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Research Article

Digitalization's Impact on Chinese Higher Vocational Teachers: Identity, Satisfaction, Resignation

Meiqi Wang [ID] [1], Li-Jung Yu [ID] [2*]

[1] Ph.D candidate, Educational Administration, International College, Krirk University, Bangkok, Thailand
[2] Doctor, Educational Administration, International College, Krirk University, Bangkok, Thailand
* **Corresponding Author:** lijungyu@gmail.com

ARTICLE INFO	ABSTRACT
	In the changing field of higher vocational teaching in China with the integration of digitalization, educational software, and virtual computer system integration (VCSI), understanding the relationships between professional identity, job satisfaction, and the intention to resign is imperative. Previous research has underscored the impact of professional identity on job satisfaction and its role in mitigating turnover intentions among educators. However, there is a noticeable gap in the literature specific to the unique challenges faced by higher vocational teachers in China, particularly in the context of digitalization, interactive whiteboards (IW), educational software, and VCSI. This study aims to bridge this gap by investigating the dynamic relationship between these variables within the distinct educational context of higher vocational teaching in the context of educational software, and IW which is digitalization and virtual online learning environment and collaborating tools related to VCSI. This research seeks to understand the complex links between professional identity, work satisfaction, and resignation among Chinese higher vocational teachers, and also examines how digitalization and VCSI moderate these correlations. This quantitative study investigates the professional experiences and career choices of 271 Chinese Higher Vocational Teachers using online questionnaires and structural equation modeling (SEM) (SEM: analyzing digitalization and VCSI's moderating impacts using interaction terms). It finds significant links between professional identity, job satisfaction, and resignation intention, and examines how digitalization and VCSI moderate these relationships. The study aims to understand technology's impact on educators, offering insights and practical guidance for educational leaders in China, particularly regarding the integration of technology in higher vocational teaching.

Keywords: Virtual Learning, Professional Identity, Job Satisfaction, Digitalization, Virtual Computer System Integration (VCSI). |

INTRODUCTION

Education reform is essential to social progress, and teachers now have more responsibility. In this changing environment with the integration of digitalization, IW, educational software, and VCSI, higher vocational educators modify career-focused students' education (Ojala, Nikander, Aunola, De Palo, & Ryba, 2023). More research is needed to understand the multiple factors influencing these educators' careers and experiences. The study explores Chinese Higher Vocational Teachers' professional identity, job pleasure, and resignation intentions. Improving teacher welfare, retention, and vocational education requires understanding these connections. Work

satisfaction and retention are growing concerns for educators, especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers, according to Madigan and Kim (2021). Professional identities impact teacher job satisfaction (Schaap, van der Want, Oolbekkink-Marchand, & Meijer, 2021). Higher vocational instructors' career decisions must be explored since quitting negatively impacts professional identity (Váradi, Kerekes, Pótfi, & Radócz, 2024). Digitization and virtual computers have revolutionized instructional approaches (Tettamanzi, Minutiello, & Murgolo, 2023). Technology such as digitalization, educational software, IW, and VCSI impact on educators' professional identities must be studied (Hidalgo, Parra, & Abril, 2020). This study highlights Complex interactions and external effects on Chinese Higher Vocational Teachers' careers.

We now comprehend teachers' experiences, professional identities, and career choices thanks to research. Teacher professional identity and job happiness are linked (Pu, Ji, & Sang, 2022). The research also demonstrated that job pleasure required a professional identity. Qu et al. (2023) found that resignation intention negatively affects professional identity. X. Y. Yang and C. Yang (2022) examined how the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers affects instruction. Technology may alter instructional professionals' identities, research finds. Professional identity, work satisfaction, desire to quit, and digitalization and VCSI's moderating impacts need additional investigation, especially in China's Higher Vocational Teaching. Teacher turnover, work satisfaction, and professional identity have been thoroughly examined, but not Chinese higher vocational instructors. Few studies have examined higher vocational instructors' particular challenges and dynamics. The literature supports investigating professional identity, work satisfaction, and resignation in the context of digitalization, educational software, IW, and VCSI in higher vocational teachers (Poonja, Shirazi, Khan, & Javed, 2023). To overcome this gap, this empirical study analyzes how virtual computer systems and digitalization affect relationships. This study enhances higher vocational teaching research. It advises educators and policymakers.

Digitalization, including IW, instructional software, and virtual computer systems with online collaboration tools and virtual learning environments, moderates learning, according to the study. The aim of this study is to illuminate the relationships between professional identity, job satisfaction, and teacher turnover, improving our understanding of teacher retention and well-being with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers. The findings can inform Higher Vocational Teacher working conditions policies and efforts. Instruction will improve especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers. Given how quickly technology is advancing in education, research on the impacts of integration of digitalization, educational software, IW, and VCSI in higher vocational teachers is crucial. The goal of this study is to comprehend the moderating impacts of these parameters. By comprehending how these technological advancements impact educators' professional experiences, educational leaders may allocate resources, train professionals, and incorporate technology into instructional methods in an efficient manner. This study can help other educational settings going through similar transitions, despite its local focus. Additionally, the study adds to theoretical debates on teachers' identities, job satisfaction, and the effects of technology such as digitalization, educational software, IW, and VCSI on education. Theoretical frameworks and fresh perspectives that take into consideration educators' evolving digital roles might be developed using empirical data.

LITERATURE REVIEW

Professional Identity and Job Satisfaction

Professional identity affects career experiences, attitudes, and satisfaction. Academic study on job satisfaction and professional identity is extensive. These findings show that these two traits are interdependent. Professional identity is a deep awareness and integration of an occupation's standards, beliefs, and tasks, according to (Liu & Sammons, 2021). Education, experiences, and professional development shape the teaching profession (Xu & Huang, 2021). Much research has studied the complex relationship between educator professional identity and job satisfaction (B. Li, Z. Li, & Fu, 2022; Pu et al., 2022). According to Virgolesi et al. (2020), teachers with strong professional identities are happier at work. A strong relationship between one's professional role and their personal beliefs, ethics, and objectives at work can boost job satisfaction and clarity. Professional identity shapes higher vocational teachers' educational tasks and commitments. Professional identity impacts job happiness beyond characteristics. A clear professional identity may help teachers handle their tasks, generating a healthier work environment, according to Casely-Hayford, Johansson, Dutt, and Toropova (2023). Maintaining ethical standards, creating excellent connections with coworkers, and achieving educational goals affect one's professional image. External influences affect job satisfaction and professional identity (Richter, Brunner, & Richter, 2021). Technology in education shapes professional identity. Digital education's IW and instructional

software may affect educators' job satisfaction. As they adopt new teaching approaches and modalities, teachers who embrace technology may modify their professional identity.

H1: Professional Identity has a significant and positive impact on job satisfaction.

Professional Identity and Intention to Resign

Significantly academic attention has been paid to the relationship between professional identity and educator resignation (Day, 2023). Professional identity is knowing and understanding a profession's principles, conventions, and duties. It greatly affects a person's dedication and involvement in their career. Strong professional identity minimizes turnover, says vast education research. Pu et al. (2022) discovered that instructors with a defined professional identity are more devoted and less likely to resign. Career happiness, organizational support, and professional-compliant personal beliefs impact professional identity and quitting. Committed teachers are happier at work. This pleasure keeps educators from departing because they prefer occupations that represent their values (Christodoulakis, Carulla, & Adbo, 2021). Professional identity comprises personal satisfaction, job fulfillment, and dedication to teaching's values. According to R. Li, Liu, Chen, and Yao (2021), educators with strong professional identities may better tolerate external demands and create resilience. Resilience from work disappointments makes quitting difficult, but a strong professional identity promotes resilience. Professional identity influences leaving, although teaching is constantly changing, particularly in education. Technology, workload, and curricular changes may undermine educators' professional identities and tempt them to quit (Day, 2023).

H2: Professional Identity has a significant and negative impact on the intention to resign.

Job Satisfaction and Intention to Resign

Organizational and occupational psychology scholars have studied work satisfaction and resignation intentions. This shows how much contentment affects job choices. Job satisfaction is a powerful predictor of resignation in numerous sectors (Shirmohammadi, Beigi, & Richardson, 2023). The overall satisfaction with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers feels at work. Many studies have indicated a negative correlation between job satisfaction and the likelihood of employees quitting. The meta-analysis by D. Wang et al. (2019) found a considerable negative correlation between job satisfaction with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers and attrition intentions. This suggests that work satisfaction reduces resigning intentions. Job satisfaction and resigning intention are complex and interconnected. Finding fulfilment, attaining goals, and job satisfaction with the integration of digitalization, educational software, IW, and VCSI reduces the likelihood of people quitting their jobs (Vizano, Sutawidjaya, & Endri, 2021). Additionally, job satisfaction with the integration of digitalization, educational software, IW, and VCSI affects employee commitment to the company. R. Li and Yao (2022) found that this commitment reduces staff turnover. Organizational commitment, which is based on job satisfaction and fosters loyalty and connection, may motivate resignation. Job satisfaction with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers encourages good and meaningful contributions to the workplace, creating a supportive and collaborative environment. Employees appreciate and are more likely to stay in an engaging work environment that fosters employee well-being and job satisfaction (Meyer, Morin, Stanley, & Maltin, 2019). The data shows a strong negative link between job satisfaction and the urge to resign, but mitigating factors must be considered. Changes in organizational structure, leadership, or job assignments might alter work satisfaction and resignation intentions (Gopalan, Beutell, & Alstete, 2023). Thus, researchers and professionals must examine contextual elements that may affect the strength and direction of the job satisfaction and intention to resign relationship.

H3: Satisfaction has a significant and negative impact on intention to resign.

Satisfaction as a Mediator

Academic literature discusses how satisfaction moderates the association between professional identity and intention to resign among educators. Christodoulakis et al. (2021) define professional identity as adopting a profession's tasks and beliefs which improves teacher job satisfaction and dedication. S. Yang et al. (2023) found that instructors with strong professional identities are happier at work. Thus, job satisfaction strongly not influence resignation. House, Wilmoth, and Stucky (2022) reviewed the turnover literature and concluded that job satisfaction predicts turnover intentions across all occupations. Teacher satisfaction is linked to lower turnover. Job satisfaction mediates professional identity and intention to resign, suggesting it influences job retention. Pu et al. (2022) found that educators with high professional fulfillment have higher job satisfaction. This mediation aligns personal convictions with job tasks, increasing satisfaction and commitment and lowering turnover. Contentment communicates the benefits of a solid professional image to staff retention decisions. Professional identity is key to job fulfillment. Positive working connections, a supportive workplace, and

competent professional behavior also promote teaching workforce stability (C. Wang, Xu, Zhang, & Li, 2020). This mediation emphasizes the interconnection of these factors and the importance of having a positive and supportive work environment that enhances professional identity and satisfaction to reduce educators' quit rates.

H4: Satisfaction mediates the relationship between Professional Identity and Intention to Resign.

Digitalization as a Moderator

Digitalization, particularly IW, and instructional software, may affect professional identity and quitting, according to Lutovac, Uitto, Keränen, Kettunen, and Flores (2024). This interests the ever-changing education industry. Internalizing a profession's duties and ideals is professional identity. Instructor commitment and engagement are greatly affected (Wall-Bassett & Babatunde, 2023). Teachers approach their employment differently with IW and instructional software. Digital technology may affect education and professional identity, according to Reinius, Kaukinen, Korhonen, Juuti, and Hakkarainen (2022). Digitalization moderates how professional identity influences quitting intention. Digitalization may assist teachers with strong professional identities to improve classroom clarity and effectiveness, lowering their desire to resign (Guo, Li, Wang, & Mardani, 2023). However, teachers who fail to adapt to digital technology may feel a conflict between their professional identity and the changing educational environment and depart (Arfaoui & Kammoun, 2023). IW and software improve instruction, teamwork, and student engagement (Reguera & Lopez, 2021). Teachers who adopt technology may have greater employment flexibility, enhancing digital school transformation (Rondan-Cataluña, Peral-Peral, & Ramírez-Correa, 2023). This may improve job satisfaction and professional identity, reducing resignation. Teacher frustration with modern technology may lead to resignation. In the era of digitalization, institutions may not adequately equip educators with the necessary tools, support, and training to effectively traverse the digital landscape. Intensive training has the potential to enhance employee satisfaction, work-related sense of self, and reduce turnover in firms that are digitally integrated (Hung, Nham, & Ha, 2023). Conversely, if one does not sufficiently prepare for digitalization or lacks assistance, it may hamper advantages, worsening professional image and job happiness.

H5: Digitalization moderates the relationship between Professional Identity and Intention to Resign.

VCSI as a Moderator

VCSI—including online collaboration tools and virtual learning environments—affects the intricate interaction between professional identity and schooling resignation, making it a fascinating academic issue. Internalizing a profession's tasks, attitudes, and conventions is professional identity (Richter et al., 2021). It profoundly impacts teachers' devotion and well-being. Online cooperation and virtual learning are crucial (Scalera, Gentile, Plantamura, & Dimauro, 2020) because they change the way of collaborate, communicate, and education. VCSI may minimize professional identity's influence on educational resignation and also make teachers with strong professional identities feel more capable and adaptable, reducing resignation intention (Califf & Brooks, 2020). The cooperation and immersion offered by virtual learning environments can strengthen instructors' dedication and professional identity. However, instructors who struggle with virtual resources may depart because they believe their professional image doesn't meet digital education's changing standards (O'Dowd, 2021). Instructors may boost student engagement, professional cooperation, and interactive learning via virtual learning environments and online collaboration technologies (Cao & AlKubaisy, 2022). To satisfy current student demands, technology-embracing instructors may perceive their areas as more dynamic, forward-thinking, and adaptable. This may strengthen the link between professional identity and job satisfaction, reducing the impulse to resign (Ma, Chen, Zheng, & Wu, 2022). However, instructors who struggle to use internet resources may lose their professional image, leading to job unhappiness and resignation. Integrating virtual computer systems raises problems about educators' institutional support, training, and virtual world resources. Comprehensive training programs, virtual integration, and appropriate resources may increase employee happiness, job satisfaction, and resignation intentions in academic institutions.

H6: VCSI moderates the relationship between professional identity and intention to resign.

Based on the above discussed literature and hypothesis development, the following framework has been developed as shown in **Figure 1**.
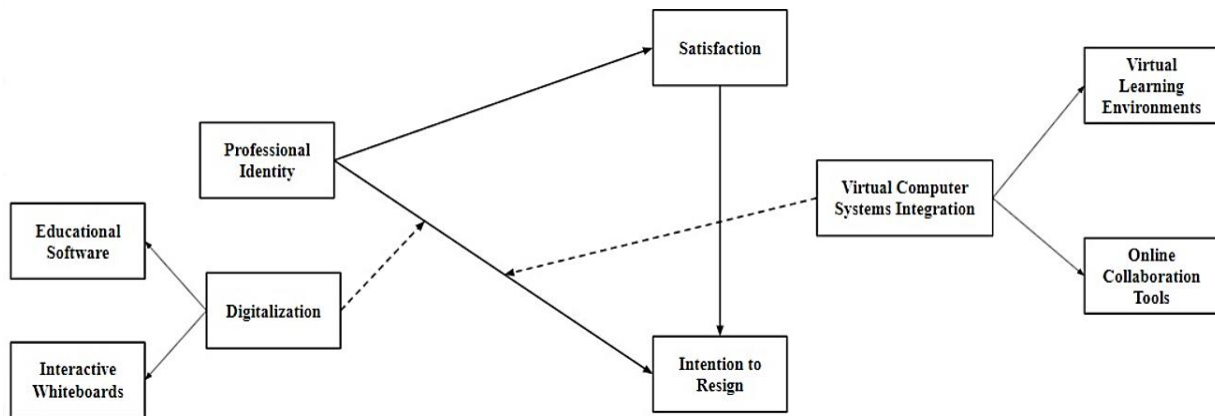
Figure 1. Conceptual Framework

METHODOLOGY

Cross-sectional survey research was employed for this study as this method collected data from a representative sample of Chinese Higher Vocational Teachers. Cross-sectional surveys can examine correlations between professional identity, work satisfaction, desire to resign, and the moderating effects of VCSI and digitalization. The study used this method because it is feasible and effective in capturing participants' brief views and experiences connected to the research objectives. The study targeted Chinese higher vocational educators because this study examines how digitalization and VCSI influence educational professionals. The population of interest for this study comprised Higher Vocational Teachers in China, representing educational professionals experiencing the impacts of digitalization and virtual computer system integration. The sample size determination followed the rule of thumb approach, which recommends a minimum sample size of 10 to 20 times the number of variables in the model. Considering the complexity of the research model and the desire for statistical power, a conservative approach was taken, resulting in a sample size at the higher end of this range. This approach ensured that the sample adequately represented the population and provided sufficient data for robust statistical analysis. A sample size of 271 people was adequate to find significant correlations between variables. This study employed random sampling. This provided all Higher Vocational Teachers with an equal chance of selection. A representative and diversified sample of Chinese instructors was randomly chosen to avoid bias. The research applied to all Higher Vocational Teachers due to random selection. A survey was online. This allowed China's HVTs to respond more easily and more reliably. Online surveys ensured homogeneity and allowed respondents to reply when they chose. Since the online questionnaire (**APPENDIX-1**) collected data swiftly and methodically, the study was more successful. This research used moment structure analysis (AMOS). AMOS allows for robust structural equation modeling (SEM) to analyze complex variable relationships. SEM may test numerous connections at once, making it ideal for studying the complex model of professional identity, work satisfaction, intention to quit, and digitalization and VCSI. AMOS allowed the model's direct and moderating effects to be examined, revealing their interplay. Strong statistical capabilities enabled extensive investigation of the study's findings.

RESULTS

Table 1 shows the study's key variables' Cronbach's Alpha coefficients. Good internal consistency makes the five-item professional identity scale strong and dependable, according to Cronbach's Alpha of 0.915. The 5-item contentment scale's Cronbach's Alpha rating of 0.905 indicated strong internal consistency and reliability in measuring participants' satisfaction. The six-item quit intention measure had 0.820 Cronbach's Alpha. This result indicates good internal consistency despite being much lower than the factors stated. Six questions were used to calculate a Cronbach's Alpha coefficient of 0.897 for digitalization. This implies that the scale is accurate for measuring participants' workplace digitization perspectives. The six-item VCSI measure got an overall Cronbach's Alpha coefficient of 0.871, indicating strong internal consistency and reliability in measuring participants' experiences. The study's findings demonstrate the measuring instruments' reliability, laying the groundwork for studying these variables' connections.

Table 1. Cronbach's Alpha

Variable	No. of Items	Cronbach's Alpha
Professional Identity	5	0.915
Satisfaction	5	0.905
Intention to Resign	6	0.820
Digitalization	6	0.897
VCSI	6	0.871

Table 2 shows the important variables' normality test findings. The skewness score of -0.815 and near-normal kurtosis value of 0.061 indicate a negative bias in professional identity distribution. Although the distribution has a little leftward tail, these numbers support symmetry. In contrast, the satisfaction variable has a positively skewed distribution with a modest peak, skewness of 0.730, and kurtosis of 0.415. The distribution of intention to depart is positively skewed, with a kurtosis of 0.487 and a skewness of 0.880, favoring lower levels of intention to resign. As shown by the skewness score of 0.730 and kurtosis value of 0.415, digitalization fits the positively skewed, modestly peaked happiness distribution. Due to its negative skewness and kurtosis of 1.916, VCSI distribution is unusual. The distribution features a long-left tail and a larger peak, which may indicate outliers or non-normality. Prior knowledge of the variables' normalcy ensures that suitable methodological aspects are considered when interpreting the outcomes in later statistical studies.

Table 2. Normality Assessment

Variable	Skewness	Kurtosis
Professional Identity	-0.815	0.061
Satisfaction	0.730	0.415
Intention to Resign	0.880	0.487
Digitalization	0.730	0.415
VCSI	-1.093	1.916

Table 3 and **Figure 2** show the outer loading values of each item, so you can see how those factors influenced the different structures. The five measures that assess professional identity have substantial outside loadings that range from 0.652 to 0.753, indicating a strong correlation with the central hypothesis. Similar to this, the high outer loading values (0.681 to 0.830) of the contentment assessment items indicate that they have disproportionate effects on the satisfaction construct. Items having a resigning purpose have considerable exterior loadings, ranging from 0.566 to 0.832, and are therefore crucial to the construction. The digitalization subscale has high outer loading scores (0.646 to 0.778) for every item, indicating its significance in gauging people's attitudes toward digitalization. Finally, the outer loading values of the relevant construction components related to the integration of virtual computer systems range from 0.578 to 0.747. The results demonstrate that the measuring items were valid and reliable in capturing the study's target constructs, offering a strong basis for data analysis and interpretation.

Table 3. Outer Loading

Variable	Items	Outer Loading	Cronbach's Alpha
Professional Identity	PI1	0.652	0.915
	PI2	0.650	
	PI3	0.725	
	PI4	0.660	
	PI5	0.753	
Satisfaction	S1	0.689	0.905
	S2	0.720	
	S3	0.681	
	S4	0.830	
	S5	0.708	
Intention to Resign	IR1	0.773	0.820
	IR2	0.566	
	IR3	0.832	
	IR4	0.595	

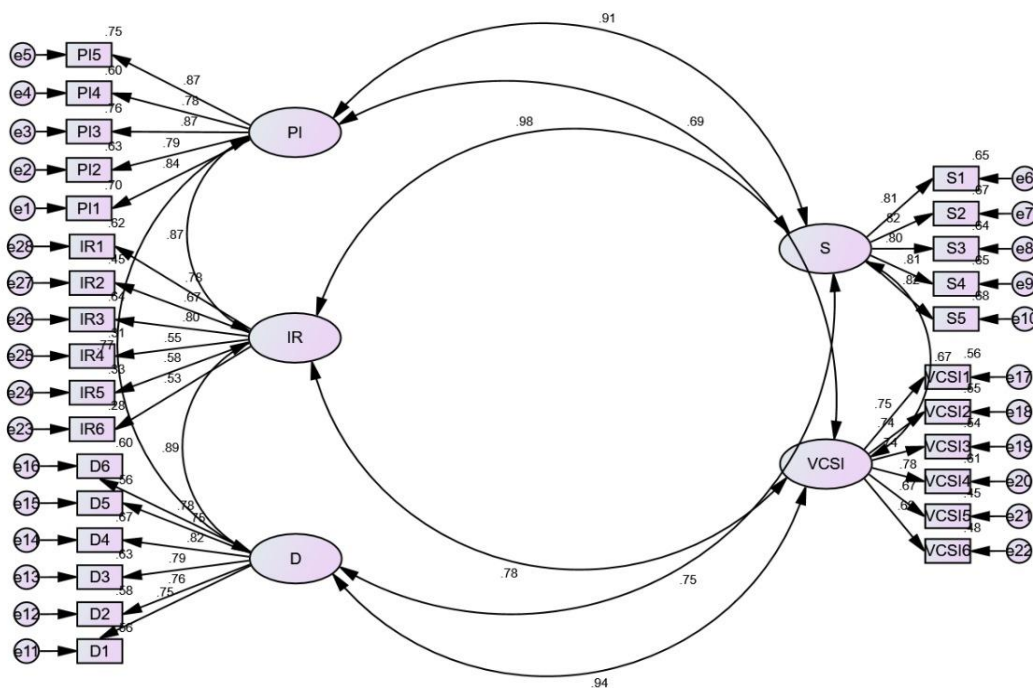| Variable	Items	Outer Loading	Cronbach's Alpha
	IR5	0.658	
	IR6	0.691	
Digitalization	D1	0.774	0.897
	D2	0.778	
	D3	0.759	
	D4	0.732	
	D5	0.646	
	D6	0.668	
VCSI	VCSI1	0.578	0.871
	VCSI2	0.603	
	VCSI3	0.710	
	VCSI4	0.747	
	VCSI5	0.650	
	VCSI6	0.605	

Figure 2. Measurement Model

Note: VCSI = Virtual Computer System Integration, S = Satisfaction, D = Digitalization, IR = Intention to Resign, PI = Professional Identity.

The measurement model's fitness indicators are displayed in **Table 4**. This assessment determines how well the model accounts for the observed data. A 0.062 root mean square error of approximation (RMSEA) indicated an excellent model-data fit. For incremental fit, the comparative fit index (CFI) was 0.871. Additionally, this number satisfied the requirement, indicating that the model performs better than the null model. The Chisq/df ratio was used to evaluate the parsimoniousness of the model. The model's fit to the data was validated by the outcome, which met the criterion at 1.653. These results demonstrate that the measurement model matches the data overall. The model's validity and reliability for analysis and interpretation are increased when it meets absolute, incremental, and parsimonious fit criteria.

Table 4. Fitness Index Assessment for Measurement Model

Name of Category	Name of Index	Index Value	Comment
Absolute Fit	RMSEA	0.062	The required level is achieved.
Incremental Fit	CFI	0.871	The required level is achieved.
Parsimonious Fit	Chisq/df	1.653	The required level is achieved.

To gain a deeper understanding of the intricate relationships between variables in the model, the findings of regression path coefficients are presented in **Table 5**. A strong positive correlation between professional identity and satisfaction is demonstrated by the path coefficient of 0.443, a large T value of 8.117, and an extremely significant p-value of 0.0001. According to this study, those with more distinct professional identities report better levels of work satisfaction. One feels more a part of their work, company, and professional community when they have a strong sense of identity as a professional. There is a statistically significant negative correlation between professional identification and intention to resign, as indicated by the path coefficient of -0.456. This study demonstrates that individuals with stronger professional identities are less likely to consider quitting their occupations, with a T value of 6.451 and a p-value of 0.0001. A strong sense of self as a professional can boost commitment to one's job and company, decreasing the likelihood of leaving, particularly during difficult circumstances. Resignation and work satisfaction have a negative correlation; the path coefficient is -0.389. It is shown by negative route coefficients. The present investigation revealed a strong association between reduced intentions to resign and increased job satisfaction, as indicated by t value of 7.907 and the 0.0001 p-value. This conclusion is supported by the high T number. Contented workers are less inclined to hunt for new positions or to resign. The company produced a favorable result by meeting and exceeding its targets.

Table 5. Regression Path Coefficients

Variable	Beta value	T value	P value	Decision
Professional Identity -> Satisfaction	-0.443	8.117	0.0001	Accepted
Professional Identity -> Intention to Resign	-0.456	6.451	0.0001	Accepted
Satisfaction -> Intention to Resign	-0.389	7.907	0.0001	Accepted

Table 6 shows the findings of the moderation analysis. With a beta value of -0.180, a significant T value of 4.464, and a significant p-value of 0.0001, the interaction term between digitalization and professional identity moderates the link between professional identity and resignation. Workplace digitization affects professional identity and resignation intentions, according to one research. The interaction term between VCSI and professional identity moderates the connection, with a T value of 2.554, a beta value of -0.103, and p-value of 0.0001. VCSI may minimize professional identity's influence on resignation intentions. Organizational variables like VCSI and digitalization and human issues like professional identity affect employee resignation intentions. Firms must understand these moderating effects to manage employee turnover and retention in the digital age. Understanding the intricate interaction between these traits allows organizations to modify actions and policies to create a supportive atmosphere that boosts employee engagement, pleasure, and dedication. This reduces personnel turnover and improves corporate performance (see **Figure 3** for details).

Table 6. Moderation Analysis

Variable	Beta value	T value	P value	Decision
PI × D -> Intention to Resign	-0.180	4.464	0.0001	Accepted
PI × VCSI -> Intention to Resign	-0.103	2.554	0.0001	Accepted
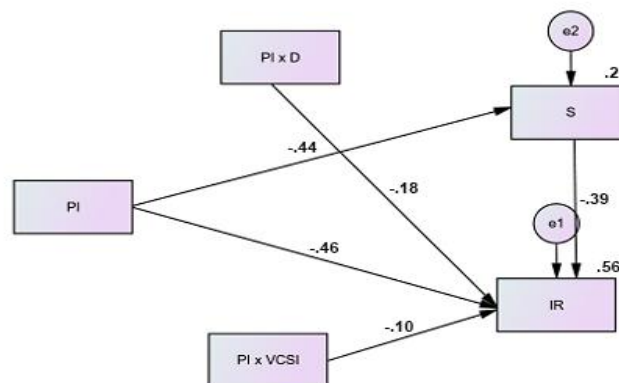
Figure 3. Structural Model

Note: VCSI = Virtual Computer System Integration, S = Satisfaction, D = Digitalization, IR = Intention to Resign, PI = Professional Identity.

DISCUSSION

The findings substantially support Hypothesis 1 (H1) that Professional Identity boosts Higher Vocational Teacher satisfaction. Professional identity affects educators' attitudes and experiences, as previously shown (Liu & Sammons, 2021). Higher Vocational Teachers who internalize their responsibilities, attitudes, and standards and have a clear professional identity are happy at work. Casely-Hayford et al. (2023) discovered that strong professional identities provide educators purpose and dedication especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers. Integrating personal beliefs with educational concepts enhances work pleasure. Teachers who love their jobs are happier (Virgolesi et al., 2020). Strong professional identities foster instructor uniformity and career progression, producing a pleasant and productive workplace (Xu & Huang, 2021). Professional identity and academic work pleasure are positively correlated (B. Li et al., 2022; Pu et al., 2022). The positive association between work satisfaction, especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers, and professional identity may benefit governments and academic institutions. Having a strong professional identity may increase work satisfaction especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers. Recognizing the complexity and variety of professional identity and its link to job satisfaction, educational leaders may design mentoring and professional development programs to assist educators enhance their professional identities.

Data strongly support Hypothesis 2 (H2) that professional identity demotivates higher vocational instructors to resign. Various research suggests that professional identity increases educators' commitment and long-term participation in education (Christodoulakis et al., 2021). The negative connection demonstrates that higher vocational teachers are less likely to resign as they internalize their commitments and principles and create their professional identity. According to Day (2023), a strong professional identity helps instructors stay committed and resilient, lowering turnover. A well-defined professional identity may inspire internal motivation and purpose, which may reduce the temptation to quit. Strong professional identities make educators value their professions more for personal fulfillment and self-esteem (Pu et al., 2022). Identity congruence protects against obstacles that might lead to quitting. Previous study reveals a negative association between professional identity and academic quitting. From the negative association between professional identity and intention to quit, educational leaders and policymakers may draw practical conclusions (R. Li et al., 2021). Recognizing the significance of professional identity, interventions might be created to help higher vocational teachers establish a positive and strong professional identity in order to influence their career choices. Professional development, mentorship, and organizational support that emphasizes teaching's value and personal values can help build a skilled and devoted teaching team.

The data supports Hypothesis 3 (H3), which states that higher vocational teachers' satisfaction influences their willingness to resign. This supports recent research that shows work satisfaction strongly influences educators' decisions to stay teaching (Gopalan et al., 2023). The inverse relationship shows that happier with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers are less likely to resign. The urge to leave a job is negatively correlated with work satisfaction across occupations, according to D. Wang et al. (2019). Job contentment may shield educators from numerous issues especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers, explaining the relationship between job satisfaction and intent to resign (Meyer et al., 2019). Meaning, joy, and purpose in work make teachers more resilient to professional challenges and less inclined to resign. This complements prior research relating teacher dedication to work satisfaction with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers (Vizano et al., 2021). This negative association between contentment and departure affects educational leaders and policymakers. Teachers must like their jobs to stay devoted (Shirmohammadi et al., 2023). This may be achieved by rewarding personnel, fostering professional development, and providing leadership. Higher education institutions can reduce vocational teacher turnover by focusing on job satisfaction.

The results confirm Hypothesis 4 (H4) that satisfaction mediates higher vocational instructors' resignation intention and professional identity. Other study shows that work satisfaction mediates across organizational contexts Pu et al. (2022). Strong professional identities may boost instructors' job satisfaction and reduce turnover. Christodoulakis et al. (2021) found that job satisfaction greatly impacts teaching profession choices. This study reveals that a well-defined professional identity's favorable influence on work satisfaction may lessen Higher Vocational Teachers' inclination to retire. Because their ideas match their work, teachers who feel closely linked to their occupations are happier which will decrease their intention to resign (C. Wang et al., 2020). The emotional and psychological components of their experiences and satisfaction's mediation role emphasize

teachers' career choices. Through a carefully chosen combination of activities, Higher Vocational Teachers can develop a strong professional identity while also boosting job satisfaction (S. Yang et al., 2023). Create professional development opportunities, praise and promote educators, and create a pleasant work atmosphere. Building a more devoted and persistent teaching staff helps reduce teacher turnover in academic institutions.

The findings significantly support Hypothesis 5 (H5), which states that digitalization moderates the connection between professional identity and higher vocational teachers' willingness to resign. Digital tools are transforming instruction and professional development, which explains this result. The extent of digital integration moderates the effect of digitalization on professional identity and resignation (Wall-Bassett & Babatunde, 2023). This supports Lutovac et al. (2024) findings that technology may shift educators' identities and duties. Digitalization helps integrate IW and instructional software into education and learning, adding new elements. Digital technologies enable higher vocational teachers to adapt to new teaching methods and educational standards and build their professional identities (Reguera & Lopez, 2021). Integrating digital assets into lessons may improve teacher satisfaction and professional identity, lowering attrition. Understanding the intricate interaction between technology advances and educator professional identities is crucial (Guo et al., 2023). These findings might assist educational institutions and administrations in establishing digital programs for Higher Vocational Teachers. Professional development programs that emphasize digital literacy, instructional software, and technology integration benefit teachers (Reinius et al., 2022). Provided infrastructure and digitalization technologies can also considerably impact an employee's professional identity and willingness to depart.

Hypothesis 6 (H6) argues that VCSI affects higher vocational teachers' professional identity and intention to resign. The study substantially supports this claim. This research fits with the current educational climate, where virtual learning environments and online collaboration tools are transforming instruction and instructor duties. Virtual computer systems can mediate the link between faculty professional identities and virtual tool use in instructional practices, affecting their chance of quitting (O'Dowd, 2021). Teachers who effectively use virtual resources may discover their professional identity better suits digital education. Since their duties are more flexible, instructors may be happier and less prone to quit. This supports Califf and Brooks's (2020) idea that technology shapes instructional approaches and professional identities. VCSI as a moderator suggests that educators who struggle to incorporate virtual resources may feel a mismatch between their professional identity and changing learning environment needs (Ma et al., 2022). This disparity may increase resignation considerations. Virtual integration is strongly linked to educators' professional identities, and educational leaders and governments must understand this. Customized assistance, teaching, and integration should be prioritized (Scalera et al., 2020). These statistics can assist schools improve Higher Vocational Teachers' careers and offer suggestions. Technology, virtual integration, and comprehensive training can boost job satisfaction and professional identity (Cohen & Calderón-Aponte, 2021). Allowing and removing virtual computer system constraints can boost teacher satisfaction.

CONCLUSION

The study investigated the influence of career choices and experiences on Chinese Higher Vocational Teachers. The study revealed that the process of digitization and the use of virtual computers had a detrimental effect on work satisfaction and professional identity. The results demonstrate the intricate connections between these factors and how they influence the attitudes of teachers in a dynamic educational setting. This study established a robust and affirmative correlation between the professional identity of Higher Vocational Teachers and their job happiness, particularly when considering the incorporation of digitalization, educational software, IW, and VCSI in higher vocational teaching. A robust professional identity and a sense of fulfillment in one's work emphasize the significance and enthusiasm for teaching. Teachers experience greater happiness when they fully embrace and integrate their ideas into their teaching practices. Therefore, it is essential for schools and governments to actively promote and support the development of a strong professional identity among educators. An empirical investigation revealed an inverse relationship between professional identity and resignation. Vocational teachers who have a greater sense of professional identity are less likely to resign. The integration of digitalization, instructional software, interactive whiteboards (IW), and virtual classroom simulation interfaces (VCSI) in higher vocational teachers enhances their professional identity, leading to a decrease in attrition intents and an increase in teacher commitment. These findings can be utilized by educational leaders to enhance the professional identity of Higher Vocational Teachers, hence decreasing turnover rates. The study additionally discovered that virtual computer systems, IW (information warfare), instructional software, online collaboration tools, and virtual learning environments had a moderating effect on learning. The findings indicated that

technical advancements had a minimal influence on professional identity and decisions regarding employment. Teachers who were digitally integrated had stronger connections between their professional identity, job satisfaction, and likelihood of leaving their careers. The impact of technology on teaching methodologies and the professional trajectories of educators should be recognized. The study's conclusions have implications for educators and politicians. Interventions aimed at assisting Higher Vocational Teachers in developing and strengthening their professional identities are feasible, considering the evident link between professional identity and job happiness, as well as its potential to decrease turnover intentions. The study highlights the significance of systematically incorporating digital technology to ensure that educators receive adequate training, support, and resources to fully utilize the advantages of virtual computer systems and digitization in enhancing their professional experiences. By focusing on both professional identity and thoughtful technology integration, policymakers and educational leaders can create a supportive environment that enhances job satisfaction and reduces teacher turnover in China's higher vocational schools.

IMPLICATIONS

Theoretical Implications

This research has significant theoretical implications for education, especially higher vocational teaching. First, theoretical frameworks that emphasize teachers' identities' impact on workplace behavior and attitudes support the positive relationship between professional identity and job satisfaction. This study highlights teacher identity theories' practical consequences for job satisfaction, which may improve educator dedication and well-being. Teacher identity may improve with further study on how a strong professional identity affects educators' careers. These findings suggest identification and commitment reduce teacher turnover. More theoretical research may discover professional identity variables that prevent leaving to better understand teaching. The study's examination of how digitalization and VCSI affect technology-teacher identity raises theoretical issues. This is consistent with theoretical models that emphasize educators' influence and impact on technology uptake. The study argues that technology in education theoretical frameworks should consider educators internalized professional identities and how they interact with integration, as well as digital technologies' exterior consequences. The dynamic interactions between instructors, technology, and personal identity in academic environments may be studied using this theoretical approach. The study also improves scholarly discourse on how virtual environments impact educators by examining how virtual tools moderate the association between professional identity and desire to leave. This outcome encourages theoretical research into how virtual learning settings and online collaboration technologies affect professional identity-career choice alignment. Theoretical frameworks may evolve to account for instructors' identities, virtual technologies, and resignation intentions.

Practical Implications

Educational institutions, policymakers, and practitioners in China's Higher Vocational Teaching sector must carefully assess the study's practical implications. Understanding the link between work satisfaction especially with the integration of digitalization, educational software, IW, and VCSI in higher vocational teachers and professional identity emphasizes the need to foster educators' professional identities. Academic institutions can provide specialized professional development, mentorship, and collaborative platforms regarding digitalization, educational software, IW, and VCSI to help Higher Vocational Teachers combine their obligations, values, and tasks. Institutions may boost learning by helping instructors by providing training in digitalization, educational software, IW, and VCSI to establish professional identities and job satisfaction. Politicians and educators should promote professional identity. Employers may need to assist educators, recognize their achievements, and give professional development and praise. These proactive measures may minimize Higher Vocational Teachers' resignations and stabilize personnel. VCSI, instructional software, and IW may help instructors' moderate digitalization. Higher Vocational Teachers can receive extensive digital training. The study found continuous technological support may improve work satisfaction, professional identity, and retention. Education lawmakers should embrace technology and address instructor concerns. Virtual technology's multiple educational effects must also be assessed, according to the report. Educational leaders must build teachers' professional identities through online cooperation and virtual learning. Building infrastructure and encouraging creative teaching are essential. This technique helps universities relate technical developments to higher vocational teacher job satisfaction and turnover intentions.

LIMITATIONS

Despite its limitations, the current study provides insight into the professional identities, work satisfaction, and career choices of China's Higher Vocational Teachers. Differentiated connections are challenging to establish in cross-sectional research. We would better understand how professional identity, job satisfaction, and leaving evolve over time with the use of longitudinal study. Additional dangers associated with utilizing data from online questionnaires are respondent bias and social desirability. Future research may provide a more comprehensive picture of teachers' experiences through the use of interviews and classroom observations. It is challenging to extrapolate the study's conclusions to other educational contexts because it just covered Chinese Higher Vocational Teachers. Researchers may be able to better understand the cultural and environmental factors influencing the interactions in this study by doing comparative studies in other domains.

FUTURE DIRECTIONS

The study's conclusions point to several areas for future investigation. Examine the characteristics of your distinct professional identity that influence the relationship between work satisfaction and quitting. Researching the relationship between professional identity and career decisions and organizational culture and leadership may provide new perspectives. A more comprehensive picture of educators' experiences would come from a longitudinal study of their professional identity, work satisfaction, and exit plans. Studies might look into how professional development initiatives and mentorship affect the professional identities of Higher Vocational Teachers. Politicians and educational leaders might benefit from understanding how educators manage virtual computer systems and digitization. Research comparing educational systems and countries can also highlight environmental and cultural factors that influence connections. The quantitative results of this study can be strengthened by using qualitative research techniques like focus groups and in-depth interviews, which disclose the viewpoints and experiences of the instructors. In the dynamic environment of Higher Vocational Teaching, these new approaches aim to deepen our understanding of the complex link among professional identity, job satisfaction, and career choices.

CONFLICT OF INTEREST

No potential conflict of interest was declared by the authors.

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APPENDIX-1

Questionnaire

Professional Identity

1. I feel a strong sense of professional identity as a Higher Vocational Teacher.

2. My professional values and beliefs align well with my role as a Higher Vocational Teacher.

3. I am confident in my ability to positively impact students' learning experiences.

4. I actively seek opportunities for professional development to enhance my teaching skills.

5. I believe that my work as a Higher Vocational Teacher is integral to my personal identity.

Job Satisfaction

1. I find personal fulfillment in my role as a Higher Vocational Teacher.

2. The level of support I receive from colleagues positively influences my job satisfaction.

3. I feel that my contributions to student learning are recognized and valued.

4. The work environment at my institution contributes to my overall job satisfaction.

5. I am content with the opportunities for professional growth and advancement available to me.

Intention to Resign

1. I have considered resigning from my position as a Higher Vocational Teacher.

2. The level of job satisfaction I experience influences my thoughts about resigning.

3. External factors, such as personal circumstances, have influenced my intention to resign.

4. I believe that seeking employment outside of teaching is a viable option for me.

5. The availability of alternative career opportunities affects my intention to resign.

6. I have actively explored or applied for positions outside of my current teaching role.

Digitalization (Educational Software, Interactive Board)

1. I am proficient in using educational software to enhance my teaching.

2. I believe that educational software positively impacts student engagement in my classes.

3. The interactive whiteboard is an effective tool for delivering content in my teaching.

4. I actively seek out and incorporate new educational software into my teaching practices.

5. I perceive digitalization, including educational software and interactive boards, as valuable resources for Higher Vocational Teaching.

6. The availability of up-to-date educational software influences my instructional methods.

Virtual Computer System Integration (Virtual Learning Environment, Online Collaboration Tools)

1. I use virtual learning environments to supplement traditional teaching methods.

2. Online collaboration tools contribute to effective communication and collaboration among students in my classes.

3. I believe that virtual computer system integration enhances the overall learning experience for Higher Vocational students.

4. I actively explore and incorporate new online collaboration tools into my teaching practices.

5. The availability of a virtual learning environment positively influences my teaching strategies.

6. I perceive the integration of virtual computer systems as an essential aspect of Higher Vocational Teaching.