

# The Dynamics of Disposition in the Teaching Profession: Exploring Narrative from Technical and Vocational Education and Training (TVET) Teachers

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**Abstract:** *Teacher has been regarded as one of the most challenging careers in the aspect of employment. It is noteworthy to state that the role of teachers has gone beyond their capacity and capability of fulfilling their traditional role, which refers to teaching. Precisely, it is crucial to note that the range of responsibilities of teachers has extensively outboud the unnecessary tasks including administration and clerical tasks which tend to burden them due to the increased workload. More importantly, this scenario leads to anxiety and depression among teachers. Hence, the present study explored the narrative expressions obtained from the qualitative approach in the form of a survey with the aim of discovering the reasons that inspire the teachers to honour their profession. The population of the current research comprised of Malaysian teachers at the TVET educational institutions. Several short close-ended questions but rigor was asked during the process of qualitative data collection. In addition, all of the answers were recorded and later analysed thematically using a CAQDAS known as ATLAS.ti (version 8). A total of 76 informants participated in the process of gathering the qualitative data. Overall, the thematic analysis managed to extract a total of 52 quotations related to the dispositions among Malaysian TVET teachers. More specifically, the following two main categories: (1) vocational teacher's dispositions towards teaching profession, and (2) vocational teacher's dispositions towards students, were derived from the 52 quotations, including another six subs. The findings revealed that salient indications were the reasons that motivate TVET teachers to not only strive but also enjoy their profession. Overall, this confirmed that the quality of technical based-education was served, while the national visions and missions were promulgated in order to develop more skilled employees in the future.*

**Index terms:** *teacher dispositions, competency, self-beliefs, values, attitudes*

## I. INTRODUCTION

Recently, the satisfaction of teaching job has become important in elementary and secondary schools. The role of teachers astonishingly embark salient point as to retain them in the teaching profession. For this reason, it is important to understand teachers' dispositions to depict their perspectives towards understanding their teaching job satisfaction. The term is often used in generically to describe teachers

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disposition in regards to their profession. The National Council for Accreditation of Teacher Education as cited in [5] defines teacher dispositions as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviours as educators interact with students, families, colleagues, and communities. This overall interpretation of dispositions ensures teachers overall satisfaction towards their profession not only perceiving their profession as paid-job salary but also portraying the acceptance of stakeholders within the community and surrounding environment.

The past decade has seen the rapid growth in understanding why some teachers decided to leave this noble profession. As indicated by previous researchers, teachers' retirements, relocations, and changes of career [5][1] were among the main reasons for teachers leaving the teaching profession. However, it should be noted that the number of researches pertaining specifically to TVET teachers, vocational teachers, and career and technical educators remains insignificant. Also, other reasons for teachers' dropout discovered were, namely politics of schooling, time demands, low salaries, few benefits, little opportunity for advancement, excessive workloads, high-stakes testing, long working hours, disruptive student behavior, poor leadership and administration within schools, perception of teaching as a temporary profession, and frustrations associated with trying to motivate apathetic students [5][2][6][7] were contributed significantly towards teachers attrition.

All the stated reason shows discrepancies and deleterious effects of teachers position in many countries. At time of conducting this research, it is safe to declare that far too little attention has been paid to teachers who teach technical or vocational-based subjects. As stated above, most studies examined traditional teachers who teach elementary and secondary school level. A project completed at the TVET educational colleges explored teachers' dispositions towards their profession. The positive behaviors and attitudes towards their career establish professionalism and also flourish effective teaching and learning instruction. In addition, with the positive actions, beliefs, and characteristics will execute teacher's competency and prosper motivation to be quality teachers. Ultimately,

increase retention and enhance the novelty of teaching career in the eyes of people.

## II. ISSUES PERTAINING TO ENCUMBRANCE MALAYSIAN TVET TEACHERS

Recent evidence from the literature describes the issues pertaining to TVET teachers in Malaysia. In regard to this, it was discovered that the TVET teachers are aware of the disposition factors, namely attitude, values, and beliefs that help them to deliver effective teaching and learning. These factors strengthen the important need of identifying their competencies by not only focusing on the elements of knowledge and skills but also incorporating their abilities and attitude of behaviour factor which are part of the individual domains. Hence, the present study decided to conduct a review in order to provide evidence based on previous literature in identifying the issues related to TVET teachers in Malaysia. In the case of this study, a few articles from the year 2009 to 2018 were searched in the database using the Mendeley software. The keyword “*Malaysia – TVET – Teachers – Competency – Issues and challenges*” were used to guide the researcher into the reviewing process with the purpose of making it specific to the context of TVET teachers in Malaysia.

### A. Lack of ICT knowledge and skills

The knowledge on Information and Communication Technology (ICT) helps TVET teachers to deliver effective teaching and learning as long as they are willing to discover new knowledge in the area of teaching. For instance, TVET teachers from *Majlis Amanah Rakyat* (MARA) institutions are able to enhance their knowledge through the adequate facilities available which provide them with the access to use the internet [26]. Hence, the principals and teachers of TVET institutions should utilize the technological sources to increase their knowledge and further utilize ICT as an effective tool to improve the process of teaching and learning. In regard to this, [15] mentioned that TVET teachers do not have sufficient time to prepare the materials using ICT due to the limited amount of commitment and the lack of skills and knowledge to integrate the study content into ICT materials such as video learning, teleconferencing, and the use of other classroom technology appliances. On a similar note, Alazam, Bakar, Hamzah, and Asmiran (2012) supported the issues by adding that TVET teachers have the limited skills in utilizing ICT, especially those who are from public TVET institutions. Therefore, it is necessary for TVET teachers to be trained on how to fully utilize the ICT in teaching and learning input in order to overcome this issue.

### B. Lack of pedagogical knowledge

Second, TVET teachers from both public and private institutions are lacking the knowledge and practical pedagogy which are crucial to be improved in order to produce competent teachers in the future [25][15] agreed that the Technological Pedagogical Content Knowledge (TPACK) of teachers from public institutions should be further enhanced. In addition, it is crucial to acknowledge that a few institutions including the community colleges have been faced with the same issues due to the poor pedagogical skills, especially in culinary course. In this

case, TVET teachers require guidelines that can assist them to overcome the teaching problem-based learning (Techanamurthy, Alias, & Dewitt, 2015). Knowledge is important to TVET teachers and as suggested by Gudmundsdottir and Shulman, (1987), competent or effective teachers should possess the important knowledge described as follows: (1) general pedagogical knowledge, (2) curriculum knowledge, (3) pedagogical content knowledge, (4) knowledge of learners and their characteristics, (5) knowledge of the educational contexts, and (6) knowledge of educational ends. In summary, it is important for them to ensure that they are always updated with the latest knowledge about pedagogy in order to be updated about the latest development related to their profession.

### C. Lack of proficiency in English

English has been regarded as the universal language around the world; hence, this explains why most of the sources related to TVET come from English sources. For instance, [16] stated that the language issue faced by TVET teachers at polytechnics is in regard to the need of enhancing their ability to teach in the English language. The transformation of the working environment requires the teachers to master the English language in order to conduct the teaching and learning for both local and international students.[26] supported the notion that teachers are in need of new modules that can prepare them to have the ability to write and speak in English. In this case, the teachers use the Malay language to guide students until they are able to understand the content easily. This evidence is supported by [2] who addressed the reason that they are not comfortable in using the English language was due to the lack of confidence, readiness to deliver, lack of grammar and vocabulary. Hence, they require adequate practice before they are able to deliver the teaching and learning in English. In other institutions, [23] mentioned that teachers tend to minimize the use of English compared to the tourism program.

## III. ABSENCE OF TVET TEACHER JOB PROFILES AND COMPETENCY MODELS

The absence of the competency profiles, model, and framework of TVET teachers has made it difficult for members in the profession to develop specific competency profiles and the required competencies in tailoring to individual needs [15] Tools such as the competency model serve as the benchmarks in identifying the current level of competence possessed by the teachers and addressing the professional development of the teachers [12] The competency model describes the knowledge, skills, and abilities of the teachers under specific domain and sub domains that make up the performance measurement tools [12] Therefore, the teacher profiles need to comprise of the latest elements of competencies in order to respond to the current requirements of a specific profession.

#### A. Lack of skills training and work experience

On the final note, it is important to acknowledge that TVET teachers have been having difficulty to conduct the teaching and learning process due to the lack of training. [17] mentioned that the lack of training in the area of welding and cutting metals in vocational schools has caused them to be less skilled. Hence, teachers are required to obtain proper training from the industry that offers welding courses in order to overcome this issue. In addition, [15][26] postulated that issues related to teaching, personal experience, and overworked have led to a limited diversities, particularly in terms of teaching methodology. The general education tends to focus on the traditional way of teaching and learning approach, whereas TVET requires an approach with the real world of work or competency-based education. Therefore, competency development through education has become an important enabler in fulfilling the demand of the industry regarding high skill workers. Meanwhile, the competency-based training is the key that should be implemented; hence, it is necessary for the teachers to undergo training in order to improve their knowledge and skills in the field of teaching or courses.

#### IV. THEORY OF DISPOSITIONS

On another note, teachers must have the dispositions to acquire the knowledge base and skills in order to design and implement effective programs for the students. In other words, it is crucial to ensure that their voices are heard. In this case, teachers must listen to these voices considering that the based preparation programs are contextually designed with the aim of providing the teacher candidates with the dispositions and skills that are required in designing and implementing effective programs. The oppression of teachers must be given adequate attention considering that they are the ones who are responsible in shaping the children and youth for the betterment of the future. Hence, the salient role of teachers must be obliged as they guarantee the future based on a bigger mission and vision of any related educational bodies that provide pre-service teachers.

The current research referred to the grounded theory from Cline and [28] through the theoretical lens of teachers dispositions with the purpose of illuminating the meaning of disposition. Hence, this study deemed it necessary to define and explain Cline and Necochea concept of disposition. The findings of the current research were then analysed based on the four characteristics that fulfil the spirit of dispositions among teachers in order to observe the consistencies of the findings. Ultimately, the meaning and value of the analysis of the present study were considered to the pre-service teachers at the teachers preparation program institutions, educators, and educational ministry levels by drawing the conclusions concerning the right decision in implementing the TVET teachers preparation program and understanding the needs from the perspectives of the stakeholders.

Furthermore, a grounded theory from Cline and [28] was employed in the present study as a guide for the four characteristics of teachers dispositions. The five themes on teacher dispositions that emerged from the data are as follows: (1) open-mindedness and flexibility, (2) passion for borderland education, (3) ongoing professional development, (4) culturally sensitive, and (5) pluralistic

language orientation. More importantly, the five characteristics are interrelated, overlapping, and interdependent in producing a profile of teachers who are likely to be effective in borderland schools. On another note, it should be understood that these themes do not stand alone but a part of a systemic whole needed by the teachers in achieving a significant influence on schools and schooling process. Overall, the five characteristics were bound to guide the present study as the TVET teachers are suitable to be regarded as non-traditional teachers who come from different teachers training program.

#### A. Purpose and Research Question

The purpose of this study is to explore TVET teachers' dispositions factors in the Malaysian TVET school system. Specifically, the research question that guided this study are as follows: What factors as to determine TVET teachers' dispositions to prosper enjoyment in the TVET school system?

#### V. METHODS

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 utilized 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 analyzed using Atlas's 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.

## VI. FINDINGS

In order to investigate the dispositions among Malaysian TVET teachers, several short close-ended questions were asked during the process of qualitative data collection. All answers were recorded and later analysed thematically using a CAQDAS namely ATLAS.ti (version 8). A total number of 76 informants were involved in the process of gathering the qualitative data. Overall, the thematic analysis managed to extract a total number of 52 quotations related to the dispositions among Malaysian TVET teachers. From the 52 quotations, only two main categories; (1) vocational teacher's dispositions towards teaching profession, (2) vocational teacher's dispositions towards students, and six sub categories were derived.

### A. TVET teacher's dispositions towards teaching profession

The thematic analysis revealed that the dispositions of Malaysian TVET teachers towards teaching profession was due to several aspects; (1) deep interest towards teaching profession, (2) teaching profession is a form of *'ibādah*, and (3) loving the teaching profession.

#### B. Deep interest towards teaching profession

The Malaysian TVET teachers affirmed that their disposition towards teaching was due to their deep interest in the profession. Through the thematic analysis, a total number of 26 quotations (50.0%) related to the aforementioned value were extracted. For instance, informant 6 states that his/her dispositions towards teaching is due to his/her passion in teaching:

"Informant 6: Teaching is my passion." 6:3 (1:1287 [1:1565])

Similarly, informant 28 and 74 and assert that their disposition towards teaching is due to their interest in teaching profession:

"Informant 28: Career as a teacher has always been my interest." 28:7 (1:1661 [1:1964])

"Informant 74: I like the teaching profession." 74:2 (1:1163 [1:1458])

### C. Teaching profession is a form of *'ibādah*

The thematic analysis revealed that a total number of three quotations (5.8%) related to teaching profession is a form of *'ibādah* were extracted among Malaysian TVET teachers in

regards to their dispositions towards teaching. For instance, informant 29 affirmed that his/her dispositions towards teaching is due to his/her belief that teachers will be rewarded by God:

"Informant 29: Teacher is light and jewel. Therefore teachers will be rewarded by God (since teaching is regarded as an *'ibādah*)."29:5 (1:1623 [1:1933])

Similarly, informant 32 explains that his/her dispositions towards teaching is due to his/her belief that teaching profession is indeed noble and therefore will be rewarded by God to those who chose such profession as their career:

"Informant 32: Being a teacher is noble and therefore will be rewarded wholesomely by God (since teaching is regarded as an *'ibādah*)."32:4 (1:1400 [1:1738])

Moreover, informant 49 asserts that his/her dispositions towards teaching is due to his/her interest in this profession and believe that teaching is indeed an *'ibādah*:

"Informant 49: I like the profession. Moreover, it is an *'ibādah*."49:5 (1:1247 [1:1564])

### D. Loving the teaching profession

Moreover, the Malaysian TVET teachers agreed that their dispositions towards teaching was also due to their love to the profession. Through the thematic analysis, a total number of six quotations (11.5%) related to the aforementioned value were extracted. For instance, informant 22 asserts that his/her dispositions towards teaching is due to her love towards the profession:

"Informant 22: I love my profession."22:7 (1:1205 [1:1482])

On the other hand, informant 30 asserts that his /her disposition towards teaching is due to his/her love and customariness with the profession:

"Informant 30: I love and accustomed to teaching."30:6 (1:1221 [1:1499])

Moreover, informant 66 mentioned that he/she still love the teaching career:

"Informant 66: I still love my career as a teacher."66:3 (1:1378 [1:1681])

### E. TVET teacher's dispositions towards students

The thematic analysis revealed that the dispositions of Malaysian TVET teachers towards students was due to several factors; (1) enthusiasm in helping students to achieve greatness, (2) responsible in nurturing students'

*akhlaq*, and (3) satisfaction in educating students.

#### F. Enthusiasm in helping students to achieve greatness

The thematic analysis revealed that a total number of four quotations (7.7%) related to the enthusiasm in helping students to achieve greatness were extracted among Malaysian TVET teachers understudy in regards to their dispositions towards students. For instance, informant 30 asserts that his/her dispositions towards students is due to his/her commitment in educating the nation's younger generations:

“Informant 30: I am accustomed to teaching and committed to help the younger generations.”30:7 (1:1221 [1:1530])

On the same notion, informant 68 mentioned that his/her dispositions towards students is due to his/her commitment in helping students to success in their lives:

“Informant 68: I am committed in helping students to achieve success and in the process I am helping myself to be successful in my field...”68:3 (1:1356 [1:1718])

Moreover, informant 69 asserts that his dispositions towards students is due to his/her interest in teaching and commitment in helping the nations' younger generations to achieve success in their lives:

Informant 69: I am interested in teaching and ever willing to help the younger generations in achieving success.”69:9 (1:1615 [1:1920])

#### G. Responsible in nurturing students' *akhlaq*

Moreover, based on the thematic analysis, Malaysian TVET teachers assert that their dispositions towards students was due to their responsibility in nurturing students' *akhlaq*. A total number of three quotations (5.8%) related to the aforementioned commitment were extracted. For instance, informant 24 asserts that his/her dispositions towards students is due to his/her passion in teaching and commitment in making sure his/her students portray good *akhlaq* by being good citizens:

“Informant 24: Teaching is my passion. We are educating students to be good citizens to the nation, for instance: when we observe the selfishness of our citizens on the road, it reflects the failure of our educational institution.”24:5 (1:1352 [1:1868])

Similarly, informant 35 asserts that his/her dispositions towards students is due to his/her love towards the teaching profession and his commitment in nurturing students' *akhlaq*:

“Informant 35: I love my career. There is a lot of shortcomings surrounding the educational system. Therefore I am intended to be one of the teachers who nurture students' *akhlaq*. I am realizing it through education.”35:4 (1:1529 [1:2047])

On the same notion, informant 36 mentioned that his/her dispositions towards students is due to his commitment in development their personalities (*akhlaq*):

“Informant 36: I like the teaching profession. Seeing the successes that my students have achieved somewhat portray my success in teaching them and nurturing their personalities (*akhlaq*). Indeed, some of them were behavingbadly to begin with.”36:6 (1:1344 [1:1846])

#### H. Satisfaction in educating students.

Lastly, the Malaysian TVET teachers assert that their satisfaction in educating students was also one of the values, in regards to their dispositions towards students. A total number of 10 quotations (9.2%) related to the aforementioned value were extracted. For instance,

informant 25 asserts that his/her dispositions towards students is due to his/her satisfaction in teaching his/her students:

“Informant 25: Satisfaction in teaching my students.”25:4 (1:1119 [1:1397])

Similarly, informant 38 affirmed that his/her dispositions towards students is due to his/her satisfaction in teaching profession:

“Informant 38: Teaching is a satisfaction to me.”38:5 (1:1317 [1:1618])

Moreover, informant 38 asserts that his/her dispositions towards teaching is also due to his/her satisfaction in teaching, especially when his/her students understand during class. To him/her, it is a feeling like no other:

“Informant 38: Teaching is a satisfaction to me, especially when my students understand during class. It is a feeling like no other.”38:6 (1:1317 [1:1704])

#### I. Summary of findings

The dispositions among Malaysian TVET teachers, several short close-ended questions were asked during the process of qualitative data collection. A total number of 76 informants were involved in the process of gathering the qualitative data. Overall, the thematic analysis managed to

extract a total number of 52 quotations related to the dispositions among Malaysian TVET teachers. From the 52 quotations, only two main categories; (1) vocational teacher's dispositions towards teaching profession, (2) vocational teacher's dispositions towards students, and six sub categories were derived. Specifically, under the category of vocational teacher's dispositions towards teaching profession, there sub-categories were derived, which are; (1) deep interest towards teaching profession, (2) teaching profession is a form of *'ibādah*, and (3) loving the teaching profession. While under the category of vocational teacher's dispositions towards students, three sub-categories were derived, which are; (1) enthusiasm in helping students to achieve greatness, (2) responsible in nurturing students' *akhlaq*, and (3) satisfaction in educating students. Table below illustrates the number of quotations and percentages according to main categories 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 (%)
TVET teacher's dispositions towards teaching profession	Deep interest towards teaching profession	26	50
	Teaching profession is a form of <i>'ibādah</i>	3	5.8
	Loving the teaching profession	6	11.5
TVET teacher's dispositions towards students	Enthusiasm in helping students to achieve greatness	4	7.7
	Responsible in nurturing students' <i>akhlaq</i>	3	5.8
	Satisfaction in educating students	10	19.2
<b>Total</b>		<b>52</b>	<b>100</b>

## VII. DISCUSSIONS

The finding of the study proposed several factors to portray TVET teachers dispositions. Noting the salient reasons to understand the teaching traits that include values, self-beliefs, and attitudes as to train TVET teachers to become competent teachers. This study reflected upon narrative

feedback of the teachers and triangulate with previous studies related to teachers dispositions.

The discussion undertakings various factors that includes intrinsic, which is more related to inner values such as motivation, job satisfaction, and efficacy-beliefs, and extrinsic values such as salary, school climates, and teaching facilities. Our conclusion leads to innate understanding the dispositions factors somehow quite similar with a grounded theory depicted by Cline and [28] Those intrinsic and extrinsic factors towards disposition are discussed in the remaining section.

Being a teacher is not easy. Dealing with numerous tasks and sometimes need to work twenty-four-seven during the school day that includes tedious uploading scoring grade for student in the system, dealing with students disciplinary issues, and teachers who have second job, for example those work as warden ins one school that provide hostel facility for students; these entire tasks required commitment and passion to deal with. [18] stated that there was no way for teachers to be effective teachers unless they have strong belief and understand their nature of job entirely. According to some narrative self-evident, commonsensical of some teachers, he added that most intensely situation of becoming a teacher is when teacher fail to understand the entire commitment of teachers. Simply said, being a teacher is not only teaching whatever come in books to the students, as a form of knowledge but also shared-experience that comes with interests and commitment to ensure the students perceive more than just a learning environment in classroom settings.

The passion of teaching profession accumulates the overall motivational factors to remain in service. Some teachers are not born and inherit the talents to become a teacher. To be an effective teacher requires experience and training, and this will take years. Teachers may come to the teaching profession because they have educational program related to teacher training program, but becoming competent teacher needs more than that. The concern would be how to flourish the environment can excite student and increase participation. Without such experience and talent, the teaching environment becomes dull and stagnant. [24] agreed upon the teacher proactive action towards engaging student in the classroom must integrate positive ambience and joy of teaching. The persona that the teacher have in the during the teaching and learning environment, might impose students interest in learning certain subjects. On top of that, it is vital to impose the disposition of teaching profession to novice teacher in order to make them comfortable with the school system and definitely, teaching career must undergone certain period of adjustment and experience on becoming competent teacher.

TVET teachers espoused important notion on their role and enthusiastic spirit to develop holistic students that accumulates not only knowledge mastery but also the element of morale and attitudes. It is pivotal for TVET

teachers that the student succeed in their program and get employed due to nature of the program which is more on preparing future semi-skilled employees. By employing both moral and knowledge factors, TVET teachers are responsible to ensure that students passionate with the program. Beaten, Kyndt, Struyven, and [8]

distinguished the role of teachers is more on involving and orienting student towards correcting their conception about learning.

On another note, the responsibility of the TVET teachers has been called the most challenging job in the school system. TVET teachers have to deal with students who enrol in the program with low academic performance prior to their lower secondary schools and enter the TVET school system without their desire, most of them enrol for the sake of finishing their secondary school level. For this matter, TVET teachers are struggling to cope with the needs to handle such situations that involve students disciplinary issues, lower academic performances, and truancy. Therefore, to hinder the feelings of anxiety and depression among TVET teachers, administration support, positive relations with colleagues and parents, self-belonging to the school system are important to motivate these teachers [9] In accordance to this aspects, it is predicted teachers feelings of enjoyment in the school system with less pressure on the emotional exhaustion factors will likely contributed to the overall teachers job satisfaction at school.

One of the astonishing findings from study depicts the several concepts of religious understandings of novelties of teaching. TVET teachers perpetrated the concept of *'ibādah* (worship) when regards to teaching service. It is interesting to note that teachers describes teaching job as way to earn deeds and part of their way of worshipping God. The findings is consistent with Sueb, [14] that teaching profession devise in way of closing to religious beliefs. They espoused the character of effective teachers correlate to faith and responsibility that become a stronghold of individual who shape themselves as effective teacher. On another note, they claimed the bold, compassionate and dynamic of teacher give consummate of overall teachers dispositions. The depictions came to a conclusion as that teacher profession has close relationship with their practice to their religious beliefs.

TVET teachers have committed not only ensuring the students successful in academic pipeline but also broaden to nurturing the *akhlaq* of the students. [2] came upon the solid definition of *akhlaq* as “a state of the soul which causes it to perform its action without thought or deliberation”, simply dedicate towards inner self values and ethics. It is understood that the development of ethics cover in a broader sense of positive human values. Without the positive attitudes, values, and ethics towards anything the students will do in the future, in this sense, entering employment, become the barrier to cultivate employees who practice integrity and discipline.

The entire school experience is positively related to adaptive factors of new and novice teachers to the schools system. TVET teachers who come from diverse background need to adjust themselves with the school system.

As dealing with students is entirely difference from dealing with industrial clients, many of them are unclear the way on pedagogical approaches with students. [15] highlighted the important for teachers especially the pre-service teachers to flourish their teaching experience either enrich the positive side of teaching and learning environment or a situation that could disparage them and learn how to solve problems related to the class and school organizations. The disparation of teacher who have spent a longer time at school as compared to teachers who just enter the teaching profession is depending upon their experience at school. This factor leads to teachers intended to remain in the teaching profession due to teaching experience they had and know to handle such derogatory situations.

## VIII. CONCLUSION

Understanding teachers' dispositions plays significant role in ensuring the continuous effort in training quality and competent teacher is served. Noting the importance to notify this issue as teachers have been bombarded with numerous issues especially related to overburden workloads and dissatisfaction with the educational system, this research offers relatively tantamount perception of teachers about their chosen occupation. Interesting to note that, the population of the study involve TVET teachers who describe as unique teacher where they have undergone different type of training during their teacher preparation program. Some of them who come to the teaching profession possess some backgrounds of industrial experiences. They innate various workforce skills perceive from years of working experience. The work skills might include the practical use of machineries and technology and not limited to skills to work as such team work skills, problem solving skills, and negotiation skills. All the stated skills accumulatively possess the great and uniqueness of TVET teachers. Therefore, it is deemed by the educational stakeholders to compliment and understand the needs of this group of teachers. Portraying the voice of values, attitudes, and efficacy of TVET teachers prosper their enjoyment in the teaching service: consequently, are fairly been treated of overall school system. TVET teachers espoused important notion and interesting findings as the trend on TVET related program has been announced by the educational ministry to place as the chosen course among school students that will significantly boost the skilled grassroots and prepare them for the future employment. The vision of the nation convincing the educational stakeholders to place TVET as the primary program that will cater the loopholes of unemployment issues, however, at the same time, perceiving the role of TVET teachers as salient role to realistically make it happen.

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