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VOCATIONAL COLLEGE TEACHERS IN MALAYSIA: CONFIRMATORY
FACTOR ANALYSIS FOR JOB ATTITUDE

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ABSTRACT

This study aimed to validate elements of job attitudes that influence organizational commitment among vocational college teachers in Malaysia. Job attitude is often seen as something that makes a teacher successful or unsuccessful in carrying out his or her job at school. Negative job attitudes reflect that a teacher's commitment to the school organization is not as expected. Previous studies have found that cognitive, affective and behavioral elements are strongly associated with job attitudes. Therefore, this quantitative study was conducted to confirm the elements related to job attitude among vocational college teachers. The questionnaire was administered to 264 vocational college teachers in Malaysia randomly. The data obtained were then analyzed using Structural Equation Modelling (SEM) using AMOS 21 software. Confirmatory Factor Analysis was performed to obtain factor loading for each element obtained namely cognitive, affective and behavior. The analysis results show that the factors reflect the appropriate fit and meet all the criteria for validation.

INTRODUCTION

Technical teachers are qualified teachers and teach in technical fields focusing on the areas of Hospitality, Commerce, Agriculture, Civil Engineering, Electrical and Electronics Information Technology,

Mechanical Engineering and others (BPTV, 2012). The 21st Century in this era of globalization faces many challenges that vocational teachers face and immediately overcome through the gratification of the transformation. Even the rationale for incorporating philosophy into college training programs is to prepare quality teachers for the 21st century (Spooner-Lane, Curtis and Mergler, 2010). With this revealed transformation, the job attitude of teachers needs to change and improve to ensure the continuity of vocational education. This job attitude also contributes to the increasing commitment of teachers to the organization.

BACKGROUND RESEARCH

Vocational education in the country has undergone various reforms in determining the development of the individual potential of students in line with the National Philosophy of Education since independence 60 years ago. Developing a country through the vocational and technical course is essential if you want to become an industrial country. Changes in curriculum structure, co-curriculars resulting from transformations in education where the role and responsibilities of teachers are greater, more challenging and complex and augmented by the expectations of the community towards teachers are so high, those teachers need to show a positive job attitude in order for each proposed transformation will succeed (Syed Sofian&Rohany Nasir, 2010). All of these developments require technical and vocational teachers to evaluate and improve their job attitude in delivering a strong commitment to the organization. Cognitive, affective, and behavioral elements are often challenged by teachers in vocational colleges for greater achievement. Therefore, this study was conducted to meet the objectives and research questions as follows:

- a. Research objective
 - i. Validate factor compatibility for job attitude among teachers in vocational colleges.

- b. Research questions
 - i. Can the factors for job attitude among teachers in vocational colleges be determined by their consistency?

LITERATURE REVIEW

Attitude is something that is not explicitly a driving force for a response or reaction that is considered to be socially significant in the individual's society, and act according to their own choice (Ilhaamie and Suryati, 2008). Jeffery (2018) states that a teacher who has a problem with job attitudes

will negatively impact school organization. He also explained that job attitude can influence work performance. Whereas Yanti (2012) stated that job attitude will motivate a teacher to work better. Early (2011) concluded that job attitudes are significantly and positively related to work productivity. Job attitude also seeks to determine whether a teacher is competent in the assignment or otherwise (Agus, 2014).

In addition, job attitude also gives a strong motivation for the person to continue his work (Agung, 2013). Meanwhile, Timothy and John (2012) state that job attitudes that encompass all aspects such as cognitive, behavioral and affective factors contribute to job satisfaction. Deidra et al. (2015) conclude that job attitude provides an opportunity for an individual to explain his or her role in an organization. They also point out that a positive job attitude demonstrates a person's ability to take responsibility in an organization. While Zeena and Suresh (2018) explain job attitude is a contributing factor to job satisfaction and organizational commitment. Shafazawana et al. (2016) in their study found that there is a significant positive effect of job attitude on job satisfaction and organizational commitment.

RESEARCH METHODOLOGY

This study uses the full quantitative method in data collection. According to Saul (2019), quantitative methods are approaches to quantitative data and involve numerical measurement. Researchers distribute questionnaires to 264 vocational college teachers. The questionnaire set was analyzed using the Structural Equation Modeling (SEM) approach. The items for the set of questionnaires are as per Table 1.

Table 1: Questionnaires Items

Cognitive	<p>The transformation of technical and vocational education systems has helped me improve my work.</p> <p>The transformation of technical and vocational education in my workplace can help me greatly.</p> <p>I care about what college students think about making technical and vocational education transformations in my workplace.</p> <p>The transformation of technical and vocational education in my workplace has been very rewarding.</p> <p>Technical and vocational education transformation will stimulate my thinking better</p> <p>Transformation at work has helped me to improve the situation.</p>
Affective	<p>Transformation at work makes work easier.</p> <p>Transformation at work has helped me do more meaningful work</p> <p>I practiced honesty to make changes in college.</p> <p>I practiced integrity in making changes in college.</p> <p>I support changes made in the workplace.</p> <p>I love the change in the workplace.</p> <p>I'm professional in responding to changes in college.</p> <p>I'm happy with the changes at work.</p>
Behavior	<p>I gave you some new ideas in college</p> <p>I communicate clearly with my co-workers.</p> <p>I support new ideas that college students propose.</p> <p>I made changes in college for the sake of the organization.</p> <p>I propose a new approach to curriculum management.</p> <p>I indicate the expected expectation of the change.</p>

The use of AMOS applications to adapt this SEM method is very appropriate as the analysis performed will provide more accurate results (Barbara, 2010). The tests used to determine the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is loading factor value that should be between ≥ 0.50 and ≤ 1.00 , and positive. The other criteria proposed for this fit are divided into 3 fitness validity namely, fitness index, Convergent Validity and Construct Validity. For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative/Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990).

FINDINGS

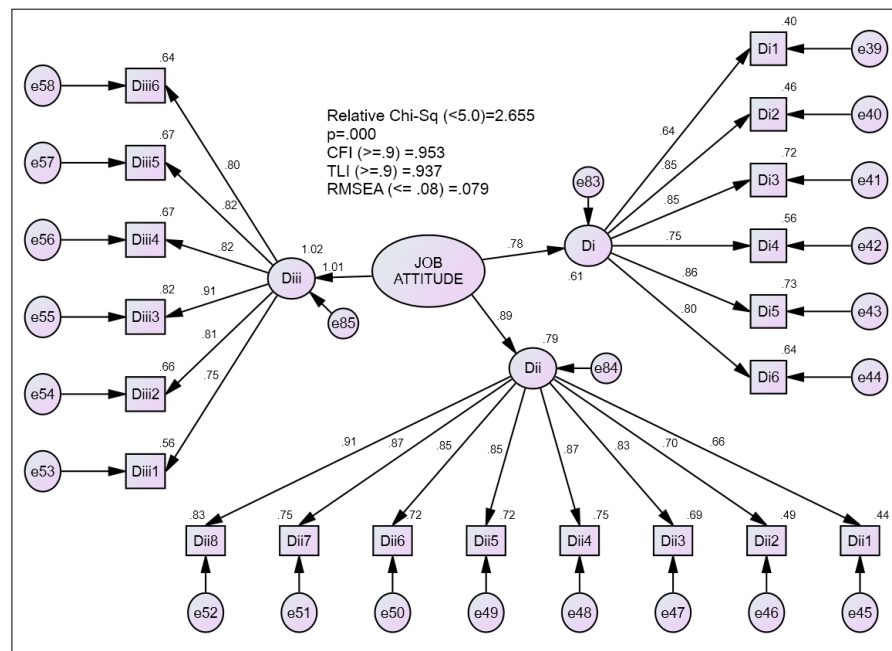


Figure 1: CFA for Job Attitude

The findings show that the CFA analysis conducted for job attitude met the criteria for fit indices as RMSEA (0.079), while Relative / Normed Chi-Square (2.655), and CFI and TLI values are 0.953/0.937, as indicated in Figure 1. The summary for analysis of this study is as in Table 2.

Table 2: Analysis Summary

Criteria	Fit Indexes	Result
Relative/Normed Chi-Square	≤ 5.0	2.655
CFI/TLI	≥ 0.90	0.953/0.937
RMSEA	≤ 0.08	0.079

DISCUSSION

Based on the analysis of the data, all the elements of the job attitude are cognitive, affective and behavioral towards the fit index. This shows that all three elements of this job attitude can be verified importantly. This finding also indicates that respondents agree that all of the elements involved in this job attitude influence organizational commitment. In addition, this finding also concludes that vocational college teachers in Malaysia are facing work ethic issues that impact their commitment to college organization. With the

findings obtained from CFA analysis with SEM using this AMOS, all three elements obtained can be proven as a factor in the job attitude.

CONCLUSION AND SUGGESTION

The conclusion that can be made is that the job attitude among the vocational college teachers in Malaysia is at this point. Elements such as cognitive, affective and behavioral should be noted by the teacher himself and also by the vocational college administrators in order for their commitment to the college organization to remain true. With the rapid transformation that the government is making in the technical and vocational areas, it is imperative that positive job attitudes are constantly applied in order for the government to improve educational attainment in this field. As a suggestion for further research, some other constructs such as emotional intelligence and job satisfaction should be made. To get more comprehensive and varied data, a qualitative study can be conducted for these constructs.

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