

Teacher Behavior, Morale and Career Planning In Inner Mongolia Vocational and Communication School

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Abstract – Using conditional praise by teachers improves children's academic and performance outcomes. The purpose of this study is to develop a faculty development plan. Three essential variables were used to evaluate a teacher's behavior: identification, ability, and interpersonal climate. Teacher morale refers to their Identification, Belongingness, and Rationality with their work. When the right leadership style is in place, high teacher morale leads to optimal performance. Cronbach's alpha for teacher morale was 0.749. The Consistency and Stability of the Scale are Exceptional and Acceptable. Regarding Career Goals, Career Exploration, and Continuing Learning, there were no statistically significant age or marital status differences in teachers' replies regarding their career planning. This indicates that the respondents have the same career goals, as their responses are comparable. The statistical study additionally included regression analysis due to the predictive nature of this exam. The study illustrates the relationship between teachers' morale and their career goals. Observed rho-values suggest a strong direct correlation, and p-values were all smaller than the alpha level. This indicates that a significant association exists and demonstrates that instructors' morale increases as their behavior improve. The instructors' career planning in terms of Career Goals, Career Exploration, and Continuing Learning suggests the prospect of a morale boost. The investigation revealed that there are more female respondents than male ones. It was also noticed that the age group with the highest proportion of responders was between 36 and 45 years old. Measuring the link between and among the three variables, there is a positive correlation between both variables, which suggests that an improvement in one may contribute to the growth of the other.

Keywords – Faculty Development Plan, Inner Mongolia Vocational and Communication School, Teacher Morale and Behavior

INTRODUCTION

Behaviour, morale, and career planning all contribute to the formation and evolution of the teaching profession. Their identification with their work influences teachers' professional orientation, their perception of classroom competence, the supportiveness of their colleagues, and the quality of their relationships with students [1]. Moreover, teachers' attitudes towards their work, sense of purpose in the field, and long-term career aspirations are fundamental to their teaching profession. Teaching requires positive teacher characteristics like favorable behavior and morale. Many empirical studies claim that the mentor plays an important responsibility in their student's life. No one can tell where their influence stops.

This study aims to validate if teachers in one Vocational and Community School in Inner Mongolia have any compelling or interesting insights into education's significant challenges and how these challenges impact the teachers' conduct, morale, and long-term professional goals. Despite numerous obstacles at work, they have reported higher levels of conduct and morale due to others' recognition and appreciation of their apparent high degree of effectiveness. Focusing on teacher behavior, morale, and career advancement can increase the professionalism of educators [2].

As Celik [3] posited, teachers' behaviors have the most significant lasting impact on their students. Students will inevitably catch up on a teacher's attitude and conduct. Interestingly, the teachers influence the behavior of students, and their performance will improve if the teachers are friendly and encouraging. Teachers' use of positive reinforcement's conditional praise favors students' academic and performance outcomes. Similarly, if teachers behave negatively toward students while instructing them, it may harm the students. With the help of the teachers' positive behavior, he may realize his goal of high student achievement and efficient learning. Therefore, a teacher's instructions must be crystal clear. It is essential to state these expectations explicitly to ensure students comprehend what is

expected of them and how they should behave. Teachers should apply suitable sources of motivation to keep students on the path to compelling study and high achievement.

Similarly, the behaviors of teachers have far-reaching effects on their students. If they behave positively, it can improve students' performance, but if they behave adversely, it might distract students from learning. It is acknowledged that a teacher's personality and demeanor affect their students' performance [4].

As connected to teacher behavior, morale is another important factor related to student's social learning and can have a positive effect on teaching behavior. Morale can be defined as an individual's or a group's commitment to a set of guiding principles or teachings, their state of mind about the tasks at hand, their sense of shared group purpose, or their overall psychological health. Teachers struggle to find satisfaction in their jobs and maintain high morale throughout their careers. Because it takes such a huge portion of their waking hours, work is frequently viewed as an engaging activity. While some found it to be satisfactory, it has the potential to make others unhappy. The idea needs to offer a useful framework for clarifying the roots of teachers' morale [5]. A high level of teacher's morale reflects his or her willingness, being deliberate, and pleased to undertake responsibilities in school without being ordered to do so. Hence, it is believed that the behavior and character of a teacher are better developed as the teaching profession is carefully planned.

However, the 21st century and global developments have created an environment in which almost everything competes with everything else. And this puts teachers in very demanding situations at times. Even though everything is rushed, they are supposed to adjust to this new norm. This type of transformation requires resolution, inspiration, and planning. In this context, career planning in the educational journey is vital, not just for the student or the institution. It is the responsibility of the educational system and its teachers to adapt to current needs and expectations.

As a result, education is the primary objective of the educational process. The success of the student's education is directly dependent on the guidance of the teachers. Studies showed that the teachers' behaviors, morals, and career planning impact the students. Positive or negative, the conduct of teachers affects student performance. Consequently, the findings of this research will contribute to the existing body of knowledge and fill in gaps in teachers' behaviors, morals, and career

planning. Nevertheless, the study will be helpful for teachers and management by providing insight into how these variables affect teaching outcomes.

OBJECTIVES OF THE STUDY

This research generally aimed to contribute to the enhancement of the career development program for the HEI teachers in Mongolia.

More specifically, the study described the demographic information regarding sex, age, highest educational attainment, marital status, length of service, and university-level leadership. It determined the respondents' teacher behavior, such as identification, ability, and interpersonal climate, and identified the teacher morale regarding identification, belongingness, and rationality; moreover identified the teacher's career planning as to career goals, exploration, and continuing learning. Moreover, it tested the difference in responses on teacher behavior, morale, and career planning when grouped according to profile and established the relationship between and among the three variables. Finally, the researcher proposed a Faculty Development Plan to enhance teacher behavior, morale, and career planning in Inner Mongolia Vocational and Community Schools.

MATERIALS AND METHODS

Research Design

This study used quantitative analysis to investigate teachers' behavior, morale, and career planning at Inner Mongolia Vocational and Technical College of Communication. This study employs quantitative research to gain a deeper understanding and appreciation of the subject matter by observing conditions or events that impact people. Hence, quantitative research generates objective data that may be conveyed effectively through statistics and figures.

Participants of the Study

This study described the demographic information of the teachers about sex, age, highest educational attainment, marital status, length of service, and university-level leadership from Inner Mongolia Vocational and Technical College of Communication as the investigation and research objects. The study excluded members of non-teaching institutions. Using the Raosoft sample size calculator, given the recommended population size of 627, with a margin error of 5%, a confidence level of 95%, and a response distribution of 50%, the computed sample size is 239.

Data Gathering Instruments

The research employed standardized instruments to measure the following variables:

Part 1 utilised the Teacher Behaviour Scale [6]. A teacher's behavior can be evaluated based on three crucial factors: identification, ability, and interpersonal climate. Twenty-five questionnaires were sent out, yet twenty-two were returned, and twenty valid questionnaires were acquired. Principally, the internal consistency coefficient (coefficient) is utilized to determine the dependability of this Scale. The value of each factor's coefficient on the Teacher Behaviour Scale for Faculty members was 0.787. It signifies that the Scale's internal consistency dependability is good and acceptable.

Part 2 is the teacher morale (Identification, belongingness, and rationality) [7]. Indicators of teacher morale reflect how teachers feel about their work. Strong teacher morale results in maximum performance when the proper type of leadership is in place. Cronbach's alpha was 0.749, showing the individual reliability of the measurement is acceptable, and its reliability meets the specifications.

This paper presents a model describing the three steps required for teachers' career planning: career goals, career exploration, and continuing learning. The career planning of the teachers was researched and analyzed separately. Career specialists were selected to research and consult each index, which influenced the university development and career planning. After reviewing indexes and calculating weights, it is determined that the indications are highly consistent with those of the experts, indicating that the Scale is reliable. Cronbach's alpha was 0.724 for the teachers' morale. The Scale consistency and stability are excellent and acceptable.

It can be seen that the Cronbach Alpha Value for all the items of Teacher's Behaviour, Morale, and Career Planning are shown to be at least 0.724, and in accordance with guidelines [8], it can be concluded that the reliability of these items is all acceptable.

Indicator	Cronbach Alpha	Remarks
Teacher's Behavior	0.787	Acceptable
Teacher's Morale	0.749	Acceptable
Teacher's Career Planning	0.724	Acceptable

Data Gathering Procedure

Before the distribution of the questionnaires, content validity was done, and the reliability testing was underwent; then, several requests were sent. The

researcher individually explained the goal of the study and sent them via WeChat platform. Upon completion of the distribution of the questionnaires, they were collected on the same day, while others were collected within two weeks with the support of friends and online surveys sent via email. The gathered data were tallied, interpreted, and analyzed.

Data Analysis

The data were presented in tables, compressed, and statistically analyzed. Based on frequency, a weighted mean, and ranking, values for the three variables were derived, and using a Likert scale to produce the following values: A four-point Likert scale was used to grade the survey questions. Between 3.50 – 4.00- Strongly Agree; 2.50 – 3.49- Agree; 1.50 – 2.49- Disagree; 1.00 – 1.49 –Strongly Disagree. However, analysis of variance was used to investigate the relationships between the three variables. Due to the predictive value of the test, regression analysis was required for the statistical investigation.

Ethical Consideration

Having obtained approval from the Lyceum of the Philippines University-Batangas Research Ethics Committee, this thesis received the green light for execution. The study rigorously followed the prescribed protocols. Clear sessions were conducted to brief all participants on the study's objectives and procedures. Written informed consent was acquired from all participants, accompanied by informational sheets for their future reference. Participants were duly informed of their voluntary involvement and the option to withdraw without consequences. For confidentiality, pseudonyms were allocated to participants, and identifying details of schools and individuals were altered. Electronic data is securely stored in a password-protected computer at Lyceum of the Philippines University–Batangas, while paper-based data is held in a locked filing cabinet within the Faculty of Education.

RESULTS AND DISCUSSION

Table 1
Teacher's Behavior

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Identification	3.63	Strongly Agree	1
2. Ability	3.60	Strongly Agree	2
3. Interpersonal Climate	3.48	Agree	3
Composite Mean	3.57	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The composite mean is obtained by taking the average of all the items used to assess the teacher's behavior. Based on the composite mean of 3.57 indicates that most of the respondents strongly agreed with all statements which are used to assess teachers' behavior.

As stated previously, Identity Behaviour Theory (IBT) is a theory of learning and behavior that emphasizes building on one's strengths and considers minority concerns and differences in background. The concept of "behavioral enaction," incorporated into the paradigm, asserts that individuals' behaviors influence their experiences [9]. The Identity Behaviour Theory (IBT) provides valuable insights into the "Identification" indicator. With a weighted mean score of 3.63 and a "Strongly Agree" verbal interpretation, participants strongly align with the idea of teachers facilitating student motivation. This consensus echoes the IBT's emphasis on strengths, autonomy, and relevance. The alignment between participants' perceptions and IBT principles underscores its relevance in understanding effective teaching practices. The concept of "behavioral enaction" resonates, as strong agreement implies teachers' behaviors align with their roles, fostering positive changes and talent development. Overall, the IBT's influence on the "Identification" indicator emphasizes its practical significance within education.

The Ability indicator, with a weighted mean score of 3.60, signifies a substantial level of agreement among respondents regarding the assessment of teacher behavior in terms of ability. This alignment is notably in line with the "Strongly Agree" rating according to the provided Likert Scale legend. This outcome resonates with the role of education in equipping the upcoming generation with skills and knowledge essential for meaningful societal engagement and personal growth. In contrast, teaching also serves to cultivate students' inherent talents and potential, a fundamental aspect of education. The pivotal role of the teacher within the educational landscape is underscored as they guide students toward academic achievements and facilitate the development of sensory and behavioral skills. It is noteworthy that the concept and measurement of teaching ability hold significant importance within the spectrum of teacher behaviors. Encouragingly, these findings align with previous studies that highlight academic achievement not only as a prerequisite for progression but also as a predictor of teachers' professional and teaching abilities [10], portraying a positive link between educational outcomes and effective teaching practices.

In addition, it's worth noting that the interpersonal climate indicator displays a slightly lower mean score of 3.48. However, the weighted mean score still indicates a general consensus among respondents regarding the assessment of teacher behavior concerning Interpersonal Climate, aligning with the Likert Scale legend. This observation is in line with the findings of McLure et al. [11], who emphasize the importance of teachers establishing both caring and demanding connections with students. Such relationships have been linked to decreased burnout and increased enthusiasm for their profession. Many teachers adhere to the concept of warm demanders, which implies that actions demonstrating student autonomy and fostering a classroom community act as a form of social validation. Nevertheless, challenges arise when teachers struggle to consistently adopt these display norms, leading to classroom issues and emotional strain. For instance, a lack of perceived unity and authority can hinder a teacher's ability to create a sense of belonging and effectively manage the classroom. Despite this, it's clear that factors such as teacher conduct, instructional strategies, and students' perceptions of the classroom atmosphere collectively contribute to shaping the learning experience, highlighting the intricate interplay involved in influencing successful learning outcomes.

Table 2
Teacher's Morale

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Identification	3.36	Agree	1
2. Belongingness	3.26	Agree	3
3. Rationality	3.27	Agree	2
Composite Mean	3.30	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Based on the composite mean of 3.30 indicates that most of the respondents agreed with all statements which are used to assess teachers' morale.

The highest weighted mean score of 3.36, signifying agreement, was attained by the "Identification" indicator among the cited items. This aligns with the observations of Abdullah et al. [12], who introduced the term "morale" to describe professionals' enthusiasm and commitment to shared ideas and goals. Teachers' actions are often influenced by their personal morale, which stems from self-assurance, happiness, discipline, and a cooperative mindset. "Morale" is subjectively evaluated as how circumstances change when basic needs are fulfilled. Job satisfaction can arise

from specific aspects of the job, even when morale is low, and vice versa. Teaching, a respected profession, evokes a deep sense of moral duty to educate, evident in teachers' values, emotions, interactions, and self-perception. External pressures often diminish a teacher's sense of purpose and passion, contrasting with intrinsic motivation. When teachers' capacity to fulfill their moral purpose is curtailed, morale and motivation can suffer. Teachers' professional identity and morale are closely linked to their perception of serving a higher moral purpose, tied to their relationships with students [12]. The profound emotional bond between teachers, students, and their work stems from this sense of duty. Given that student interaction is central to teaching, it's unsurprising that teachers frequently report high satisfaction in their careers [13]. This profound connection between teachers' moral purpose, professional identity, and relationships with students endures throughout their careers, driving their commitment and motivation.

The "Belongingness" indicator, evaluated in terms of teacher morale, presents a weighted mean score of 3.26, demonstrating an overall agreement among respondents in accordance with the Likert Scale legend. This assessment aligns with insights from Viaro & Ancho [14], who emphasize relatedness as an integral component of positive social ties, vital for experiencing affection and establishing connections with others. This interpersonal connection fosters a sense of community and belonging, emphasizing the importance of self-identification as a group member and the unity it brings. School communities, highlighted by Lüleci and Coruk [15], play a critical role in nurturing this belongingness, as strong interpersonal bonds mirror the sense of connection found within families and neighborhoods. In this context, teachers' sense of value and purpose is profoundly shaped by the relationships they build, underlining the power of acceptance by peers and shared values. It's evident that unmet needs can detrimentally affect morale and motivation. Therefore, recognizing and valuing teachers' contributions becomes pivotal, with leaders who publicly appreciate educators fostering elevated morale and productivity. The pursuit of self-actualization, identified as the pinnacle of the model, propels teachers towards enhancing motivation and happiness [16], revealing a compelling interplay between belongingness, morale, and motivation in the educational landscape.

Lastly, the rationality indicator's mean score is 3.27, indicating a lower level, but the weighted mean shows

agreement among teachers about rationality in their morale. However, there are instances where moral actions seem illogical, and immoral actions might be seen as rational, revealing a disconnect between rationality and morality. This discrepancy arises due to conflicting demands from wisdom and ethics, which are often accepted and unavoidable. To understand this, moral thinking processes play a role, whereas the interplay of conformity and criticism, essential for moral education, is highlighted [17]. During moral discussions, we lean on "prima facie intuitions," foundational principles of consensus. While usually effective, this intuitive approach is especially valuable when confronting dilemmas with competing initial impressions. Critical thinking helps decide which impression serves as a reliable compass in conflicting claims. Moreover, rationality demands adherence to logical principles, treating moral and other intellectual pursuits similarly (Abazaoğlu & Aztekin, 2016). Conventional morality meets daily moral needs yet falls short of authentic morality. Thus, criticism is crucial for rational morality, but excessive critique can hinder moral endeavors and even incapacitate moral behavior [18]. In essence, the intricate relationship between rationality and morality requires a balanced approach to criticism and conformity, which is vital in moral education and decision-making.

Table 3
Teacher's Career Planning

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Career Goals	3.08	Agree	3
2. Career Exploration	3.17	Agree	2
3. Continuing Learning	3.51	Strongly Agree	1
Composite Mean	3.25	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Based on the composite mean of 3.25 indicates that most of the respondents agreed with all statements which are used to assess teachers' career planning.

The Continuing Learning aspect stands out with the highest weighted mean score of 3.51, signifying strong agreement among respondents. This emphasizes the significant value placed on ongoing education. Notably, teacher professional development within the career framework is closely linked to the concept of advancing through continuous learning. Different phases in a teacher's professional journey are characterized by distinct qualities like performance, self-identification

with the profession, and imposed obligations [19]. This understanding will be the foundation for our phased analysis. The phrase "professional development" doesn't factor prominently when choosing a career or during the Preparation phase. Initial steps involve extensive forward-looking contemplation, considering career options during secondary schooling, understanding teaching prospects, and the pros and cons of the teaching profession. The subsequent phase, termed Preparation, involves a deeper dive into the profession, often with a specialization in vocational subjects [19]. This sequential progression underscores the importance of continuous learning and professional growth as integral elements in a teacher's career path.

The Career Exploration aspect, as reflected in the Teacher's Career Planning indicator, garnered a weighted mean of 3.17. This score signifies a general agreement among respondents regarding the evaluation of Career Exploration within Teacher's Career Planning. In essence, most respondents express an inclination towards agreement in this regard. This observation resonates with Shen's findings in 2021, revealing a connection between proficient career exploration skills among students and their propensity to transition within the job market, leading to evident progress. This correlation between effective career exploration and successful career shifts underscores the practical significance of career planning and exploration, both for educators and their students.

The assessment of the Career Goals indicator garnered a weighted mean score of 3.08, revealing a relatively modest level. However, despite this, the weighted mean score aligns with a general agreement among respondents regarding Teacher's Career Planning in terms of Career Goals. This convergence of opinions persists despite the lower numerical rating.

Moreover, this alignment gains further credence from Shen [20], who found that students who harmonized their course selections with their professional aspirations exhibited heightened interest in studies and improved learning attitudes. This underscores the vital role of career guidance in steering students away from pursuing paths incongruent with their aptitudes and interests.

Consequently, workshops designed for career interventions emerge as effective tools. These workshops bolster students' confidence in making pivotal career choices, facilitating long-term goal formulation by appraising their abilities and interests, thus establishing a pragmatic foundation for their career

planning.

In light of China's National College Entrance Examination system overhaul, students have gained greater latitude in selecting college majors and future career paths. Nonetheless, the apparent dearth of established post-graduation plans among students in Guangdong province exposes a critical need for more extensive integration of career education into high school curricula. This underscores the urgency for methodical and explicit career planning education within Chinese schools. Evidently, just 11% of senior high school students in Guangdong province have solidified plans, while a majority of 65% remain undecided about their post-graduation paths. A staggering 80% express a strong desire for schools to offer career education courses, seeking to enhance their understanding of potential occupations, educational routes, and fields of study. This aspiration is further supported by a career development analysis within the Programme for International Student Assessment, revealing the relative lack of engagement in career-oriented activities among Chinese high school students in contrast to their peers from other countries, such as visiting career fairs or consulting career advisors.

This underscored the need for an explicit or systematic application of career planning education in the majority of Chinese high schools. Teachers assume a pivotal role in shaping students' trajectories. Innovative teaching methodologies can revitalize their enthusiasm and bolster student engagement, while networking and creating teaching portfolios can foster professional growth and career prospects. Acknowledging the significance of achieving a work-life balance is paramount, as excessive commitment can lead to burnout.

In essence, the intricate interplay between career planning, education, and guidance profoundly influences student success and educator effectiveness. A symbiotic relationship between academic pursuits and career aspirations emerges, underscoring the need for adaptability, continuous learning, and collaborative efforts among both students and teachers to illuminate a promising path ahead.

Table 4 reveals a strong and significant correlation between teachers' behavior and their morale, with computed rho-values indicating a direct link and p-values consistently falling below the alpha level. This points to a noteworthy relationship where better teacher behavior is associated with higher morale. This connection underscores that as teachers' behavior in

terms of identification, ability, and interpersonal climate improves, there's a high likelihood of a corresponding increase in their morale related to identification, belongingness, and rationality. The high statistical significance of the p-values at the 0.01 level reinforces the robust positive relationship between teachers' behavior and morale.

Table 4
Relationship between Teachers' Behavior and Teachers' Morale

Identification	rho	p-value	Interpretation
Identification	.568**	<.001	Highly Significant
Belongingness	.463**	<.001	Highly Significant
Rationality	.438**	<.001	Highly Significant
Ability			
Identification	.596**	<.001	Highly Significant
Belongingness	.511**	<.001	Highly Significant
Rationality	.485**	<.001	Highly Significant
Interpersonal Climate			
Identification	.779**	<.001	Highly Significant
Belongingness	.644**	<.001	Highly Significant
Rationality	.612**	<.001	Highly Significant

Legend: Significant at p-value < 0.001

In the realm of education, various components contribute to enhancing human resources quality, with teachers playing a pivotal role. Their influence extends to curriculum shaping, enforcing academic norms, and creating conducive learning environments. Professional competence and relationships with students and peers define a school's growth. Consequently, teachers significantly impact the learning and teaching process.

Ekperi et al. [21] confirms a correlation between teachers' behaviors and morale, diverging from Gbadamosi's 2014 findings. The research suggests that students' responses to lectures are consistent regardless of a teacher's attitude, be it positive or negative. Another study reinforces the link between teachers' morale and students' performance [22]. It highlights that a teacher's role is to teach with high morale and commitment. Thus, commitment in the classroom signifies high morale. Factors like pride in work, compensation, status, career advancement, positive environment, and self-motivation influence morale. Despite their impact on performance and productivity, management has often overlooked morale and organizational culture. Performance, driven by ability and motivation, holds key importance in individuals' productivity. Also, performance measures an individual's successful resolution of performance

levels. High-performing individuals are productive, while low-performers are considered unproductive. Performance is the culmination of efforts, abilities, and actions in specific situations, representing one's potential in executing tasks. It signifies achieving results aligned with an organization's vision.

In conclusion, the interplay between teachers' behavior, morale, and performance underscores the multifaceted dynamics in education. This relationship highlights the need for effective teacher guidance and support, as well as the recognition that teacher morale significantly influences student outcomes and overall educational success.

Table 5
Relationship between Teachers' Behavior and Teachers' Career Planning

Identification	rho	p-value	Interpretation
Career Goals	.387**	<.001	Highly Significant
Career Exploration	.405**	<.001	Highly Significant
Continuing Learning	.545**	<.001	Highly Significant
Ability			
Career Goals	.385**	<.001	Highly Significant
Career Exploration	.449**	<.001	Highly Significant
Continuing Learning	.610**	<.001	Highly Significant
Interpersonal Climate			
Career Goals	.495**	<.001	Highly Significant
Career Exploration	.616**	<.001	Highly Significant
Continuing Learning	.641**	<.001	Highly Significant

Legend: Significant at p-value < 0.001

Table 5 findings reveal a strong connection between teachers' behavior and their approach to career planning. The computed rho-values indicate a robust direct correlation, with p-values consistently below the alpha level, signifying a significant relationship. This suggests that enhanced teachers' behavior, encompassing identification, ability, and interpersonal climate, is linked to improved career planning.

A recent study uncovers the intricate link between academic motivation, career adaptability, and attitude toward the teaching profession [23]. This underscores the importance of probing how these elements influence prospective teachers' perceptions of their chosen

profession, which has significant implications for teacher education programs. In today's dynamic work landscape, career adaptability emerges as a pivotal concept. The capacity to navigate uncertainty and change plays a crucial role in career success. This adaptability becomes increasingly significant as individuals navigate varied career options, transitions, and uncertainties. The power of attitude emerges as a cornerstone, influencing responses and behavior. Attitude's central role is evident in educational research, as it significantly shapes teacher efficacy and efficiency. Preventive behavior is a manifestation of self-control, whereby individuals proactively manage their career paths. Effective self-regulation embodies qualities like intrinsic motivation, self-awareness, and adaptability, key elements of proactive career management.

Personal career management comprises career planning and strategic decision-making [24]. Individual career planning entails evaluating options and designing strategies to achieve desired outcomes, while career strategies involve implementing tactics to reach career goals. Teaching, within the context of career behavior, exemplifies proactive engagement, fostering informal relationships with students and colleagues. Throughout one's professional journey, behavior serves multifaceted purposes, such as emotional support, information acquisition, career guidance, and advancement efforts. Notably, the acquisition of information plays a pivotal role in fostering career clarity, effective planning, and growth opportunities.

In conclusion, a coherent tapestry emerges, linking teachers' behavior, career planning, and broader career-oriented behaviors. From the robust correlations discovered to the multifaceted influences on career choices and adaptability, these elements intricately interweave. As teachers navigate their professional paths, they are guided not only by their behavior and attitudes but also by their ability to proactively shape their careers and adapt to change, fostering a dynamic educational landscape.

Table 6 indicates the association between teachers' morale and career planning. It was observed that the computed rho-values indicate a strong direct correlation, and the resulting p-values were all less than the alpha level. This implies that a significant relationship was found and reveals that the better the teachers' morale, the better their career planning.

In other words, there is a significant relationship between teachers' morale (in terms of Identification, Belongingness and Rationality) and teachers' career

planning (in terms of Career Goals, Career Exploration and Continuing Learning) indicating that there is the possibility of an increase in teachers' career planning as teachers' morale increases since all the p-values are highly statistically significant at 0.01 level, which indicate that there is a positive direct relationship between teachers' morale and career planning is substantial. That is, teacher education and continuous professional development are critical for ensuring teachers have the competencies, abilities, and knowledge necessary to respond to various classroom situations. Acquiring competence in one's profession tends to make a teacher happier at work.

Table 6
Relationship between Teachers' Morale and Teachers' Career Planning

Identification	rho	p-value	Interpretation
Career Goals	.595**	<.001	Highly Significant
Career			Highly Significant
Exploration	.703**	<.001	
Continuing			Highly Significant
Learning	.681**	<.001	
Belongingness			
Career Goals	.692**	<.001	Highly Significant
Career			Highly Significant
Exploration	.770**	<.001	
Continuing			Highly Significant
Learning	.596**	<.001	
Rationality			
Career Goals	.666**	<.001	Highly Significant
Career			Highly Significant
Exploration	.746**	<.001	
Continuing			Highly Significant
Learning	.632**	<.001	

Legend: Significant at p-value < 0.001

Teaching quality influences students' academic success more than any other school-related factor. In light of this, most educational institutions provide teachers with opportunities to advance their knowledge and competence through professional development programs.

Analyzing teachers' acquired abilities and experiences contributes to forming their professional identities. One must first clarify one's understanding of oneself or others to comprehend one better. Self-continuing learning is a crucial component of professional self-understanding. Kelchtermans found that love contributes to teachers' sense of professional identity. It is necessary to comprehend teachers' professional behaviors within and outside the classroom to adapt to the current developments. This can be

accomplished by examining their professional continuing learning and reflecting on their professional thoughts [25].

The association between teachers' behavior and career planning was also examined, and it was noticed that the computed rho-values indicate a strong direct correlation, and the resulting p-values were all less than the alpha level. The association between teachers' morale and career planning was also observed in that the computed rho-values indicate a strong direct correlation, and the resulting p-values were all less than the alpha level.

Moreover, morale is the product of the interaction between a sense of self, society, and the capacity to think. The significance of each aspect in maintaining strong morale concur that these three factors are interdependent. Therefore, a lack of either could negatively affect morale. The second factor is a sense of belonging, which can be defined as the extent to which an employee's particular needs are addressed while he or she can still perform his or her expected function within the organization. The final factor is whether or not job requirements align with the organization's overarching objectives [18].

CONCLUSION AND RECOMMENDATION

The survey findings shed light on the demographic profile of the respondents, revealing that a majority are female educators aged between 36 and 45 years. Most respondents possess a Master's degree, are married, and have been actively engaged in the teaching profession for a period ranging from one to five years.

In terms of teacher behavior, the outcomes indicate a generally strong consensus among respondents. The categories of identification and ability garnered strong agreement, while the interpersonal climate received a generally positive "agreed" rating from the participants. This pattern suggests a favorable perception of teachers' behavior, particularly regarding their identification with their role and their perceived ability in teaching.

The agreement was also a prevalent sentiment among respondents concerning teacher morale. In the domains of identification, belongingness, and rationality, teachers' morale received collective agreement. This underscores a shared sense of identification with the profession, a feeling of belonging within the educational community, and an acknowledgment of the rational aspects of the teaching role. Turning to career planning, the survey outcomes reflect strong agreement among respondents regarding

continuing learning, while career goals and career exploration received a generally positive "agreed" rating. This highlights a collective recognition of the importance of ongoing learning and growth in the career trajectory, as well as a generally favorable attitude towards setting career goals and exploring various career paths. Remarkably, the survey reveals a notable consistency across teachers' behavior, morale, and career planning. Despite a significant difference in responses concerning teachers' ability based on gender, the overall patterns remain quite consistent. This suggests that the differences are not substantial enough to significantly impact the broader trends observed in teachers' behavior, morale, and career planning.

An intriguing finding emerges regarding the positive association among teacher behavior, teacher morale, and their career planning. This suggests that teachers who exhibit positive behavior tend to have higher morale and engage in more effective career planning. This interplay underscores the interconnected nature of these aspects and how they collectively contribute to an educator's professional journey. Considering the insights gathered from the study, the researcher puts forward a proposal for a faculty career development program. This initiative aims to enhance teachers' behavior, morale, and career planning within the context of the Inner Mongolia Vocational and Technical College of Communication. By fostering a supportive environment for growth and learning, this program seeks to empower educators and contribute to their overall professional development.

In light of the study's findings, a potential avenue for higher education institution (HEI) teachers to enhance their professional attributes emerges. One approach could involve a concentrated focus on developing comprehensive career development plans and providing targeted training initiatives. This could effectively contribute to the strengthening of teachers' behavior, morale, and career planning. To further advance this endeavor, HEI teachers, particularly those affiliated with Inner Mongolia Vocational and Technical College of Communication, could embark on an in-depth exploration of their own practices. By conducting thorough self-assessments and introspection, teachers can identify areas for improvement within their behavior, morale, and career planning. Building upon this self-awareness, a proposed career development plan tailored to the context of Inner Mongolia Vocational and Technical College of Communication could be formulated. This plan, once developed, could be

thoughtfully discussed, implemented, and subsequently evaluated. This iterative process aims to create a continuous cycle of improvement, contributing to the holistic enhancement of teachers' professional attributes. To expand the scope of knowledge in this domain, future studies might encompass a broader range of HEIs to enable comparisons of results across institutions. Furthermore, the inclusion of additional variables in future research endeavors could provide a more comprehensive understanding of the intricate factors influencing HEI teachers' behavior, morale, and career planning.

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