in the skill-based education:

“Informant 71: Skill-based education is an alternative to achieve success. With skills, students will be able to achieve success in their later lives. Therefore, as a TVET educator, I am responsible for their success and will be in service as long as I could.” 71:1 (1:141 [1:477])

D. *Good Job Prospect*

The Malaysian TVET teachers agreed that their retention in teaching career was also due to the good job prospect. Through thematic analysis, four quotations (5.6%) related to the aforementioned factor were extracted. For instance, informant 14 affirmed that his/her retention in teaching career was due to noble nature of the profession:

“Informant 14: Since it is a noble job.” 14:4 (1:1384 [1:1607])

On the other hand, informant 34 asserted that his/her retention in the teaching career was due to the ability of such a profession to provide stability for his/her family:

“Informant 34: For my stability and family.” 34:5 (1:1686 [1:1920])

On the same notion, informant 53 asserted that his/her retention in teaching career was due to the unstable job market and the ability of such profession to provide comfort and stability to his/her family despite the overwhelming work stress that he/she has to undergo:

“Informant 53: Currently it is hard to find jobs. I am grateful that I got this job and able to support my family even though I am constantly facing a great deal of work stress.” 53:9 (1:1831 [1:2212])

E. Pension Scheme

Lastly, the Malaysian TVET teachers stated that the pension scheme was also one of the factors that lead to their retention in the teaching career. A total number of six quotations (8.3%) related to the aforementioned factor were extracted. For instance, informant 4 shared that his/her retention in the teaching career is due to the pension scheme:

“Informant 4: I chose the pension scheme.” 4:5 (1:1465 [1:1682])

Likewise, informant 29 mentioned that since his/her tenure will be ended in two years’ time, and most of his/her retired friends were living a good life, he/she decided to remain in the teaching career for a little longer:

“Informant 29: I will be retired in 2 years’ time and lots of my friends who retired as teachers live a happy life.” 29:6 (1:1996 [1:2310])

Moreover, informant 68 testified that he/she would opt for pension scheme up to 60 years of service; however, it depends on his/her health condition:

“Informant 68: I will choose to retire at the age of 60, if my health condition permits me.” 68:4 (1:1719 [1:1975])

V. DISCUSSIONS

The discussion of the results begins with enlisted themes derived from the narrative analysis: deep interest towards teaching profession, enthusiasm in further developing students’ and own skills, enthusiasm in helping students to achieve greatness, good job prospect, and pension scheme. Precisely, these themes have provided overarching understanding regarding the influential factors of TVET instructors’ retention in TVET educational institutions. Upon further investigation of the themes, enthusiasm and interest that are categorized under intrinsic values have been identified to determine the self-belief and efficacy of teachers. On the other hand, extrinsic values, which can be derived from physical reasons, for example, monetary and remuneration and job prospect are directly connected to the TVET teachers’ motivation to teach. In order to explore the extent of each theme as stated in the narrative, the researchers have proposed a comparative analysis of prior studies, concerning emerging themes.

Essentially, teacher enthusiasm ensures the continuity in quality of education and enhances the motivation of teachers. In general, enthusiasm is considered the core component of teachers’ motivation to teach. Evidently, the occupational well-being of a teacher has been proven as a predictive measure in connection with teaching enthusiasm (Kunter, Frenzel, Nagy, Baumert, & Pekrun, 2011). Through this enthusiasm factor, TVET teachers get to enjoy students’ achievement in gaining knowledge and developing their teaching skills. In fact, teacher enthusiasm will prosper the positive effects of teaching and learning environment, which then increases the TVET teachers’ likelihood of remaining in the teaching profession.

Principally, TVET teachers are urged and required to deliver exceptional TVET education quality. On the other hand, students who begin to show a degree of interest can be a positive and encouraging testimony for the teachers. Therefore, in order to sustain the quality of TVET education, it is crucial for highest quality teachers to serve in the TVET system. According to this argument, Phelps and Benson (2012) agreed upon the necessity of not only focusing on academic backgrounds of pre-service teachers program, but also further developing strong disposition of teachers. For example, one major emphasis of teacher preparation programs nowadays is maintaining a strong passion for teaching among pre-service teachers.

Also, TVET teachers who stated reasons for their choice to remain in the teaching profession shared that it was due to the desire in establishing a better future for their students. In fact, the factors of students’ accomplishment and success incontrovertibly have shown to provide huge career-satisfaction for career switchers. To note, Pedota (2015) propitiously claimed that student belongingness and the connectivity of a teacher-student relationship increase teachers’ self-confidence and create positive influential reasons for the teacher to remain in the profession. This

meaningful process of a close-knit relationship includes both physical and emotional aspects. Based on the data obtained, it is evident that the level of concern of teachers toward student success affects teacher's self-esteem and the continuity of their interest in teaching.

Despite this fact, it should be noted that the cause for teachers leaving the teaching profession is vague and sometimes unpredictable. Nevertheless, in this study, the findings have remained consistent. For instance, intrinsic factors, namely motivation, enthusiasm, passion, and interests in teaching are essential elements in determining teachers' retention. Basically, teachers who fail to deliver their best were discovered to be suffering from emotional stress and exhaustion, thus resulting in demotivation and self-efficacy conflict. Besides, the lack of support and trust from school administrative officers and colleagues, and apathetic students were also linked to the decline in teacher performance (Skaalvik, & Skaalvik, 2016).

Comprehensively, teacher's intrinsic motivation and emotional commitment are vital in ensuring a teacher's undivided attention toward enhancing students' wellbeing. However, the act of exercising care over a professional lifespan demands considerable intellectual and emotional commitment (Gu & Day, 2013). This justification can be portrayed from the narrative of TVET teachers which commented that students' success does not only reflect their academic level but it also impacts their lives. For instance, students' adroitness has enabled students to be successful in their chosen industries, thus creating better living conditions.

Moreover, extrinsic factors such as remuneration, rewards, and salary are considered motivational factors for teachers. In this context, TVET teachers are interested in the pension scheme which guarantees a steady flow of income after retirement. Undeniably, this factor is a major attraction especially to teachers who have served long in this profession. In particular, Hughes (2012) and Mancuso, Roberts, and, White (2010) shared a similar thought as extrinsic values which are more physical in nature such as salary are the greatest satisfactory factors of teacher in the teaching profession. In fact, this factor determines whether or not the job promises a good prospect not only for the current environment but also for the future.

On top of that, TVET teachers were shown to be greatly dependent on the job prospect of teachers. According to Struyven and Vanthournout (2014), teaching job prospect has become the dominant reason for teacher retention. Due to the instability of the job market, many people have regarded teaching as a promising job as it provides stable income and longevity. With regards to these reasons, many job seekers are seeking entry into the teaching profession. Despite the lucrative perks which the teaching job has to offer, there is no guaranteed placement for pre-service teachers. As a matter of fact, graduates need to compete with other candidates who might have better CGPA results or based on the availability of the subject-matter regardless of the localities of teachers.

VI. CONCLUSION

In conclusion, intrinsic and extrinsic factors are crucial to determine retention factors of TVET teachers. Unmistakably, the retention of TVET teachers in the TVET system will ensure the longevity of providing semi-skilled employers for employment in numerous sectors of manufacturing, services, and commerce. In fact, the role of teachers especially in the TVET system will commensurate the national mission to empower the TVET educational system as an option of securing a job through diploma and bachelor degree program and become a professional employee. Clearly, the rapid advancement in technology has resulted in the preemptory industrial revolution 4.0 (IR 4.0) where most computerized technology and use of software applications will be employed to conduct business and manufacture products. On the other hand, the TVET system should capitalize on the predominant movement of IR 4.0 by empowering the human capital by emphasizing on outstanding education quality. For this reason, TVET teachers are perceived as the best role model for the future generation as they are equipped with positive values and experiences, which TVET student requires. For instance, TVET teachers with industrial experiences are able to heighten the excitement and attraction in learning TVET curriculum. This environment is vital to ensure that the

TVET program does not appear as a second-class program but rather to groom graduates for employment. Concisely, as TVET teachers have prior training and experience in challenging environments and perceived as valuable assets, necessary initiatives must be implemented by the government in order to motivate TVET teachers to remain in the teaching system and develop the future generation.

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