

Examination of Expert Validation on Developing a Factors Influencing Career Choice Malaysian Vocational College Teachers' Model

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Abstract: Teaching profession is often seen as a non-rewarding career due to high burden duties that the teachers have to endure. Consequently, many teachers lose interest in teaching, which resulted in a lack of job satisfaction. However, this profession has been chosen due to intrinsic, extrinsic and altruistic motivation. In view of this, there are some factors that are not explored in depth in a teaching career at Vocational Colleges. Therefore, this paper intends to develop an instrument on the factors influencing career choice model among Malaysian Vocational College teachers. Using the five experts' consensus through the online questionnaires, Fleiss Kappa (K) is then used to evaluate the level of agreement between the raters. The development of the constructs are based on 114 literature review articles. There are six major key factors found: family influence, socio-cultural influence, individual, situational and spiritual. There are 130 items developed and the overall finding K value is 0.55. Nevertheless, the K value within six major key factors is 0.4 to 0.86. The expert panels agree that this questionnaire might be acceptable with some improvement based on their additional comments in the online form. Based on this validation process, this questionnaire can be used in selecting quality of Malaysian Vocational College teachers or TVET instructors. For the next step, this questionnaire will be conducted on 52 excellent teachers at Malaysian Vocational Colleges to understand in depth the key factors that significantly influence the decision of an individual to enter the vocational teaching profession in Malaysian Vocational Colleges. In future, the findings on this research will expose rich sources on the field of teaching and will be helpful to identify some high-quality TVET teachers in Malaysian Vocational College.

Keywords: vocational teachers; career choice; Malaysian Vocational College; validation

I. INTRODUCTION

Education plays an important role for a country to grow economically or socially. Education provides knowledge based on economics emphasized fields, such as mathematics

and science, information and communication technologies, basic knowledge, skills in literacy and the development of interpersonal skills. These skills and knowledge will equip learners to fulfill the needs of future professionals, decision-makers and trainers (Tomšík, 2016; Tomšík & Gatial, 2018).

In Malaysia, teaching career is considered as a mid-level profession under the other professional professions such as doctors, engineers, lawyers, and others (Azman, 2013). Nonetheless, teaching profession is still being chosen as one's career due to his or her intrinsic, extrinsic and altruistic motives, despite the challenges and underpaid wages. (Azman, 2013; Mogra, 2013; Wyatt-smith, 2017). Nevertheless, some teachers, which includes vocational teachers, have opted for early resignation within three to five years of service as teachers (Esmali Bari, 2017; Ling, 2007).

Teaching profession is often seen as a non-rewarding career due to high burden duties that the teachers have to endure. Consequently, many teachers lose interest in teaching, which resulted to lack of job satisfaction (Butt, Mackenzie, & Manning, 2010). Therefore, this study aims to validate a research instrument in determining factors influencing career choice Malaysian Vocational College teachers.

II. FACTORS INFLUENCING VOCATIONAL COLLEGE TEACHERS CAREER CHOICE

This section reports on the factors influencing teachers in choosing teaching career, and in choosing vocational field as their teaching path. Based on 114 literature findings, six major key factors that influence vocational college teachers' career choice can be identified: family influence, socio-cultural influence, individual, situational and spiritual factors.

The finding from systematic review shown as in figure one below:

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Fig1. Overview of the factors influencing vocational college teachers career choice

Based on the TVET teacher's career choice model, Evans (1997) argues that there are six factors that influence teachers' decision in determining their career paths. One of the elements from this model suggests that there is an emotional element that involves teachers' fears. This element means about the teachers become fear to develop themselves in teaching career especially in administration job, teamwork and resource person (Evans, 1997; O'Neil & et al, 1980).

This emotional element from Evans (1997) has removed because the analysed from 114 research articles from 2008 till 2018 using metadata analysis not shown any construct related. Overall, this research is focusing on the usage of career choice theory in TVET among teachers or vocational instructors.

III. METHODOLOGY/MATERIALS

There are five expert panels who were selected and four of them are working as lecturers at Higher Education Institution, and one participant works as a Principal in a Vocational College. All participants answered an online survey through JotForm.com. This website is chosen to conduct the survey because of its good review and user-friendliness. The website's link for expert panels' validation process is <https://form.jotform.me/81068578212459>.

Here are examples of diagrams that are included in the website:

Fig 2. The online questionnaire for expert panels

According to Mukhtar & Ahmad (2013), after the instrument validation, the survey design must be returned to the expert panels to be re-evaluated. The expert panels will give some feedback for improvement on the survey design. This second evaluation is based on convergent validity and discriminant validity (Meirte et al., 2017; Zinbarg et



al., 2018). The likert scales was applied for the validation process.

Table1. Expert Validation Likert Scale

1	2	3	4	5
Very Disagree	← → Very Agree			

This research does not use center decision scale format answer in showing the level of agreement, such as "not sure" or "neutral". This is important to avoid the refusal of the expert panels in choosing the level of consensus (Nadler, Weston, & Voyles, 2015; Widhiarso, 2012). Besides, the panels probably would choose "not sure" or "neutral" as an answer if they have lack of understanding on the questionnaire; thus affecting the result of the study (Nadler et al., 2015). Therefore, scale without center answer is better than the normal survey format answer scale (DeCastellarnau, 2018; Widhiarso, 2012).

All levels of agreement will be elevated by using the Fleiss Kappa (Cohen, 1977, 1988). Fleiss Kappa was chosen as it can be applied to more than 2 respondents (Powers, 2012).

Table2. Fleiss Kappa Agreement Scale (Landis & Koch, 1977)

Interpretation	Fleiss Kappa Value (K)
Poor agreement	Under 0
Slight agreement	0.01 – 0.20
Fair agreement	0.21 – 0.40
Moderate agreement	0.41 – 0.60
Substantial agreement	0.61 – 0.80
Almost perfect agreement	0.81 – 1.00

After expert panels validate the content of the instrument, the researcher will discuss with the supervisors to ensure the validity of the survey design before moving to the next research phase. The grammar and sentence structures of the questionnaires will also be proofread to ensure respondents' understanding when they attempt the questionnaires (Rosnah, Noor Hassim, & Shafizah, 2013).

IV. RESULTS AND FINDINGS

The findings show that K value is 0.55 and it is interpreted as moderate agreement. According to Howitt & Cramer, (2011), 0.7 is considered as a high category. However, this moderate agreement result might be acceptable and can be proceeded to the next research phase (McHugh, 2012).

Table3. Interpretation of Factors Influencing Vocational College Teachers' Career Choice on the panel of experts' reviews

Factors Influencing Vocational College Teachers Career Choice	Fleiss Kappa Value (K)	Interpretation
Family Influences	0.61	Substantial agreement
Socio-Cultural Factors	0.4	Fair agreement
Individual Factors	0.47	Moderate agreement

Socioeconomic Status Factors	0.65	Substantial agreement
Situational Factors	0.61	Substantial agreement
Spiritual Factors	0.86	Almost perfect agreement

Based on table3, spiritual factors is the highest K score value with 0.86 point interpretation as almost perfect agreement. The second highest score is socioeconomic status factors with K score value, which is 0.65. Furthermore, family influences and situational factors share the same K score value, which is 0.61. However, this interpretation allows for very little agreement among raters to be described as "substantial". The lowest agreement among the panel of experts are individual factors and socio-cultural factors. The K score value for individual factors is 0.47 and 0.4 score value for socio-cultural factors. However, accepting 0.40 to 0.60 as "moderate", which can be implied as the lowest value (0.40), is adequate agreement.

Hence, every item can be filtered due refer to the K value results. However, the instrument's content including grammar and sentence structures should be discussed among supervisors and panel of experts. This research has made corrections on 65 questionnaires from 130 questionnaires based on the panel of expert reviews. Finally, the panel of expert reviews and discussed among supervisors formulate 133 questionnaires as a next stage to explore Malaysian Vocational College teachers' career choice.

V. CONCLUSIONS

The purpose of this study is to explore Malaysian Vocational College teachers' career choice. The goals of this research are to discover factors that lead Malaysian Vocational College teachers to pursue teaching and to identify the sub-factors in preparing them to be vocational teachers. This goal is accomplished through 5 panels of experts. Therefore, this questionnaire is suggested for future research to understand in depth the key factors that significantly influence the decision of an individual to enter the vocational teaching profession in Malaysian Vocational College. Further validation using Rasch analysis, a sophisticated approach to questionnaire development using modern psychometric methods, are necessary to validate date using a confirmatory process.

In addition, this model can make an important contribution towards the career development theory, research methodology and TVET teachers training institutions. Moreover, this model will provide rich sources of exposure to the field of teaching to parents, vocational teachers, and guidance counsellors to promote vocational teacher education programs to their children or student if they identify the interest towards vocational teaching in the student. As for the impact for the community, this model will determine some high-quality vocational teachers in Malaysian vocational colleges or other TVET providers to choose teacher on vocational education.



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