

A STUDY ON THE DETERMINANTS OF TEACHER
RETENTION IN CHINESE PRIMARY SCHOOLS IN
JOHOR, MALAYSIA

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FACULTY OF BUSINESS AND FINANCE
DEPARTMENT OF BUSINESS AND PUBLIC
ADMINISTRATION

SEPTEMBER 2023

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BY

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A final year project submitted in partial fulfillment of the
requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION
(HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

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
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- (3) Equal contribution has been made by each group member in completing the FYP.
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Date: 8/9/2023

Acknowledgment

We would like to express our sincere gratitude to all who have supported and assisted us in completing this research project.

Firstly, the highest appreciation and deepest gratitude are given to our supervisor, Dr. Ng Lee Peng, for providing us with guidance and valuable opinions throughout the entire preparation period of this research project. Her patience and support were instrumental in achieving the success of this project. Highly appreciate Dr. Ng for sharing her knowledge and providing us many useful information in the completion of our research project.

In addition, we are thankful to our second examiner, Ms. Seow Ai Na, for her valuable recommendations and professional advice during the physical presentation. We appreciate her constructive suggestion in helping us to make our research project better.

Moreover, great appreciation is given to Universiti Tunku Abdul Rahman (UTAR) for providing us with access to reading materials, equipment, and other necessary resources, which helped us to conduct the research in a better environment. We are grateful for the knowledge and experience gained during the research, which will be valuable in our future endeavors.

Furthermore, we would like to thank the respondents who participated in the survey and provided us with their precious time to answer the questionnaires. Without their assistance, we would not have been able to complete our research successfully. We are also grateful to our families and friends for their unconditional love and support in completing this final-year project.

Finally, we acknowledge the importance of teamwork in the successful completion of this research project. We extend our deepest appreciation to each of our teammates, for the contributions, effort, time, and useful suggestions throughout the project.

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LIST OF ABBREVIATIONS

| | |
|----------|---|
| ANOVA | Analysis of variance |
| COR | Conservation of Resources Theory |
| OECD | Organization for Economic Cooperation and Development |
| PISA | Programme for International Student Assessment |
| SCT | Social Cognitive Theory |
| SET | Social Exchange Theory |
| SJKC | Sekolah Jenis Kebangsaan Cina |
| SK | Sekolah Kebangsaan |
| SPSS | Statistical Package for the Social Sciences |
| VIF | Variance Inflation Factor |
| α | Cronbach's alpha value |

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Preface

Although Malaysia has entered the year 2023, the shortage of qualified educators continues to plague the country's educational endeavors, especially the shortage of teachers in Chinese primary schools, and the country has been actively looking for ways to alleviate the challenge. On March 30, Deputy Minister of Education Lim Hwee Young reported in Dewan Rakyat that there is a shortage of elementary school teachers in subjects such as English and History. At the secondary school level, there is a similar shortage of teachers for key subjects such as Malay and English. The reasons for the shortage of teachers in Malaysia are varied. For example, the large number of subjects taught, coupled with the large number of administrative duties, have forced many educators to opt for early retirement, resulting in a huge gap in the education system. Therefore, this study was conducted to find out the underlying causes that have led to the early retirement of many Chinese primary school teachers. The research is based on primary data collected through a survey of 361 respondents across Johor, Malaysia. The survey instrument was designed to measure several factors that could affect the Johor Chinese primary school teachers' intentions to remain in their current positions, including work environment, emotional demand, teacher self-efficacy, and work engagement. Additionally, this research project will provide valuable insights into the determinants of Chinese elementary school teachers' intention to leave their jobs in Johor, Malaysia. The findings of the study will help the government to better understand what today's Chinese primary school teachers think and want from their jobs, and to explore ways to effectively improve the challenges they face based on the teachers' opinions. By understanding the factors affecting the retention of Chinese elementary school teachers, Malaysia can minimize their desire to leave their jobs and prevent the shortage of teachers from worsening and affecting the future development of education in the country.

Abstract

It has been discovered that Malaysia faces the same difficulties with teacher retention as other nations throughout the world, namely the failure of teacher recruiting and job retention, which leads to teacher retention. Hence, the primary objective of this research is to examine the many factors that influence teacher retention in primary schools located in Johor, Malaysia. The major aim of this study is to ascertain the determinants that influence teacher retention rates within Chinese primary schools located in Johor, Malaysia. This study will examine several independent variables, including work environment, emotional demand, teacher self-efficacy, and work engagement. Furthermore, the study included a sample of 123 male and 238 female participants, representing 34% and 66% of the total respondents, respectively. These participants were selected from Chinese primary schools in Johor, Malaysia. This report utilizes the SPSS software to perform descriptive analysis, scale measurement, and inference analysis on the findings of the present investigation. These findings revealed statistically significant associations among the several independent variables examined, including work environment, emotional demand, teacher self-efficacy, and work engagement, with the dependent variable of teacher retention. This study gives future researchers some substantial insights and ways to improve their investigative reports.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter provides a comprehensive overview of the study. However, the research backdrop will explain elements that influence teacher retention in Chinese primary schools in Johor. Subsequently, the problem statement elucidates the overarching concept and significance of the research endeavor. Furthermore, the research objectives are subsequently delineated, providing a comprehensive overview of the overall aims followed by a more extensive exposition of the specific objectives. In addition, a declaration is made regarding the research subject in question, the hypotheses, the significance of the study, the chapter arrangement, and the chapter summary.

1.1 Research background

Human capital is the basic and important resource to set up a business. Despite the rapidly changing environment that has made advanced technology one of the parts of businesses, however, most of the technologies still require human resources to operate. Hence, human resources represent one of the dispensable elements to develop the organization (Das & Baruah, 2013). According to Charan et al. (2018), employee retention indicates the ability to keep high-quality human capital that a company desires for a longer period than its competitors. Besides, retention of employees is also related to the intention to stay in the same company unless the assigned project is completed

or until reaching the maximum time that the employee desires to stay. Since most of the companies in the market desired to pursue high productivity, employee retention, and profit margin become the key to sustaining their competitive advantages in retaining effective workers in their firm. An effective worker may assist the company in creating long-term value. It will lead to a negative impact on the company in terms of competitive advantages if a company fails to retain them in the company (Juhdi et al., 2013).

Retention has become one of the major issues in every industry worldwide. The education industry will not be excepted from facing this issue. The worldwide teacher workforce has been facing retention issues since the 1990s until today (Nehmeh & Kelly, 2018). For example, there is a declining trend in the education system of the United States in which a total of 240,000 teachers dropped out of enrollment in the teaching profession (Darling-Hammond & Podolsky, 2019). There are also many researchers studied the issues of teacher turnover (Nehmeh & Kelly, 2018). Many Asia pacific countries were facing a similar problem about primary teacher shortage including China, Malaysia, Indonesia, Singapore, South Korea, and Vietnam (Nehmeh & Kelly, 2018). Currently, Malaysia is engaging in industrial revolution 4.0 and it is also a challenge for our country to strengthen the educational sector to produce more high integrity and morality future human capital. Based on latest PISA analysis, Malaysia has been ranked 52nd place from the total of 70 countries among the OECD countries (Martinez & Villar, 2020). It implied that Malaysia has low educational quality due to the issues of teacher retention and competency (Martinez & Villar, 2020). Hence, this is a major concern that our country needs to pay attention to base on the negative symptoms (Musa, 2018). Teacher shortages are also suggested by the Ministry of Education as one of the reasons for retention issues (Musa, 2018). Although the Ministry of Education has yet to provide exact figures related to teacher shortages, the government and society still need to pay attention to this issue. However, the declining trend of primary school teacher retention can be accessed from the exact data provided by the Ministry of Education.

As shown in Table 1.1, the number of governmental primary school teachers in Malaysia plummeted from 2018 to 2019 with 229,682 teachers to 226,236 teachers respectively with a difference of 3,446 teachers (Kementerian Pendidikan, 2018, 2019). After that, the number of primary teachers was slightly increasing with 1,637 teachers in 2020 (227,873) (Kementerian Pendidikan, 2020). However, the population of primary school teachers continued to reduce in the following year (225,762) with 2,111 teachers (Kementerian Pendidikan, 2021). Lastly, there was a mild rise in teacher numbers to 225,889 in 2022 with only a difference of 127 teachers (Kementerian Pendidikan, 2022). Hence, the overall trend of primary teacher retention is dropping.

Table 1.1:
Total Number of Primary Teachers in Malaysia

| Year | Total Number of Primary Teachers in Malaysia |
|-------------|---|
| 2018 | 229,682 |
| 2019 | 226,236 |
| 2020 | 227,873 |
| 2021 | 225,762 |
| 2022 | 225,889 |

Note. Adapted from Kementerian Pendidikan (2022).

According to the previous perception, this study focused on retention among primary school teacher groups. According to Cha and Vogel (2001), teacher retention refers to teachers leaving their school but still staying in their profession as a teacher. Teacher retention is also defined as retaining qualified teachers in their profession. It is the opposite of teacher attrition which indicates that qualified teachers withdraw from their profession permanently (Kelchtermans, 2017). Besides, teacher retention refers to teacher individuals after being accepted will have a willingness to stay at the school (Liu & Vinitwatanakhun, 2022). Students require quality teachers to assist them in

achieving academic objectives because they will set high expectations and motivate students toward the goal. However, quality teachers keep leaving their schools. When teachers leave their profession, it will incur a loss for the school. This is because the government has invested a lot of resources such as time and money to train and develop them to become qualified teachers. Hence, teacher retention problems have become a common concern in the community nowadays (Waddell, 2010). This also reflected that the teaching profession fails to retain talents as compared with other disciplines or industries.

Teachers play a vital role in fostering future leaders for the country. Retaining teachers has also become one of the most important plans for the country. High teacher retention can reduce the cost burden of schools, enhance teacher quality, and result in higher interest in student learning (Cheung et al., 2018). Besides, the existence of experienced teachers can assist the school in fostering effective new teachers by sharing their experiences. Hence, new teachers can adopt to the teaching profession quickly and effectively (Cheung et al., 2018). With low teacher retention, it will also attract more young generation to engage in the teaching profession with high enthusiasm. Thus, a good system is important to attract and retain talent or effective teaching staff to enter the industry. High teacher retention can also add to the stability of schools as a social system to develop stronger relationships between teachers, students, and families (Boel, 2020).

However, the serious problem of teacher retention remains unresolved until the present. The lack of teacher retention will directly affect many parties such as schools, teachers, and especially students (Ronfeldt et al., 2013). Low teacher retention issues will lead to financial problems for the school in terms of recruiting new teachers, selecting the best-suited teachers, and training them. It not only spends a lot of money but also time in the process (Ronfeldt et al., 2013). It also disrupts the school composition due to changes in organizational structure, number of teachers, social cohesion, and the

relationship between teachers and students (Kelchtermans, 2017). This spillover effect of teacher turnover will burden the remaining teachers because of increasing teaching responsibilities and challenging working conditions (Kelchtermans, 2017). Low teacher retention will also affect the quality of teaching in schools. This is because the high teacher turnover problem is normally alleviated by hiring unqualified or novice teachers to replace the role of resigned teachers. As a result, it will lead to an ineffective learning process among students (Simon & Johnson, 2015). Hence, lower teacher retention will impact the education quality and relational continuity among the schools (Kelchtermans, 2017).

In Malaysia, the number of primary schools is 7,698 schools which consists of 5,868 national schools, 1,302 Chinese primary schools, and 528 Indian primary schools (Ministry of Education Malaysia, 2021). The figure for Chinese primary schools only contributed to 22.18% of the total. Hence, the proportion of Chinese primary schools can reflect the government's lack of attention to the school and result in retention problems among teachers in Chinese primary schools. Besides, SJKC is considered as government school as SK which adopts a similar syllabus and offers students with qualified academic leaving certificates in Malaysia, however, SJKC often received lesser funds from the government compared to SK (Ida, 2017). Since SJKC is a government-aided school rather than a government school, the school always receives less government funding. Despite it indicating the Malaysia Education Blueprint 2013 to 2025 (Ida, 2017), states that a fully fund package would be applied fairly to both government and government-aided schools, some aspects of the funding remain slightly differ between SJKC and SK (Ida, 2017). Such impartial financial support by the government to the Chinese vernacular primary schools will also contribute to the teacher retention problem (Ida, 2017).

This study focused on Chinese primary schools because a few past studies revealed that the existence of Chinese primary schools may provide opportunities for other

ethnicities to send their children to SJKCs to master three languages. These parents desire their children to learn Chinese as well despite of Malay or Tamil (Tan et al., 2017). Besides, the economic value related to the Chinese language is higher (Heng et al., 2021). Students who are experts in Chinese can help them enhance their competitiveness in the workplace (Heng et al., 2021). Thus, they will have more job opportunities in the future. Otherwise, the quality of education at SJKC is also highly acclaimed (Zeng, 2017). This is because teachers will highly supervise the discipline of students, cultivate an active learning attitude among students toward Mathematics, and often improve their teaching skills and knowledge (Zeng, 2017). As a result, the competition atmosphere is relatively strong among students for academic achievement. Lastly, Chinese primary schools can also deliver more Chinese culture and traditions (Zeng, 2017). Hence, other ethnics can understand the culture and strengthen the unity among Malaysians.

1.2 Problem Statement

The capacity of a school to hold onto qualified and seasoned instructors over time is referred to as teacher retention (Kelchtermans, 2017). Malaysia has the same challenges as the rest of the world about teacher retention. Several studies have found that the failure to recruit and keep teachers, as well as teacher attrition and turnover rates, are the primary causes of teacher shortages (Ingersoll, 2001; Ingersoll, 2003; Rinke & Mawhinney, 2019).

In terms of the declining trend among primary school teachers in Malaysia, the teacher shortage issue can be determined by the lower base salary and meager incentives (Jason & Rosihan, 2022). For a newly starting teacher, the basic rank salary is only nearly RM

2,200 with an additional incentive of RM 225 per year. The problem was raised due to an imbalanced workload of the teachers with only a basic salary and sub-optimal benefits (Jason & Rosihan, 2022). Furthermore, many teachers also opt to retire early due to the onerous workload (Jasmine, 2023). For example, classroom teaching, topic group leader, sports secretary, and other duties. Evidence also showed that 4,360 teachers applied for voluntary retirement at the beginning of January of last year resulting in continuous retention issues in the industry (Jasmine, 2023). Besides, there is a serious shortage issue in Johor primary schools due to a lack of candidates from the Ministry of Education (LEARNTech Asia, 2021). According to the article, despite many private universities preparing teachers for the sector, they are limited to serving private or international schools in Malaysia (Jasmine, 2023). Hence, it will reduce potential teacher capacity in the governmental primary school. In addition, the mismatch between teachers and subjects also contributes to the turnover problem (LEARNTech Asia, 2021).

Nevertheless, Chinese primary schools in Johor, Malaysia, are currently experiencing a similar teacher shortage. According to Musa (2018), there was a shortage of teachers in several areas in Johor, inclusive of Johor Baru and Pasir Gudang. Among the reasons for teacher shortage are the high cost of living in this area and the teachers are more preferred to be posted outside their home state. Besides, based on Dong and Jiao (2022), Budget 2023 allocated a total of RM55.6 billion to the Ministry of Education, however, the finance minister only announced an RM1.1 billion maintenance grant for all schools in the country, including vernacular primary schools. This financial constraint may limit the ability of the schools to upgrade facilities and provide a conducive working environment for teachers.

The work environment, emotional demand, teacher self-efficacy, and work engagement's function should all be considered even if prior studies have identified several elements that can impact teacher retention. These factors can potentially

contribute to teachers leaving the profession or migrating to other schools. Several studies found that these variables might have an impact on teacher retention and drive them to leave the profession (Narang, 2013; Skaalvik, E.M. & Skaalvik, S., 2017).

Granziera et al. (2021) explained that the aspects of the work environment, such as supportive colleagues and senior leadership teams that enhanced collaboration between teachers showed favorable effects on teacher retention. As teachers spend a lot of time in the workplace, so a positive work environment can create a sense of belonging and job satisfaction (Tjoa, & Arief, 2022). Whereas, when teachers felt alone, unsupported by leadership, or harshly criticized after peer observation created a negative perception of their work environment and consequently to thoughts of leaving (Department for Education, 2018). Hirsh and Emerick (2007) showed teachers who felt positively about their working conditions were considerably more likely to maintain their positions at their current institution than teachers who felt negatively about their working conditions. Oriental Daily News Malaysia's reporter, Su (2018), revealed that Malaysian teachers have an extremely heavy workload as they must deal with administration, writing reports, training, fundraising, and meetings, in addition to teaching, preparing lessons, and correcting students' homework every day. This has resulted in most teachers feeling stressed for long periods, and even a small number of teachers have faced mental distress as a result, which has directly affected the effectiveness of teaching. In addition, the Ministry of Education occasionally changes the educational policies it is implementing, and many teachers are unable to adapt to the Ministry's practices and are therefore tempted to leave or retire early ("Xie Liyi: Teachers under pressure", 2022).

Furthermore, due to the substantial amount of face-to-face engagement with important stakeholders like students, coworkers, and parents, teaching is a profession that is recognized to produce a lot of emotional demands (Gu & Day, 2007). However, these demands have unfavorable effects like diminished excitement, work discontent, and

instructor fatigue. (Kinman et al., 2011; Kunter et al., 2011). In consequence, teachers' feeling encounters at work may have an impact on how long they stay in the field. (Billingsley & Bettini, 2019; Brunsting et al., 2014). Teachers may establish excellent teaching strategies and close relationships with their students because of feelings of love and concern for them; similarly, student success may arouse powerful, positive feelings of professional achievement or accomplishment in teachers (Rimm-Kaufman & Sandilos, 2015). Negative feelings such as fear, irritation, and inadequacy that novice teachers may face could hinder their professional success and cause them to stop teaching. (Chang, 2013; Johnson & Birkeland, 2003). As an example, according to Oriental Daily News Malaysia's reporter, Guo (2023), a teacher in one of the private colleges in Penang encountered an incident that would diminish his enthusiasm for his profession. Due to the outbreak of COVID-19, students were forced to attend classes at home due to the mobility control order, making it necessary for the teacher to set up a WhatsApp group to discuss homework with students. However, that teacher's students always preferred to private message him after work, believing that teachers are supposed to be on call 24 hours a day and are obliged to always respond to students' messages. This resulted in him not being able to rest sufficiently even on weekends and made him tired of his job.

Moreover, teacher self-efficacy is one of the primary concerns related to teacher retention and it alludes to a teacher's conviction in their abilities to instruct effectively and have a good impact on the learning outcomes of the students (Barni & Benevene, 2019). Teachers who feel confident in their abilities are more likely to be inspired, and involved, and have a feeling of accomplishment in their work. As a result, there is a higher chance of work satisfaction and less turnover (Muhangi, 2017). On the contrary, teachers with poor self-efficacy may feel overwhelmed, which lowers their dedication to teaching and eventually causes them to leave the field (Kim et al., 2019).

Besides, Kariou et al. (2021) indicated that work engagement and teacher retention are closely related in the field of education. In the context of teaching, work engagement can be measured by the teachers' readiness to go above and beyond what is necessary for their job, their sense of purpose and fulfillment in their work, and their emotional connection to their students and colleagues (Maslach et al., 2001). Teachers are more inclined to enjoy job satisfaction and remain devoted to their careers when they are strongly involved in their work (Manalo et al., 2020). Since motivated teachers are less likely to quit their jobs or the education sector altogether, this can result in higher teacher retention rates (Kosi et al., 2015). Thus, promoting work engagement among teachers is a key factor in retaining quality educators and building a stable and effective education system.

Though there were studies have been conducted on employee retention in terms of its factors and impacts, inclusive of the Malaysian context, the evaluation of the combined effects of work environment, emotional demand, work engagement, and teacher self-efficacy on teacher retention is yet to be explored thus far. In a non-educational context, Dalayga et al. (2021) conducted research that emphasized the healthcare workforce shortage and evaluated the factors affecting retention among healthcare staff. Besides, Baharin and Hanafi (2018) examined employee retention issues in the hospitality industry and a study was also conducted to ascertain the issue of staff retention in the IT industry (Alias et al., 2014). Despite there being some studies that analyzed employee retention in the educational sector, they are not focused on primary school teachers as their target respondents. For example, Yee and Said (2021) carried study regarding retention in an international school in Malaysia; St Germain (2020) analyzed the retention among lecturers at universities in Malaysia. Besides, many of the studies focused on the teacher subgroup such as novice teachers (Bjork et al., 2019) or subject teachers (Suarez & Wright, 2019; Whipp & Salin, 2018). An extensive review of the literature showed that most of the studies evaluated the reasons that led to the decrease in the number of teachers rather than explaining the factors that caused teachers to retain in their current positions (Skaalvik & Skaalvik, 2017). Therefore, there is a need

to conduct this study to increase our understanding of the reasons for teacher retention in primary schools.

In short, teacher retention is a critical issue given the teacher shortage in Chinese primary schools in Johor, Malaysia which can affect the delivery of quality education (Oad, & Niazi, 2021). Additionally, by supplying a deeper knowledge of the extent to which contextually related variables influence learning (work environment and emotional demand), teacher self-efficacy and work engagement affect teacher retention. This research also aims to fill in some of the gaps in previous studies on education.

1.3 Research Objectives

1.3.1 General Objective

To identify the factors affecting teacher retention in Chinese primary schools in Johor, Malaysia.

1.3.2 Specific Objective

- (a) To determine the influence of work environment on teacher retention.
- (b) To determine the influence of emotional demand on teacher retention.
- (c) To determine the influence of teacher self-efficacy on teacher retention.
- (d) To determine the influence of work engagement on teacher retention.

1.4 Research Questions

RQ₁: Does work environment have a significant influence on teacher retention in Chinese primary schools?

RQ₂: Does emotional demand have a significant influence on teacher retention in Chinese primary schools?

RQ₃: Does teacher self-efficacy have a significant influence on teacher retention in Chinese primary schools?

RQ4: Does work engagement have a significant influence on teacher retention in Chinese primary schools?

1.5 Hypotheses

H₁: Work environment has a significant influence on teacher retention in primary schools.

H₂: Emotional demand has a significant influence on teacher retention in primary schools.

H₃: Teacher self-efficacy has a significant influence on teacher retention in primary schools.

H₄: Work engagement has a significant influence on teacher retention in primary schools.

1.6 Significance of Study

Implications about the research are to determine which leads to long-term teacher retention in primary schools and work to improve those factors. The findings of this study are expected to have a major impact on elementary school principals and administrators by raising their level of alertness and consciousness about the importance of retaining their teachers.

By increasing teacher retention, primary schools can have a better understanding of the requirements for retaining talented instructors. In addition, it acts as a reference to provide insight and pertinent information regarding the retention of teachers. It is necessary to find a solution to the problem by gaining an understanding of the factors that contribute to low teacher rates; however, the retention of teachers is a serious problem in primary schools in Malaysia, as it has a significant influence on the quality of education that is provided to students. The retention of qualified and experienced primary school teachers is crucial for maintaining the quality of education in schools. High turnover rates of teachers can lead to a decline in academic performance and a negative impact on student outcomes. Therefore, identifying factors that influence teacher retention is critical for primary school administrators to address the issue.

The findings of this study can have significant contributions to the principals or the administrators of primary schools. Firstly, the study can help administrators identify the factors that influence teacher retention (Boulden & Schimmel, 2022). This knowledge can help administrators develop effective strategies to address these factors and improve teacher retention rates. For example, if the study finds that low salaries are a significant factor that affects teacher retention, administrators can consider increasing teacher salaries or offering other incentives to improve teacher retention.

Besides, the study can increase the awareness of administrators towards the importance of teacher retention. Often, administrators focus on hiring new teachers and overlook

the importance of retaining experienced teachers. However, experienced teachers can provide a valuable contribution to the school community by providing mentorship and guidance to new teachers (Brill & McCartney, 2008). Therefore, the study can help administrators understand the benefits of retaining experienced teachers and the negative impact of high teacher turnover rates.

Moreover, the study can improve the overall education system in the country. By understanding the factors that influence teacher retention, administrators can plan and develop strategies to cope with the issue and ultimately result in better teacher capacity in the sector. As a result, an education system with an adequate teacher workforce allows the ministry to focus on developing a competitive education system.

In summary, the findings of this study can have significant contributions to the principals or the administrators of primary schools by identifying the factors that influence teacher retention, increasing awareness of the importance of teacher retention, and providing insights into the needs and expectations of teachers. By addressing these factors, administrators can improve teacher retention rates, which can lead to a stable school environment and improve the academic achievement of students.

1.7 Chapter Layout

The first chapter will consist of various essential elements, such as an introductory section, a background on the research, a statement of the issue, the research inquiries, the relevance of the study and so on. This chapter presents a contextual framework for the research and offers an overview of teacher retention within the context of Malaysian

primary schools. Furthermore, the study objectives and the corresponding issues to research, the significance arising from the conducted study and the hypotheses are delineated.

In Chapter 2, a comprehensive literature assessment is undertaken to situate the investigations within the established corpus of knowledge. Chapter 2 of the literature review necessitates identifying and discussing critical elements, and the formulation of hypotheses pertinent to this research. Furthermore, this section encompasses many vital components such as the introduction, essential theories, literature review, proposed conceptual framework, hypothesis formulation, and a comprehensive summary of the chapter.

It is necessary to interpret and talk about the study approach that was described in the third section. This chapter is dominated by the introduction and research design, beginning with questionnaires, surveys, and respondent interviews. After that, a sampling design that consists of all 5 components will be made. This study encompasses various elements, namely the research instrument employed, the measurement of constructs, the processing of data, and the subsequent data analysis.

In chapter four, SPSS generates descriptive and reliability statistics. The last chapter summarizes the research's significant findings, including a statistical analysis summary, and discusses the study's implications and limits. Researchers also offer some suggestions for further investigation.

1.8 Chapter Summary

In a nutshell, this section has provided an exhaustive analysis of the various factors affecting the retention rate of primary school teachers from Johor. This identification of the research's background and statement of the problem is based on a thorough examination of prior research studies and empirical evidence. Once the research objective has been established, the subsequent course of the research has been determined. The establishment of the hypothesis relies on the interdependence of the conceptual framework's variables. In the subsequent chapter, we shall proceed with our discourse and elucidation of the suggested conceptual framework, alongside the variables encompassed within it.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

With commencement of the following part is encompasses an exposition of the fundamental theory and a comprehensive examination of the existing body of literature on variables of dependence and independence. Subsequently, the study will progress by delving into the theoretical and conceptual framework, after the formulation of hypotheses. Finally, a summary of the seal will be presented.

2.1 Underlying Theory

2.1.1 Bandura's Social Cognitive Theory

The SCT is being used in this research to explain how teacher self-efficacy influences teacher retention. The psychological theory of self-efficacy was developed on the back of Albert Bandura's research. He witnessed a mechanism that, though it had not yet been described or thoroughly studied, had a significant impact on people's life. People's perceptions of their capacity to shape the course of their own life served as this mechanism (Bandura, 1977). According to Bandura (1977), a person's perceived self-

efficacy influences how he copes with stress and problems, as well as how much effort he will put forth and how much time it will require to achieve what he wants. He contends that self-efficacy is a quality that builds on itself. When someone is driven to find solutions to problems, they receive positive emotional states that in turn boost their self-efficacy even further. Efficacy research has expanded into a multidisciplinary field that includes education (Bandura, 1997). According to several types of research, self-efficacy is linked to exhaustion and teacher fulfillment in work, which results in teacher retention (Capri & Guler, 2018; Hoigaard et al., 2011; Klassen, Usher, & Bong, 2010; Maqbool, 2017; O'Brennan, Pas, & Bradshaw, 2017; Skaalvik & Skaalvik, 2007; Wang, Hall, & Rahimi, 2015).

Bandura's SCT also integrates the idea of self-efficacy. SCT frequently serves as the theoretical foundation for behavior modification strategies that affect human perception, behavior, and emotion (Bandura, 1988). It is employed to affect someone's experience by seeing and learning from those who have achieved a desirable result or have tried to mimic it (Bandura, 1997). Effective learning, so the theory goes, occurs when people are in social situations and can engage with their surroundings and themselves in changing, reciprocal ways (LaMorte, 2016). This theory, the only one of its kind, emphasizes the relevance of the social environment and the importance of sustaining behavior in proportion to originating it.

According to Gallagher (2012), places a great emphasis on one's personality and the way that person sees one's unique skills as important variables in achieving desired results. The democratic ideal, which maintains that everyone is competent and deserving of achievement if they have the opportunities and self-efficacy required to do so, is thus passionately supported by self-efficacy theory and the larger SCT that surrounds it. The self-efficacy theory's stated focus is on how individuals and groups can be offered an awareness of agency that will aid them in achieving their objectives (Lopez-Garrido, 2023). This is important because the self-efficacy hypothesis

disproves the notion that successful individuals today are fundamentally better off than those who are not.

However, it is important to understand that the concept of self-efficacy does not imply that key results are solely due to individuals having strong self-efficacy beliefs. Rather, as was previously said, the concept of self-efficacy is founded on the idea of triadic mutual determinism, in which individual variables, behavior, and external variables constantly interact (Gallagher, 2012). Self-efficacy theory strongly emphasizes the relative relevance of individual traits while recognizing that behavioral and environmental factors also have a substantial impact on results. Therefore, if environmental influences are consistent and equitable for everyone, the concept of triadic reciprocal determinism reinforces the idea that self-efficacy ideas will have a greater influence on shaping how people act and, eventually, outcomes (Bandura, 1977).

2.1.2 Social Exchange Theory

The SET is a model that can be applied to the effect that work environment and work engagement have on retaining teachers. According to Homans (1958) and Blau (1964), SET posits that human ties are established by employing subjective cost-benefit analysis, drawing from three fundamental disciplines: economics, psychology, and sociology. The idea contends that social trade is a process of negotiation and exchange between partners and that all interpersonal connections are built through subjective cost-benefit analysis (Keller & Dansereau, 1995). During these interactions, both entities engaged in the transaction mutually assume accountability for one other and exhibit a significant level of interdependence. Furthermore, it is often acknowledged

that the interactions among parties are interdependent, influenced by both the behavior of the individuals involved and their mutual reliance on one another (Blau, 1964).

According to Emerson (1976), psychologists who specialize in the study of SET focus their attention on examining the behavioral patterns exhibited by individuals during interpersonal interactions. Furthermore, the psychologist posits that the theory can be elucidated by considering factors such as power dynamics, conformity, status equilibrium, leadership potential, and the interplay of justice considerations in social behavior. According to SET research, when employees feel the relationship is worthwhile to them, they are likely to remain in the relationship with their employer; however, they are likely to terminate the relationship when they feel the cost outweighs the rewards from the relationship (Cropanzano & Mitchell, 2007).

According to Blau (1964), workers are more likely to remain in their jobs when they have the perception that the benefits of their job (such as their salary, benefits, job security, favorable work environment, and social support) outweigh the costs of their job. Examples of such benefits include salary, benefits, job security, and social support (e.g., workload, and stress).

From this perspective, the presence of a good work environment will also contribute to positive retention among teachers. People are more likely to work in a pleasant environment which also includes teachers. If teachers are working in a good environment, it will increase their willingness to retention, and they will lengthen their retirement plan instead of passionately teaching within the school.

Besides, this study also supports the arguments of SET (Blau, 1964) that work engagement may influence teacher retention. This theory describes individuals tend to

remain on their jobs when the perception of benefits exists. When teachers perceive their willingness, enthusiasm and full concentration put in the teaching is worthwhile in exchange for students' academic improvement, then teachers are more willing to stay in their profession.

Overall, the SET can be used to understand how work environment and work engagement impact teacher retention and to develop interventions that focus on creating a positive social exchange between teachers and their colleagues and supervisors.

2.1.3 Conservation of Resources Theory

COR means the psychological paradigm which seeks to elucidate the strategies employed by individuals and organizations in the management and preservation of their resources, to sustain their well-being and effectively adapt to various stressors (Hobfoll et al., 2018). The underlying principle of this concept is that resources, regardless of their physical or abstract nature, are crucial for the sustenance, development, and overall operation of human beings (Hobfoll et al., 2018). According to the theory, individuals are driven by the motivation to preserve, safeguard, and get resources to satisfy their requirements and effectively address the diverse difficulties they face (Hobfoll et al., 2018).

When employees are confronted with stressors, their resources are frequently depleted to cope with their challenges. An employee's resource reserves can be depleted over time by chronic stress, which can result in emotional tiredness, burnout, and a

diminished potential for adaptation (Song et al., 2021). The exhaustion of these resources can impact many facets of an employee's life, including the employee's ability to perform well at work and their relationships with their superiors and colleagues (Song et al., 2021).

Loss of resources shall cause by different circumstances, involving but not limited to severe workloads, lack of autonomy, limited growth opportunities, or coworkers who are not helpful (Rutter et al., 2002). This depletion of resources can be a contributor to emotional exhaustion, which is a state that is characterized by emotions of being drained, overwhelmed, and emotionally disengaged from one's work (Rutter et al., 2002). Burnout is a state that is closely connected with turnover, and one of the primary components of burnout is emotional weariness. Employees who are experiencing emotional weariness are more inclined to look for work elsewhere, where they believe their resources would be better conserved if they can do so (Maslach & Leiter, 2016).

COR theory is commonly used to explain stress and burnout and it has been extended to understand different job outcomes in recent years (Hobfoll et al., 2018). Bon and Shire (2022) postulated that COR theory can be viewed as both stress and motivation theory. The theory serves as a theoretical foundation in explaining the influence of different types of job resources on turnover intention, job satisfaction, organizational commitment, and employee or talent retention (Babalola, 2016; Treadway et al., 2005; Westman et al., 2004;). Job demands which may include quantitative job demands such as workload and working hours. Job demands also include qualitative job demands such as emotional requirements, ambiguous roles, and role-related conflicts. These two types can drain one existing resources and lead to undesirable individual or job outcomes (Maslach et al., 2001).

A fundamental tenet of COR theory is that employees are driven to engage in resource conservation to uphold their overall state of well-being. When employees become aware of the limited availability of resources in their work setting, such as time, energy, support, or opportunities, they may experience a sense of imbalance (Westman et al., 2004). The limited availability of resources might result in psychological anguish and a sense of dissatisfaction. The presence of unpleasant emotions exhibits a strong association with leaving one's job. Employees who perceive a depletion of their resources and experience unfulfilled needs are more inclined to contemplate leaving the organization to find better resource allocation (Westman et al., 2004).

The satisfaction of employees in their jobs is intricately linked to the accessibility and conservation of resources. When employees encounter a lack of resources, it can have detrimental effects on their task performance, work-life balance, and job happiness. The experience of discontent has the potential to serve as a motivating factor for employee turnover (Govindaras et al., 2023). Employees who perceive a lack of sufficient conservation of resources are more inclined to pursue alternative possibilities that can better fulfill their demands, resulting in decreased rates of employee turnover.

Teachers often must deal with misbehavior among students which is emotionally taxing. During this process, teachers may engage strategies, such as emotional labor, as a means of managing their emotional well-being, engaging their emotional resources with the expectation of achieving favorable results or gaining advantages (Brotheridge & Lee, 2002). According to the concept of COR theory, educators are prone to encountering adverse consequences when their emotional resources are depleted or when the resources, they receive in return are perceived as less valuable compared to the emotional resources they have used (Hobfoll et al., 2018). On the other hand, educators experience significant stress when the advantages obtained from a given circumstance exceed the emotional resources they have dedicated, leading to an overall increase in resources (Mahoney et al., 2011).

2.2 Review of the Literature

2.2.1 Teacher Retention

Teacher retention is a phenomenon in terms of employee shortage or surplus based on the overall perspective of the educational sector (Clark & Antonelli, 2013). According to Geiger and Pivovarova (2018), teacher retention is one of the concerns among worldwide citizens because it may affect students directly. The low retention among teachers will also take away their teaching strategies, teaching experience, know-how, and cognitive skills which are beneficial for further school development. Retaining high-quality teachers is important because they can contribute to the effective teaching process and result in quality teaching and positive achievement among students (Janik & Rothmann, 2015). According to Harjiu and Niemi (2016), it is a challenge for schools to retain teachers especially who are effective and quality in teaching. According to Solomonson et al. (2019), retaining teachers is key to creating a high-quality education system. Hence, school administrators should motivate teachers actively involved in training and development to upskill and positively impact teacher retention in the education sector.

Teacher retention refers to the ability to retain teacher personnel within the schools (Shrestha, 2022). Teacher retention is defined as a systematic effort taken by school administrators to create an environment that can retain teachers through policies and

practices to fulfill diverse needs among teacher workforces. The retention can be illustrated by using a sample statistic such as if the retention rate is 70%, hence it indicates that there are 70% of teachers who are willing to stay in their profession (Shrestha, 2022). Teacher retention also typically concerns the number of workforces remaining in the schools. The retention rate can be calculated by using the number of remaining teachers in the following year and divided by the total of available teachers in the past year (Shrestha, 2022).

In addition, the cost of having low teacher retention including lower student enrolment, damage to school morale as well as spending time for screening, verifying, hiring, and training new teachers. According to Elfers et al. (2006), managing teacher retention should emphasize the strategy applied by the party. An effective strategy used to retain teachers can inspire strong cohesion, high productivity, and a high level of teacher commitment to duty. To be more specific, when teachers have been rooted deeply in their careers through effective strategies, teachers would not easily withdraw from their profession. This can also support the perspective stated by Ingersoll et al. (2016) that schoolteachers need to be provided adequate resources in terms of training, equipment, social needs, and environment to retain them.

According to Dauksas and White (2010), from the perspective of an organization, teacher retention should not be ignored because it may help to achieve school effectiveness in terms of student performance, financial investment as well as sustainable development of organization. According to Burkhauser (2017), the inability to maintain positive teaching working conditions will lead to poor student academic output. Since the relationship between teachers and students takes time to develop, losing previous teachers is known as a fiscal deficit and schools will suffer a loss in terms of previous recruiting, selecting, and training (Richardson, 2017). The low teacher retention rate thus will affect the sustainable development in the schools

including the aspects of human resource development, relation with other stakeholders such as parents or community as well as financial development.

2.2.2 Work Environment

According to Lockwood and Hamilton (2007), it stated that the role of a manager and human resource manager is important in building and maintaining a sustainable work environment for retaining employees. It also implied that the role of a school leader is relatively significant in creating a favorable work environment to retain teachers (Lockwood & Hamilton, 2007). The school leader should develop a culture that encourages continuous improvement among teachers, promotes knowledge sharing and collaborative processes between teachers, and enables teachers to set high expectations for students which results in better academic performance in the school (Lockwood & Hamilton, 2007). Teachers are more likely to stay if the environment exists. A poor work environment will only demotivate teachers to retain their profession. Despite this, there are many factors causing teachers to leave their profession including salary, workload, or personal factors. However, the work environment could be a major factor that leads teachers to leave school (Lockwood & Hamilton, 2007).

Teachers should commit to the teaching profession to provide quality education to future generations to build public trust and confidence. Hence, the school environment is deemed important to allow teachers to deliver quality education to students in the school (Gupta, 2019). A good school environment can bring success to teachers. An educational institution can provide a conducive environment for teachers to motivate them and enhance their commitment to serving the school (Gupta, 2019). School management should plan and implement appropriate efforts and strategies to develop a

school environment for teachers. The inclusion of training programmers for developing school environments should be considered to bring long-term effects and contributions to the teaching profession (Gupta, 2019).

By building a supportive school environment, an authentic and meaningful relationship between students and teachers can be established (Love, 2021). Teachers always assume the school environment as the basis of support in the school. Teachers will decide whether to stay at the school depends heavily on the development of the school environment (Love, 2021). In addition, according to Wynn et al. (2007), several elements significantly contributed to the school environment including space, availability of materials, scheduled collaboration time, class size, availability of supplies, administrative support, behavior plan, and professional relationship among colleagues. The combination of these elements will develop a better school environment to retain teachers from leaving their profession.

Besides, Carlson (2012) argued that a lack of establishing collaboration and a sense of support in the school environment will lead to poor retention among teachers. Hence, school management should use alternate leadership skills to foster a culture that supports and facilitates strategic collaboration, interaction, and cohesiveness among teachers (Carlson, 2012). As a result, teachers will feel a stronger sense of identity in the school and tend to retain it in their current profession. Johnson (2011) also indicated that a school environment that is rigorous, supportive, and relevant is positively related to the willingness of teachers to stay in the school. In contrast, a poor school environment will make teachers unproductive and passive and ultimately result in role confusion, decreased intrinsic reward, feelings of powerlessness as well and increased student academic and behavior concerns in the school (Johnson, 2011). Thus, a well-developed school environment is not only vital to retaining teachers but even potentially affects the overall performance in terms of management and students.

Work environment refers to the perception and experience of an individual employee in the current work setting. According to Opperman (2002), there are three subsets of environments work environments. Technical environment refers to the aspect of physical and tangible elements such as tools, equipment, or technological facilities (Opperman, 2002). According to Nakpodia (2011), a good work environment must be full of essential needs and facilities that can assist teachers in performing well in their jobs. For example, offices with air conditioners, innovative teaching equipment, decent furniture, quality teaching materials, and pleasant internetworking. The human environment relates to employee groups, peers, people related to employees, social interaction, leadership, or management.

According to Vischer (2007), schools must also emphasize the psychological aspect of the work environment to encourage pleasant teacher relationships, strong mutual trust between management and teachers as well as immediate social support to each other. Schools must also encourage a free flow of ideas from teachers hence they are motivated when they participate in setting a common plan or objective (Heneman, 2007).

2.2.3 Emotional Demand

Work that is mentally and emotionally taxing is already commonplace in modern workplaces, which place a premium on interaction with other people (de Jonge & Dormann, 2003). The client-driven nature of most jobs, especially those in the service industry like teaching, comes with greater emotional and psychological expectations

(Maxwell & Riley, 2017). The emergence of a variety of psychological and physical dysfunctions in the workplace, including burnout, depression, cardiovascular disease, and other health issues, may be influenced by these taxing factors (Brotheridge & Grandey, 2002). Consequently, it is vital to emphasize the adverse consequences of stress-induced absenteeism, job disability, and the associated financial burdens (Le Blanc et al., 2001).

Furthermore, the job's emotional requirements have the potential to deplete a service provider's ability to demonstrate concern (Maslach et al., 2001). Emotional demand can be characterized as the employees' perception of experiencing elevated degrees of dedication and utilization of emotional resources within the professional setting (Maxwell & Riley, 2017). Furthermore, De Jonge and Dormann (2003) proposed that emotional demand pertain to the job elements that typically entail the need for continuous emotional regulation due to interpersonal interactions with clients. In other words, emotional demands are the aspects of the job that are required to have the classic job requirement. According to Vegchel et al. (2004), the scope of emotional demand extends beyond occupations that are governed by diverse emotional display rules. It also encompasses work settings where employees frequently encounter customers who are experiencing distress or facing challenges. According to the findings of Heuven et al. (2006), feeling rules and emotionally charged interactions with customers are the two components that make up emotional demand. Firstly, emotional demand can be understood as instances of emotionally charged encounters inside the workplace. Secondly, emotional demand can also be associated with emotion-rule dissonance, which pertains to the inconsistency between prescribed emotion norms and the feelings experienced (Heuven et al., 2006).

According to Heuven et al. (2006); Maxwell and Riley (2017), while there may be some lack of consistency in the description of emotional demand, there is a notable coherence in the underlying mechanism. This coherence implies that emotional demand arises

because of the interaction between employees and customers. However, the primary aim of the investigation is to scrutinize the notion of emotional demand in the workplace, specifically focusing on the interplay between feeling rules and emotionally challenging interactions. Besides, the demand of emotion would be particularly onerous since they require an employee to maintain control over his or her emotional state for the sake of the organization. Also, the expression of emotions can be a good indicator of future stress levels (Grandey, 2000). When resources for one's employment are readily available, emotional demand may even prove to be advantageous. The fundamental components of emotional demand within the context of occupational requirements for the implementation of emotional labor techniques can be conceptualized as how frequently there are interpersonal encounters and the strength of emotions experienced during these interactions (Brotheridge, 2006; Yin, 2015).

Moreover, instructing in tertiary educational environments might provide emotional strain, require significant time investment, and impose substantial demands (Berry & Cassidy, 2013). Furthermore, educators within the realm of higher education have been confronted with significant emotional pressures (Yang & Chen, 2021). Teaching within educational institutions can encompass a range of emotional manifestations, wherein there exists a heightened expectation to prominently showcase or exaggerate specific emotions while concurrently downplaying or repressing the expression of others (Ogbonna & Harris, 2004). This dichotomy may lead to a range of emotional responses in educators (Maxwell & Riley, 2017). According to Yin and Lee (2012), The guidelines on the manifestation of emotions within the professional setting of Chinese educators can be categorized into four distinct groups: the incorporation of emotions in educational practices, concealing unfavorable expressions, upholding a positive emotional state, and employing emotional regulation techniques to facilitate the attainment of educational objectives. Because of this, it is generally accepted that the job of a professor involves performing tasks that are mentally and emotionally taxing (Maxwell & Riley, 2017). This phenomenon could potentially be attributed to the

continuous engagement of professors with students, parents, and fellow faculty members.

According to Yang and Chen (2021), researchers at Chinese institutions of higher education place significant emphasis on examining teachers' perceptions of the emotions they encounter in their professional roles. This focus is driven by the recognition that these emotions are intricately linked to various stakeholders, including students, parents, colleagues, and school administrators, all of whom can exert considerable stress on teachers. (Shepherd et al., 2018). When an individual is continuously subjected to emotional demand, this can result in a drain on their resources, which can in turn cause stress, which can lead to both poor physical health and emotional exhaustion (Maxwell & Riley, 2017).

2.2.4 Teacher Self-efficacy

Perceived self-efficacy is described as "one's perception about the capacity to execute and organize the series of actions to attain a specific level of performance" by Bandura (1986). The self-concept is characterized by a conviction in one's abilities rather than a perception of one's characteristics (Zimmerman & Cleary, 2006; Bong & Skaalvik, 2003). Additionally, Bong (2006) notes that self-efficacy beliefs can be specialized to a domain, expertise, or task and that contextual specificity should not be mistaken for generic levels. Self-efficacy is founded on the SCT's theoretical underpinnings, which emphasize the development and human agency practice so that have some control over what they accomplish (Bandura, 2005). According to Bandura (2005), humans are self-reflective, aggressive, self-regulating, and self-organized in this idea. He emphasizes the fact that people set intents, establish goals, anticipate potential results, keep an eye

on their actions, control them, and evaluate their effectiveness. This approach emphasizes the interaction between individual elements (including cognition), behavior, and external circumstances. According to this viewpoint, self-efficacy influences a person's behavior and objectives and is affected by surroundings (Cherry, 2023).

Most authors described teacher self-efficacy as their trust in the capacity to have a positive impact on important student performance (Soodak & Podell, 1996; Wheatley, 2005). Research shows that if teachers believe that their education has an impact on student behavior and academic achievement, their self-efficacy will increase, and they are more likely to keep their existing position than change it. In line with this, teachers perceived self-efficacy is thought to decline if they think that elements outside of teaching, such as students' skill sets, are more crucial to how students learn than any potential teacher effect. This will lead to a greater likelihood that they will have thoughts of leaving their jobs (Guskey & Passaro, 1994; Rose & Medway, 1981).

Skaalvik and Skaalvik (2010) define teacher self-efficacy as teachers' perceptions of the capacity to control, prepare, and perform the tasks required to accomplish specific educational objectives. They continued by extending the idea of teacher efficacy by considering how perceived efficacy affects teaching effectiveness (Skaalvik & Skaalvik, 2007, 2010). It is based on an examination of teachers' roles in real educational projects in Norway, and these duties are comparable to those of teachers in any contemporary educational system. They classify the 6 teacher self-efficacy dimensions as the most important responsibilities that teachers undertake.

According to Berg et al. (2023), instruction is the teacher's evaluation of the students' capacity to learn, clarify the learning content, provide them with guidance regarding their learning, and assist them in comprehension of the educational system. The

following dimension, adapting instruction to individual students' needs requires a self-evaluation of the teacher's capacity to address the variety of needs and capacities of students. Motivating students, which is the third dimension involves the teacher's self-assessment of their capacity to stimulate and sustain students' interest in learning, encourage them to work hard on assignments, and attempt to solve challenging learning challenges. Then, classroom discipline is a fundamental requirement for effective teaching in terms of upholding order. Consequently, the fourth dimension of teacher self-efficacy relates to the teacher's abilities to manage disruptive pupils' behavior and keep pupils with behavioral issues in line with classroom standards (Brickman & Olsson, 2020). Whereas the operation with colleagues and parents' dimension is connected to teachers' cooperation with coworkers and parents to resolve issues and enhance the standard of instruction (Brickman & Olsson, 2020). The last dimension is coping with challenges. Given that education is undergoing a serious and rigorous reform process, teachers must be prepared to deal with the various issues that come up in their daily work (Djigić et al., 2014).

2.2.5 Work Engagement

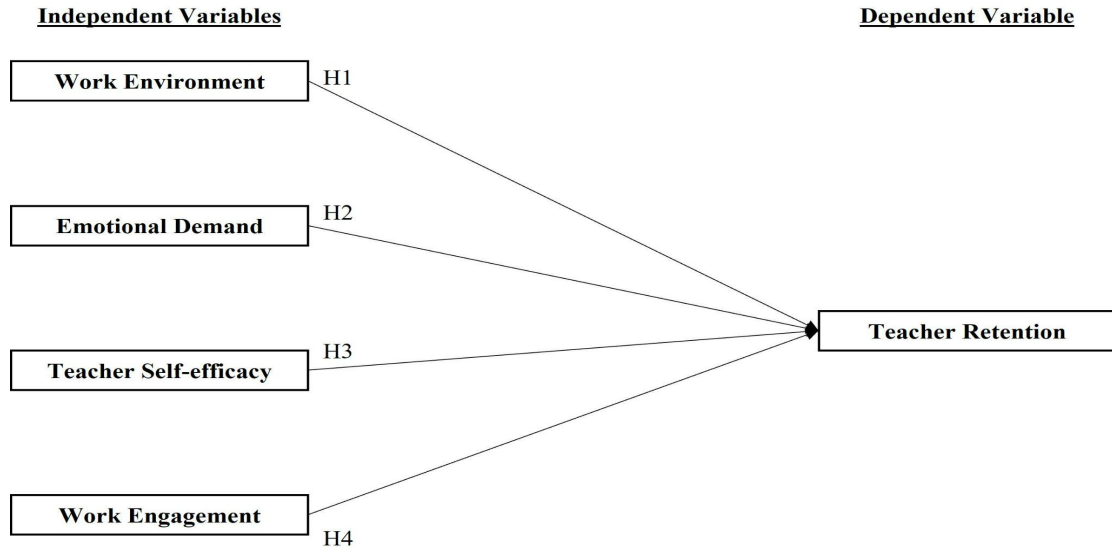
Work Engagement, according to Kahn (1990), encompasses not only the many levels of one's physical, cognitive, and affective self that one might bring to one's job but also how those levels impact one's work experience and performance. As a result, Kahn (1990) distinguished three key aspects of workplace engagement: emotive, cognitive, and physical. First, physical involvement refers to how much effort individuals put in both physically and mentally while working. Kahn (1990) used the example of high degrees of personal interaction that workers who move across departments at work might encounter. The second is cognitive engagement, which indicates that to contribute as much as they can, employees must comprehend the employer's vision and strategy as well as the type of performance that is required of them. Third, the

relationship between the employee and the employer is the foundation of emotional involvement. Establishing a sense of belonging at work that inspires staff members to believe in and support the company's values and mission is necessary for building positive connections. Positive interpersonal interactions, group dynamics, and management techniques, according to Kahn (1990), promote sentiments of safety and trust.

As defined by Schaufeli et al. (2002), the word "work engagement" refers to a positive and satisfying psychological state related to one's employment that can be defined by absorption, vigor, and dedication. According to Schaufeli et al. (2002), vigor is the term used to describe energetic engagement and relates to a high degree of mental sharpness, vitality, and willingness to devote all of one's energy to the task at hand. Total dedication is characterized by absolute focus, being happily engaged in one's task, and time flying by, making withdrawal from the work impossible (Schaufeli et al., 2002). Total absorption is characterized by total concentration, which is defined as being so engrossed in one's task that it is impossible to draw oneself away from it, even when time passes fast (Schaufeli et al., 2002).

2.3 Proposed Research Framework

Figure 2.1:
Proposed Research Framework



Based on SET (Blau, 1964), SCT (Bandura, 1997), and COR theory (Hobfoll et al., 2018), the research framework employed in the present research investigates the correlation between the independent variables (work environment, emotional demand, teacher self-efficacy, and work engagement) and the dependent variable (teacher retention). According to SET, teachers are more likely to remain in their positions if they believe that the advantages of their occupations (such as the workplace culture and level of dedication) exceed the disadvantages. Teacher self-efficacy is a fundamental component of SCT. Teachers will be more content with their careers and are less likely to quit if they have a high sense of self-efficacy. Teachers who experience high emotional demand need to manage their emotions. In line with COR theory, high emotional demand from job results will deplete teachers' emotional resources. In contrast, when the benefits of a situation outweigh the emotional resources they invest, teachers are more likely to stay in their jobs.

2.4 Hypotheses Development

2.4.1 Work Environment and Teacher Retention

According to Kossivi et al. (2016), a conducive work environment seems to contribute significantly to employee retention. A conducive environment encompasses sufficient resources, a relaxing atmosphere, and flexibility. According to Nyanjom (2013), employees work in an unsatisfactory work environment leading them to leave their jobs. Hence, changing a poor work environment is crucial to deciding whether employees are satisfied with the company and results in the decision to remain in the existing company (Nyanjom, 2013).

According to Das and Baruah (2015), the study stated that teachers are treated as precious assets for a country. The teaching profession brings a lot of benefits, hence its popularity. However, retaining teachers is a difficult challenge in the present environment. Retention of teachers must be taken seriously in the educational institution to foster a quality education system for the future. School management should take appropriate retention measures to develop a better work environment to satisfy the needs of teachers (Das & Baruah, 2015).

Besides, according to Effah and Osei-Owusu (2005), a poor school environment will decide whether teachers agree or disagree to stay at the school. Schools should consider the availability of facilities and structures in the school. This is because only adequate resources are provided in the school environment, then teachers will be more committed to pursuing teaching and retaining in the school.

According to Johnson (2006), teacher quality, teacher effectiveness, and even retention is closely related. A work environment is the major practice in retaining teachers. Schools should provide teachers with professional development opportunities, timely support, and appropriate authority and freedom within the school. When a positive work environment develops then teachers are more willing to stay, delivering quality education to students and resulting in improved school performance in society.

After reviewing numerous studies regarding the relationship between working environment and teacher retention, the proposed hypothesis is as below:

H₁: Work environment has a significant influence on teacher retention.

2.4.2 Emotional Demand and Teacher Retention

Emotional demand, which includes things like work stress, time pressure, and so on, has been found to have a favorable association with employee retention among 294 seafarers (Gu et al., 2020). Research has provided evidence indicating that certain employment demand, such as work-related stress and emotional requirements, might lead to a decline in employee retention (Moloney et al., 2018).

The association between the emotional demand and plans to leave that employment is moderated by interesting environments. To be more specific, the intention to leave work is lower when the job requirements are not particularly demanding and if the atmosphere is fascinating (Coomber & Barriball, 2007). Besides, Mazzetti et al. (2023)

found that interesting environments moderated between emotional demand and plans to leave that employment.

The teaching profession relies heavily on human interaction and places great emotional demand on its practitioners (Bakker & Demerouti, 2007). As a result of the psychological facet of work, it is referred to as emotional demand (Rupert et al., 2015). Emotional demand may lead to a gradual decline in positive attitudes, such as reduced teacher engagement, but increased burnout, not to mention increased professional commitment, which directly indicates that emotional demand are significantly related to teacher retention (Stelmokienė et al., 2019). The extent to which teachers are acknowledged for their efforts, establish emotional connections with students and actively participate in their professional commitments (Stelmokienė et al., 2019). Hence, the teacher does not have an emotional connection with the students which also leads to the teacher failing to keep professional commitments, which indirectly affects the teacher's retention. This finding demonstrates a notable correlation between the retention of teachers and the level of emotional pressure they experience.

In addition, regulations that organizations have about the presentation of emotions can necessitate differing amounts of emotional expression from those in the teaching profession (Ogbonna & Harris, 2004). When it comes to the day-to-day process of teaching and interacting with students, educators are required to work hard to overcome emotional camouflage, which is caused by the dissonance that exists between an individual's genuine feelings and the emotional delivery that is expected by the organization. Therefore, emotional demand has a significant impact on the retention of teachers or the likelihood that they will remain in their positions.

The above review gives rise to the proposed hypothesis as below:

H2: Emotional demand has a significant influence on teacher retention.

2.4.3 Teacher Self-efficacy and Teacher Retention

According to Maertz and Griffeth (2004), self-efficacy influences attitudes about the worth of available career possibilities as well as the likelihood of landing those options. Depending on their degree of happiness, teachers with low self-efficacy may not regard leaving their current position as a feasible option and instead choose to remain in it. Similarly, educators with strong self-efficacy who are unsatisfied with the current workplace may opt for a change since they view the position of another workplace as an opportunity. This research demonstrates that teacher retention and teacher self-efficacy are significantly correlated.

Based on the studies, self-efficacy is a significant issue that has been linked to teacher attrition (Pintrich & Schunk, 1996). The so-called "can-do" mentality is the self-efficacy that causes teacher attrition (Schwarzer, 2014). Teachers who have a high degree of self-efficacy are more inclined to be successful and maintain their chosen career. In contrast, when self-efficacy levels have dropped, they are more willing to fail (Pintrich & Schunk, 1996; Saklofske, Michaluk, & Randhawa, 1988). Furthermore, Glickman and Tamashiro (1982) discovered that poor teacher self-efficacy caused teachers to become less committed to their work, which ultimately led to teachers leaving their positions. This demonstrates a strong connection between self-efficacy and teacher retention. Besides, Hong (2012) also argued teachers' efficacy is crucial as it improves which in turn affects teachers' resilience, engagement, and retention.

Based on the above review, a relevant hypothesis is developed below:

H3: Teacher self-efficacy has a significant influence on teacher retention.

2.4.4 Work Engagement and Teacher Retention

According to Shibiti (2020), elements that contribute to retention include wage satisfaction, job characteristics, training, and future growth, supervisory support, career and promotion chances, and work-life balance. These aspects help instructors become more enthused, committed, and absorbed. Teachers are therefore highly committed to their profession when retention considerations are met.

According to Fernando and Nishanthi (2021), work engagement has a substantial influence on employee retention, and the study reveals that high work engagement keeps and inspires people, but low work engagement drives employees to quit the organization. To encourage teachers and lower the incidence of teacher turnover, it is necessary to provide them with incentives.

In addition, work engagement has a bad relationship with plans to leave (Park & Johnson, 2019). In other words, work engagement affects how long teachers stay on the job. When instructors are disengaged at work, it influences their desire to quit, as stated by Skaalvik and Skaalvik (2011).

In a study of career and technical education instructors, high levels of work engagement enhanced teacher retention at the school (Song et al., 2013). Excellent staff relations, organizational stability, and greater retention rates all arise from instructors who are enthusiastic about their profession.

Under the analysis above, the following theory is put forth:

H₄: Work engagement has a significant influence on teacher retention.

2.5 Conclusion

With following factors are presented in this chapter as autonomous and reliant ones: the work environment, emotional demand, teacher self-efficacy, work engagement, and teacher retention. This part also goes through the theoretical foundations of this investigation. The researcher was able to assess the hypotheses utilizing the literature after developing the theoretical framework.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The third section is the method for investigation shall be presented, with a focus on the tools utilized for data collecting and evaluation. The use of the instruments necessitated that the researcher design the research's approach, select the data collection tools, plan the sampling strategy, and set up the construction measurement.

3.1 Research Design

It is referring to the systematic selection and application of research elements and methodologies by researchers to effectively implement a suitable research approach to develop and substantiate their investigations (Bhat, 2018). This method is called the research method. Furthermore, it is crucial to acknowledge that research shall be organised under two distinct classifications, which are research for the quantifiable and qualitative investigations. Besides, qualitative research, also known as study without numbers or statistics, is typically conducted by words, visuals, and observations to carry out analysis (Kalra et al., 2013). Quantitative research, on the other hand, is supported by data and, as a result, is simpler to locate (Bhandari, 2020). The study is done with the help of figures and statistics. Surveys are typically used as the primary method for gathering quantitative data. The study of the factors that determine teacher retention in primary school teachers in Malaysia, was carried out with the assistance of quantitative research for this investigation. The only sort of research that can draw

conclusions about causes and uncover connections between causes is called causal research (Villegas, 2022). This study employed a causal research approach to investigate the causative relationships between many elements, including the working environment, emotional demand, teacher self-efficacy, and work engagement, concerning teacher retention.

3.2 Data Collection Method

Data collecting is an analysis process, whether for scientific study, market analysis, decision-making, or any other reason. It entails gathering information or data from numerous sources to answer specific questions, test hypotheses, or achieve certain goals. The obtained data is the basis for analysis, interpretation, and drawing conclusions (Simplilearn, 2021).

Primary Data

Information that has been gathered directly from the sources is referred to as primary data. In general, it helps achieve targeted research aims (Temitope Ayanyemi, 2020). The most common forms of primary data collection are surveys and direct observation. When asked questions directly related to the survey's topic, respondents typically provide more informative answers. Analysis of the respondent's body language to determine the reliability of their response. To collect primary data for the investigation, the survey will be given to the population of interest in the selected location. The questions that were included in the questionnaire were taken from a wide variety of academic journals (Temitope Ayanyemi, 2020).

3.3 Sampling Design

The sampling design is the methodology used to pick enough elements from the target population. It is therefore possible to generalize the results of the statistical analysis to the overall population. In short, it helps to reduce cost and time, and fewer errors in selecting samples (Garg, 2016).

3.3.1 Target Population

The curiosity an investigator has about a whole group of individuals, occasions, or items is known as the population (Sekaran & Bougie, 2016). Consequently, this research focuses on the variables that influence Chinese primary school teachers in Johor who are employed in the education sector, including the work environment, emotional demand, work engagement, teacher self-efficacy, and teacher retention. The study's goal is to ascertain how different variables such as the work environment, emotional demand, teacher self-efficacy, and work engagement affect teacher retention. According to Figure 3.1 about 6,045 people currently work as Chinese primary school teachers in Johor.

Figure 3.1:

Table of number of educators employed by government and government-aided elementary and secondary schools in Johor as of 30th June 2022.

JOHOR

| Jenis Latihan / Type of Training Jenis Sekolah / Type of Schools | Siswazah Graduate | | | Bukan Siswazah Non-Graduate | | | Tiada Latihan dan Lain-lain** Untrained and Others** | | | Jumlah Total | | |
|--|----------------------|---------------|---------------|--------------------------------|--------------|--------------|---|------------|------------|-----------------|---------------|---------------|
| | L/M | P/F | J/T | L/M | P/F | J/T | L/M | P/F | J/T | L/M | P/F | J/T |
| Prasekolah / Pre-school | 103 | 807 | 910 | 4 | 51 | 55 | 0 | 0 | 0 | 107 | 858 | 965 |
| Jumlah Kecil / Sub-total | 103 | 807 | 910 | 4 | 51 | 55 | 0 | 0 | 0 | 107 | 858 | 965 |
| SEKOLAH RENDAH / PRIMARY SCHOOLS | | | | | | | | | | | | |
| Kebangsaan / National | 5,417 | 11,293 | 16,710 | 486 | 670 | 1,156 | 101 | 304 | 405 | 6,004 | 12,267 | 18,271 |
| Jenis Kebangsaan (C) / National Type (C) | 853 | 4,146 | 4,999 | 81 | 870 | 951 | 21 | 74 | 95 | 955 | 5,090 | 6,045 |
| Jenis Kebangsaan (T) / National Type (T) | 186 | 845 | 1,031 | 22 | 91 | 113 | 0 | 0 | 0 | 208 | 936 | 1,144 |
| SABK / GARS | 41 | 139 | 180 | 25 | 42 | 67 | 1 | 0 | 1 | 67 | 181 | 248 |
| Pendidikan Khas / Special Education | 30 | 76 | 106 | 2 | 2 | 4 | 0 | 0 | 0 | 32 | 78 | 110 |
| Model Khas Komprehensif 9** / Comprehensive 9 Special Model** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jumlah Kecil / Sub-total | 6,527 | 16,499 | 23,026 | 616 | 1,675 | 2,291 | 123 | 378 | 501 | 7,266 | 18,552 | 25,818 |
| SEKOLAH MENENGAH / SECONDARY SCHOOLS | | | | | | | | | | | | |
| Biasa / Regular | 4,650 | 13,690 | 18,340 | 34 | 51 | 85 | 0 | 1 | 1 | 4,684 | 13,742 | 18,426 |
| Berasama Penuh / Fully Residential | 147 | 279 | 426 | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 279 | 426 |
| Agama / Religious | 141 | 235 | 376 | 0 | 0 | 0 | 15 | 9 | 24 | 156 | 244 | 400 |
| Teknik / Technical | 10 | 36 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 36 | 46 |
| Kolej Vokasional / Vocational College | 379 | 592 | 971 | 20 | 4 | 24 | 0 | 1 | 1 | 399 | 597 | 996 |
| SABK / GARS | 213 | 401 | 614 | 16 | 17 | 33 | 20 | 20 | 40 | 249 | 438 | 687 |
| Model Khas* / Special Model* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pendidikan Khas / Special Education | 21 | 76 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 76 | 97 |
| Sukan / Sports | 49 | 55 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 55 | 104 |
| Seni / Arts | 15 | 31 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 31 | 46 |
| Kolej Tingkatan 6 / Form 6 College | 15 | 31 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 31 | 46 |
| Bimbingan Jalanan Kasih | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jumlah Kecil / Sub-total | 5,640 | 15,426 | 21,066 | 70 | 72 | 142 | 35 | 31 | 66 | 5,745 | 15,529 | 21,274 |
| JUMLAH BESAR / GRAND TOTAL | 12,270 | 32,732 | 45,002 | 690 | 1,798 | 2,488 | 158 | 409 | 567 | 13,118 | 34,939 | 48,057 |

Note. Adapted from Kementerian Pendidikan (2022).

3.3.2 Sampling Frame and Sampling Location

The working population is another name for the sampling frame, which is "an outline of the components from which a sample could be taken" (Zikmund et al., 2013). The Chinese primary school teachers who are the target responders for this study are all employed full-time. The location of the research is Chinese primary schools which are located at Johor. The main reason for selecting Johor as the site for the sample is because Johor has the highest rate of decline in the number of Chinese elementary school teachers compared to other states.

3.3.3 Sampling Elements

The research's intended audience are those full-time Chinese primary school teachers employed in Johor. Therefore, the questionnaire can be completed by any full-time Chinese primary school teacher in Johor. They could range in age, marital status, duration of experience, educational background, and other factors.

3.3.4 Sampling Technique

The 2 distinct groups of sampling techniques are non-probability techniques and probability techniques. According to Etikan et al. (2016), there is a predefined nonzero possibility that every single person in the population will be chosen in a probability sample. Although non-probability technique is well recognized, the mechanism utilized to choose a particular group is uncertain and relies on practicality or individual choice (Zikmund et al., 2013).

Convenience sampling had been applied in the study, which used non-probability sampling. According to Zikmund et al. (2013), "Convenience sampling means sampling by gathering units and individuals who are most readily available." This sampling technique allows for the quick and efficient acquisition of a sizable full questionnaire number.

3.3.5 Sampling Size

As was already indicated, there were around 6,045 teachers employed by the Chinese primary school in Johor. Table 3.1 indicates that for this research, a minimum of 361 respondents are needed.

Table 3.1:
Table of Krejcie and Morgan (1970)

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size. *S* is sample size.

Note. Adapted from Krejcie & Morgan (1970).

3.4 Research Instrument

The study project uses a survey to gather primary information from our intended participants. The questionnaire approach is thought to be the best tool for gathering all the necessary information for this study.

In addition, the questionnaire approach is practical to utilize because it may reach a lot of respondents and gather a lot of data. The design of the questionnaire will make use of fixed-alternative questions. Each fixed-alternative question will contain several suggested responses, allowing respondents to choose the ones that apply to them the most. As a result, completing the questionnaire will be simple and take less time for the responders. It is also simpler to enter the data and compute the outcome when fixed-alternative questions are used.

This survey is divided into 6 parts. The respondents will be questioned about their data and characteristics in Section A, including their ethnicity, basic monthly salary, average number of hours worked per week, and so on. In addition, the respondents' comments about the workplace are solicited in Section B's questions. This section consists of a total of 7 questions, each of which is rated on a 5-point rating scale to gauge the respondents' degree of consensus. They are free to choose between the options of strongly disagree and strongly agree based on their perceptions.

Furthermore, in Section C, the questions on emotional demand were structured to examine respondents' previous experiences of interacting with students, parents, and

colleagues. Only 4 questions are included here, and they are created using a 5-point rating scale. The items are all related to the emotional job demand scale. Then, in Section D, the third independent variable set up in the questionnaire is the questions relating to the teacher's self-efficacy. This section consists of 24 items, all of which were also constructed using the 5-point Likert scale rating.

In addition, the questions in Section E are related to work engagement. The 9 questions cover the 3 dimensions, which are vigor, dedication, and absorption. Section E is based on a seven-point Likert scale. Depending on their perspectives, respondents may choose from a range of never to always. Lastly, Section F includes 3 questions related to teacher retention. Same with Section B, these questions are designed using a 5-point rating scale to gauge the respondents' degree of consensus.

3.4.1 Pre-study

To verify the authenticity of the questionnaire's items, a pre-study was conducted before the questionnaire was formally distributed to the 361 respondents. This is done by sending the questionnaire to academic staff and two industry practitioners (Chinese primary school teachers) to check to guarantee the vocabulary used in the questionnaire is easy to understand and that the respondents can quickly and accurately comprehend what is being asked. After the academic staff and two industry practitioners had completed the questionnaire and corrected what they thought was inappropriate, the questionnaire was sent to the full-time Chinese primary school teachers working in Johor to fill in.

3.4.2 Pilot Study

The pilot test is a quick investigation that aids in the design of confirmatory research (Arnold et al., 2009). In this research, the pilot test aims to identify and resolve issues with the questionnaire to ensure the instrument's validity and consistency (Polit & Beck, 2017). According to Malhotra (2008), 30 to 100 responders are seen as a fair quantity for pilot testing. Hence, a sample of 30 targeted respondents in Johor Chinese primary schools was selected for this test. 30 respondents received the survey by way of an email with a Google form link. The survey was expected to take between 10 and 15 minutes to complete. It took about 2 days for the 30 valid responses to be collected. The SPSS was then applied to enter the respondents' information to assess the constructs' validity.

The pilot test's reliability result appears as follows:

Table 3.2:
Reliability of the Pilot Test Survey

| Variables | Coefficient Alpha Value |
|-----------------------|-------------------------|
| Teacher Retention | 0.692 |
| Work Environment | 0.773 |
| Emotional Demand | 0.760 |
| Teacher Self-efficacy | 0.905 |
| Work Engagement | 0.899 |

The SPSS Software results reveal that the α of teacher retention is 0.692. Whereas the work environment, emotional demand, teacher self-efficacy, and work engagement

have alpha values of 0.692, 0.760, 0.905, and 0.899 respectively. These findings indicate that the reliability of all independent variables is good to reliable.

3.4.3 Full Study

The full-time Chinese primary school teachers in Johor who will be conducting the entire study are the study's target population. They had received 362 sets of surveys to complete to undertake the entire investigation for the research project. The following schedule was followed to complete the entire research:

Table 3.3:
Schedule to Conduct Full Study

| Date | Activities |
|---|---|
| 29 th May 2023 | Distribute the questionnaires |
| 29 th May 2023 to 21 st June 2023 | Collect the questionnaires |
| 21 st June 2023 | Analyze the information gathered to come up with the research conclusion. |

On 29th May 2023, the teachers in Johor's Chinese elementary schools received 361 sets of questionnaires. The headmasters of those Chinese elementary schools were told of the research's goal and permitted to distribute the questionnaires to the teachers. Furthermore, to make sure the teachers had enough time to complete questionnaires, the Google link to the questionnaire would only expire at the start of a new school session and would no longer receive responses. The duration of data collection is about one month as shown in the schedule above.

A total of 361 questionnaire responses were successfully collected on 21st June 2023. The questionnaire was completed by a total of 362 people, however, one of the surveys returned was incomplete, thus it was discarded from further analysis. Consequently, a total of 361 valid responses had been collected.

3.5 Constructs Measurement (Scale and Operational Definition)

3.5.1 Origin of Construct Measurement

Table 3.4:
Origin of Construct Measurement

| Variable | | No. Questions | Scale | Sources | Sample Questions |
|-----------------------|-----------------------|---------------|---------------------------------------|-----------------------------|---|
| Dependent Variable | Teacher retention | 3 | Interval scale (5-point Likert Scale) | Bradley (2007). | I hope to resign from the teaching profession. |
| Independent Variables | Work Environment | 7 | | Rahmawati (2018). | Furniture at the workplace is flexible enough to adjust, rearrange or reorganize. Workplace layout supports the work activity and encourages interaction between the employees. I can maintain social contact with others around me. |
| | Emotional Demands | 4 | | Yin (2015). | To perform my teaching well, I have to spend most of my time interacting with others (e.g., students, parents and colleagues) |
| | Teacher Self-efficacy | 24 | | Skaalvik & Skaalvik (2007). | I can explain central themes in your subjects so that even the low-achieving students understand. I can organize schoolwork to adapt instruction and assignments to individual needs. I can get all students in class to work hard with their schoolwork. I can maintain discipline in any |

| | | | | | |
|--|-----------------|---|--|----------------------------|---|
| | | | | | <p>school class or group of students.</p> <p>I can cooperate well with most parents.</p> <p>I can successfully use any instructional method that the school decides to use.</p> |
| | Work Engagement | 9 | Interval scale (7-point Frequency Scale) | Schaufeli & Bakker (2003). | <p>At my work, I feel really energised.</p> <p>I am excited about my job.</p> <p>I feel happy when I am working hard.</p> |

Teacher retention is operationalized using the three items scale developed by Bradley (2007). The construct also has been utilized by Sass et al. (2011) to examine schoolteacher retention in the United States. **The three items will be reversed score so that a high score of desire to quit reflects low retention and vice versa.**

Work environment is measured with seven items from Rahmawati (2018), consisting of three dimensions namely technical environment, organizational environment, and human environment. Besides, emotional demands consist of four items adopted from Yin (2015).

Teacher self-efficacy consists of 24 items, adapted from Skaalvik, E. M., & Skaalvik, S. (2007). Six dimensions including instruction adoption to individual student’s needs, instruction, managing discipline, students’ motivation, coping changes and challenges, cooperation between colleagues and parents.

Lastly, work engagement is applied based on a simplified version of the Utrecht Work Engagement Scale (UWES) that consists of nine items (Schaufeli & Bakker, 2003). There are three dimensions which include vigor, dedication, and absorption.

3.5.2 Scale of Measurement

According to Mishra et al. (2018), measurement is the same as a unit for estimating or finding the magnitude ratio of a quantitative property. In this research, all scales would be used to conduct the study except of ratio scale.

3.5.2.1 Nominal Scale

According to Williams (2021), when an empirical test enables to decide something that is equivalent to a vary item then nominal measurement can be used. There are four questions are using nominal scale in Section A for this research, which are gender, ethnics group, highest education level, marital status.

Example:

1. Gender

- Female
- Male

3.5.2.2 Ordinal Scale

William (2021) stated that measurement of ordinal is a way to determine that certain items are either or higher or lower than others depending on certain criteria such as its value and order (Matthews, 2017). In this research, six questions used ordinal scale which are regarding age, working hours per week in average, current schoolwork experience and experience as a teacher in the educational industry.

Example:

2. Age

- Below 25 years old
- 26 to 35 years old
- 36 to 45 years old
- 46 to 55 years old
- Above 55 years old

3.5.2.3 Interval Scale

According to Matthews (2017), interval measurement refers to the distances between the values. Likert scale will be used to determine feeling and attitude of each respondent based on different degrees. The interval scale has been used in five sections which are Sections B to F in the questionnaire in this research. This study also establishes a five-point scale including disagree to agree in strongly and a seven-point scale from never to always for the measurement of each independent variable. The following is an example question using a five-point scale for measurement:

| Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| 1. I hope to transfer or relocate to another school. (r) | 1 | 2 | 3 | 4 | 5 |
| 2. I hope to resign from the teaching profession. (r) | 1 | 2 | 3 | 4 | 5 |
| 3. I hope to enter a new and different career. (r) | 1 | 2 | 3 | 4 | 5 |

Note. All the items were reversed coded in the analysis.

3.6 Data Processing

A process of turning data into useful components. Many processes carried out under this process including checking, editing, coding, and transforming data (Sekaran & Bougie, 2016).

3.6.1 Data Checking

The process involves monitoring grammar and spelling. Data verification aims to maintain the reliability of the data at the end. Researchers would carefully examine the questionnaires collected from respondents before passing them to the following stage. Hence, it is critical to ensure that any single element has been answered by the respondents without any missing responses from the questionnaire (Sekaran & Bougie, 2016).

3.6.2 Data Editing

A process that mainly for logical judgment to avoid biased editing while supporting clarified responses without missing words (Sekaran & Bougie, 2016). This process is to prevent the questionnaire from being manipulated by someone or the respondent fails to fully answer the questionnaire.

3.6.3 Data Coding

A process in which the observed data drives the process (Sekaran & Bougie, 2016). The purpose of this process is to remove unused data, make remaining data with meaning, and then summarize the finalized data. In the process, digitalization of the

respondent's answer will be taken to apply into software which is SPSS. Then, the data will be analyzed when the responses are properly cataloged in the system.

Table 3.5:
Respondent's Demographic Profile (Section A)'s labels and coding

| Question No. | Label | Code |
|---------------------|--------------------------------|--|
| 1 | Gender | 1 as Female 2 as Male |
| 2 | Age | 1 as Below 25 years old 2 as 26 to 35 years old 3 as 36 to 45 years old 4 as 46 to 55 years old 5 as Above 55 years old |
| 3 | Ethnic group | 1 as Malay 2 as Chinese 3 as Indian 4 as Others |
| 4 | Highest education level | 1 as SPM/STPM 2 as Diploma 3 as Bachelor's degree 4 as Master's degree or equivalent 5 as Ph.D. or equivalent 6 as Others |
| 5 | Marital status | 1 as Single 2 as Married 3 as Others |
| 6 | Average working hours per week | 1 as 30 hours and below 2 as 31 hours- 40 hours 3 as 41 hours- 50 hours 4 as Above 51 hours |

| | | |
|---|---|--|
| 7 | Working experience in the current school | 1 as Below 5 years 2 as 6 to 15 years 3 as 16 to 25 years 4 as Above 25 years |
| 8 | Experience as a teacher in the educational industry | 1 as Below 5 years 2 as 6 to 15 years 3 as 16 to 25 years 4 as Above 25 years |

Table 3.6:
Work Environment, Emotional Demand, Teacher Self-efficacy, and Work Engagement (Sections B to F)’s labels and coding

| Question No. | Label | Code |
|--------------|---|---|
| 47 questions | Dependent Variable: <ul style="list-style-type: none"> • Teacher Retention Independent Variables: <ul style="list-style-type: none"> • Work Environment • Emotional Demand • Teacher Self-efficacy • Work Engagement | 1 as Strongly Disagree 2 as <u>Disagree</u> 3 as Neutral 4 as <u>Agree</u> 5 as Strongly Agree 1 as Never (never) 2 as Almost Never (a year or less) 3 as Rarely (once a month or less) 4 as Sometimes (a month) 5 as Often (once a week) 6 as Very Often (a week) 7 as Always (every day) |

3.6.4 Data Transforming

Data transforming is for transcribing various forms of raw data into written form in making them readable by using analytical coding (Sekaran & Bougie, 2016). This process implied the way researchers use SPSS software to send the collected data to run reliability tests then fully analyses the data and publish the detailed result.

3.7 Data Analysis

SPSS software was used for data analysis. From scheduling and data collection through querying, reporting, and deployment, SPSS organized the whole analytical method of the study. The study's data and information were input into SPSS, where they underwent several analyses, including descriptive, reliability, and multivariate regression ones.

3.7.1 Descriptive Analysis

Even though inferential statistics are the study's major purpose, descriptive statistics can still be relied on to offer a basic summary. Descriptive statistics, which include tools such as distributions of frequency tables, ratios, and other measures of central tendency (such as means), provide distinct personalities to populations (Kaliyadan & Kulkarni, 2019).

3.7.2 Reliability Analysis

As stated by Sekaran and Bougie (2012) claim that an instrument's reliability may be determined by how consistently and dependably it evaluates the subject under research. It reveals how error- and bias-free the questionnaire is to a certain extent. As a result, by analyzing the "quality" of measurement, reliability assessments might improve the predictability of the instrument's items.

Table 3.7 provides a broad guideline for evaluating construct reliability:

Table 3.7:
The Cronbach Alpha Rule of Thumb

| Coefficient alpha (α) Range | Reliability |
|--------------------------------------|-----------------------|
| Below 0.60 | Poor reliability |
| 0.60-0.70 | Fair reliability |
| 0.70-0.80 | Good reliability |
| 0.80-0.95 | Excellent reliability |

Note. Adapted from Sekeran & Bougie (2012).

According to Table 3.7, α less than 0.6 are poor trustworthy. It is regarded as fair if it is between 0.6 and 0.7, and good if it is between 0.7 and 0.8. Finally, if the range is between 0.8 and 0.95, reliability is considered outstanding.

3.7.3 Inferential Analysis

3.7.3.1 Multiple Regression

A prevalent method to identify the connection involving several variables and foretelling the value of the reliant variable (Y) that is affected by the self-related variable's (X) value is an analysis of multiple regression. This is because multiple regression analysis necessitates the use of indicators and interval scales for either the independent or dependent variables. According to Zikmund et al. (2010), the dependent variable (Y) must be anticipated and explained. The independent as well as the dependent variables are represented by the following equation:

$$Y_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \epsilon$$

Y_i = Teacher retention

β_0 = Value of Y when all the independent variable (x_1 through x_4) is equal to zero

x_1 = Working environment

x_2 = Emotional Demand

x_3 = Teacher self-efficacy

x_4 = Work engagement

ϵ = Error

3.8 Conclusion

The third chapter covers the methods of inquiry as well as more information on the study and sample design. This chapter also discusses the processes used to acquire primary data, data processing, data analysis methodologies, variable measurements, and research tools. The SPSS program's results will be discussed in further detail in the next section.

CHAPTER 4: DATA ANALYSIS AND FINDING

4.0 Introduction

This chapter's introduction lays out the descriptive study of the respondents' demographics as well as the central tendencies used to measure the dimensions. Following the chapter is a section on scaling evaluation that discusses the survey's evaluation of reliability. Then, the inferential methods are used to demonstrated how the independent and dependent variables relate to one another. The chapter is then summarized at the end.

4.1 Descriptive Analysis

4.1.1 Demographic Profile of Respondents

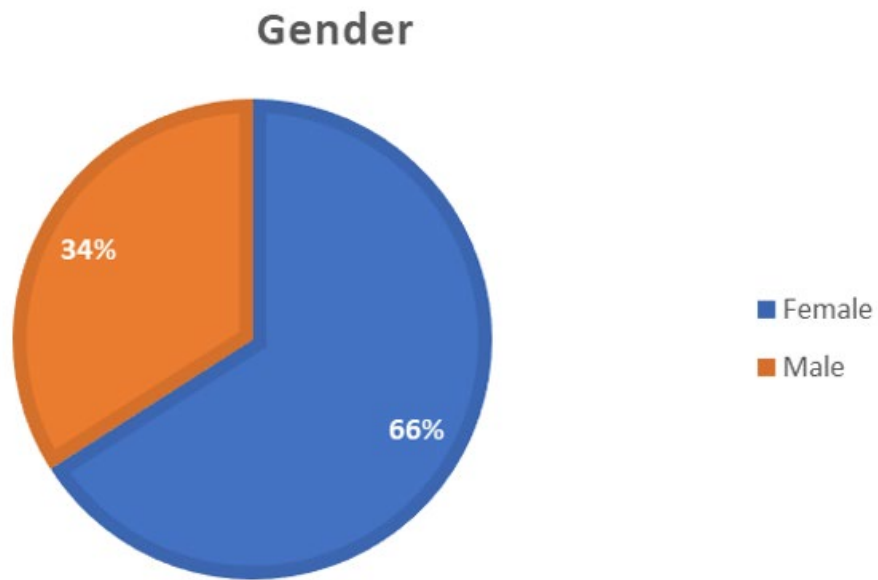
Each participant's personal information is shown in the survey's Section A. This research has successfully gathered 361 eligible participants in Johor.

4.1.1.1 Gender

Table 4.1:
Descriptive analysis of gender

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Female | 238 | 66 |
| Male | 123 | 34 |

Figure 4.1:
Descriptive analysis of gender



The survey respondents' gender distribution is depicted in Figure 4.1. There are 361 participants in all, with 238 of them being female and 123 being male. This means that females were more willing to become Chinese primary school teachers compared with males in Johor.

4.1.1.2 Age

Table 4.2:
Descriptive analysis of age

| Age | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Below 25 years old | 34 | 9.4 |
| 26 to 35 years old | 102 | 28.3 |
| 36 to 45 years old | 130 | 36 |
| 46 to 55 years old | 67 | 18.6 |
| Above 55 years old | 28 | 7.8 |

Figure 4.2:
Descriptive analysis of age

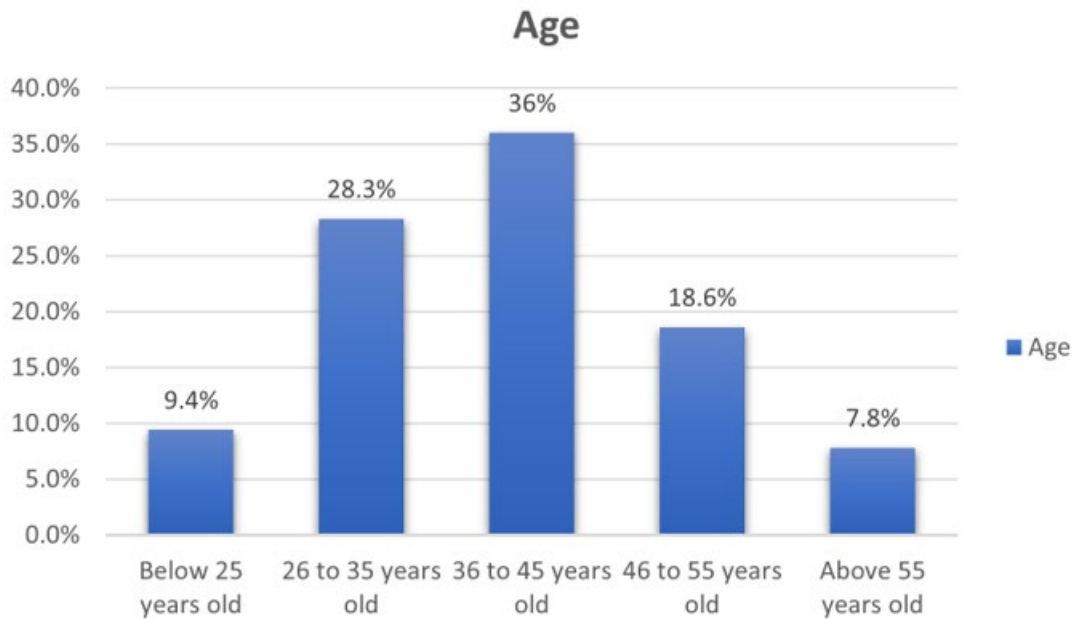


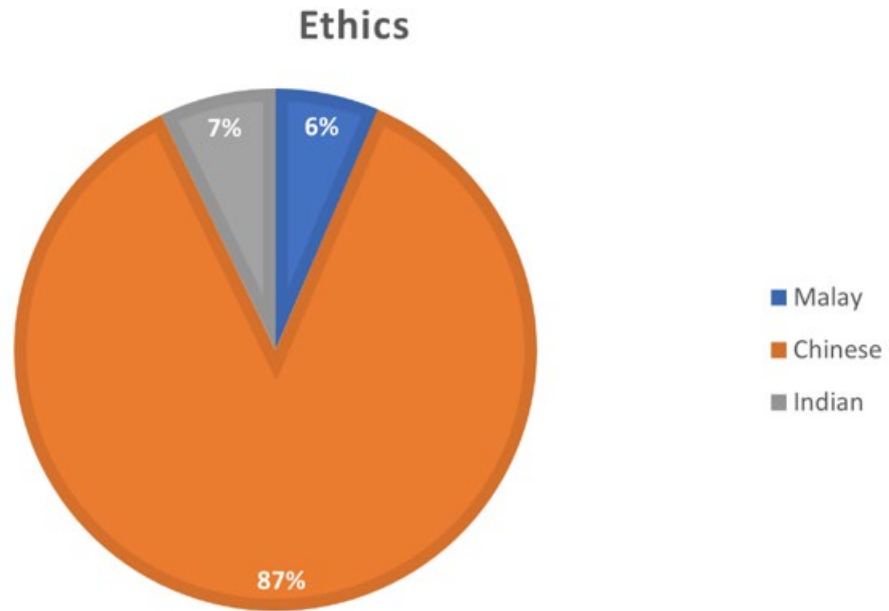
Figure 4.2 and Table 4.2 above indicate the age spectrum for the study's respondents. With 130 replies, the 36 to 45 years old age group receives the most responses, followed by that of 26 to 35 years old, with 102 responses. The demographic that is between 46 and 55 years old comes in third with 67 participants, and the age group below 25 years old appears in fourth with 34 respondents. The lowest age group, with 28 respondents, is above 55 years old.

4.1.1.3 Ethics

Table 4.3:
Ethics descriptive evaluation

| Ethics | Frequency | Percentage (%) |
|----------------|------------------|-----------------------|
| Malay | 23 | 6.4 |
| Chinese | 312 | 86.4 |
| Indian | 26 | 7.2 |

Figure 4.3:
Ethics descriptive evaluation



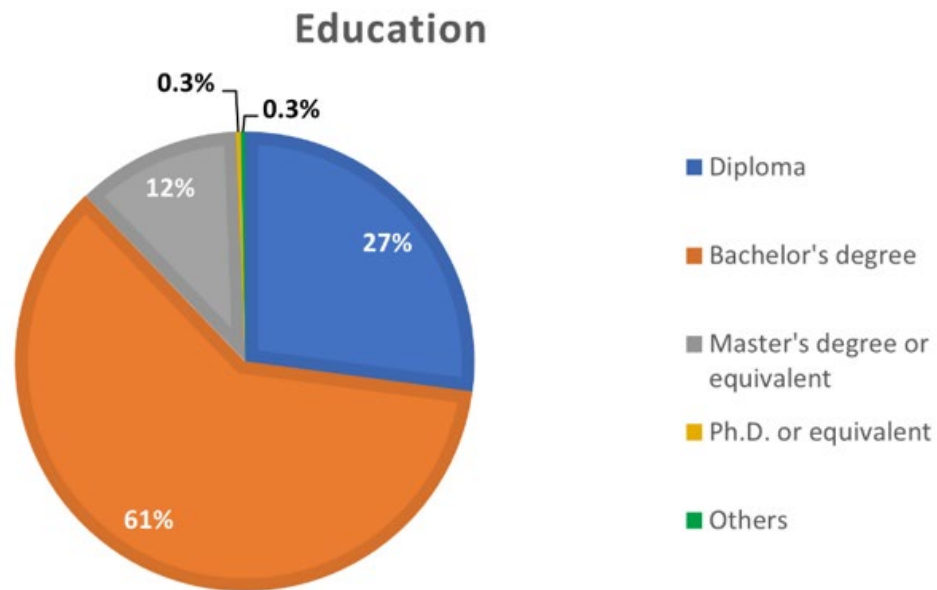
With 312 respondents, the diagram demonstrates that the Chinese group is the largest ethnic population represented in the study. Indians make up the following ethnic group, with 26 replies. In total, there are 23 Malay people.

4.1.1.4 Education

Table 4.4:
Descriptive analysis of education

| Education | Frequency | Percentage (%) |
|-------------------------------|-----------|----------------|
| Diploma | 98 | 27.1 |
| Bachelor's degree | 219 | 60.7 |
| Master's degree or equivalent | 42 | 11.6 |
| Ph.D. or equivalent | 1 | 0.3 |
| Others | 1 | 0.3 |

Figure 4.4:
Descriptive analysis of education



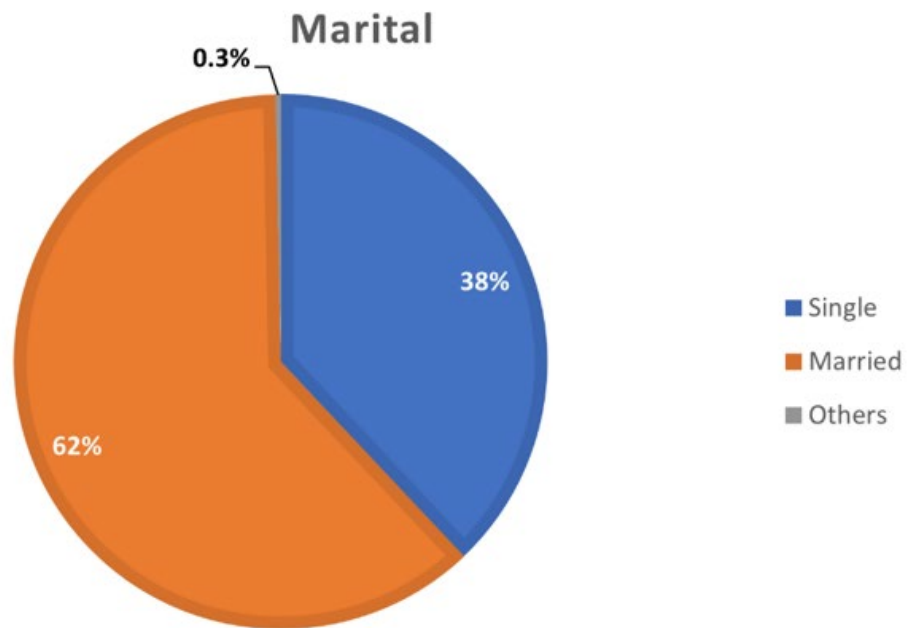
There are 5 groups for educational attainment, including Diploma, Bachelor's degree, Master's degree or equivalent, Ph.D. or equivalent, and others. With 219 replies, a Bachelor's degree is the most advanced level of education. Diploma holders come in second place with 98 replies. 42 people are employed in the category of Master's degree or equivalent. There is only 1 individual in total who has a doctorate or an equivalent degree.

4.1.1.5 Marital

Table 4.5:
Marital descriptive evaluation

| Marital | Frequency | Percentage (%) |
|----------------|------------------|-----------------------|
| Single | 137 | 38 |
| Married | 223 | 61.8 |
| Others | 1 | 0.3 |

Figure 4.5:
Marital descriptive evaluation



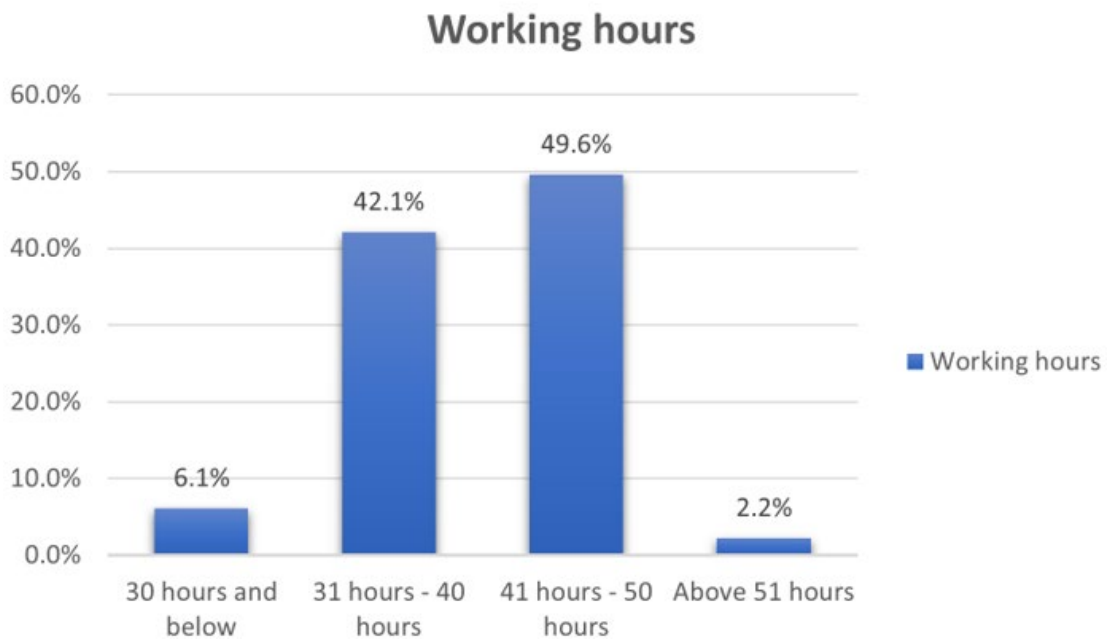
In Figure 4.5 and Table 4.5, 223 out of the 361 participants, are married. Following that are 137 participants who are single as well as 1 who is divorced.

4.1.1.6 Working Hours

Table 4.6:
Working hours descriptive evaluation

| Working hours | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| 30 hours and below | 22 | 6.1 |
| 31 hours – 40 hours | 152 | 42.1 |
| 41 hours – 50 hours | 179 | 49.6 |
| Above 51 hours | 8 | 2.2 |

Figure 4.6:
Working hours descriptive evaluation



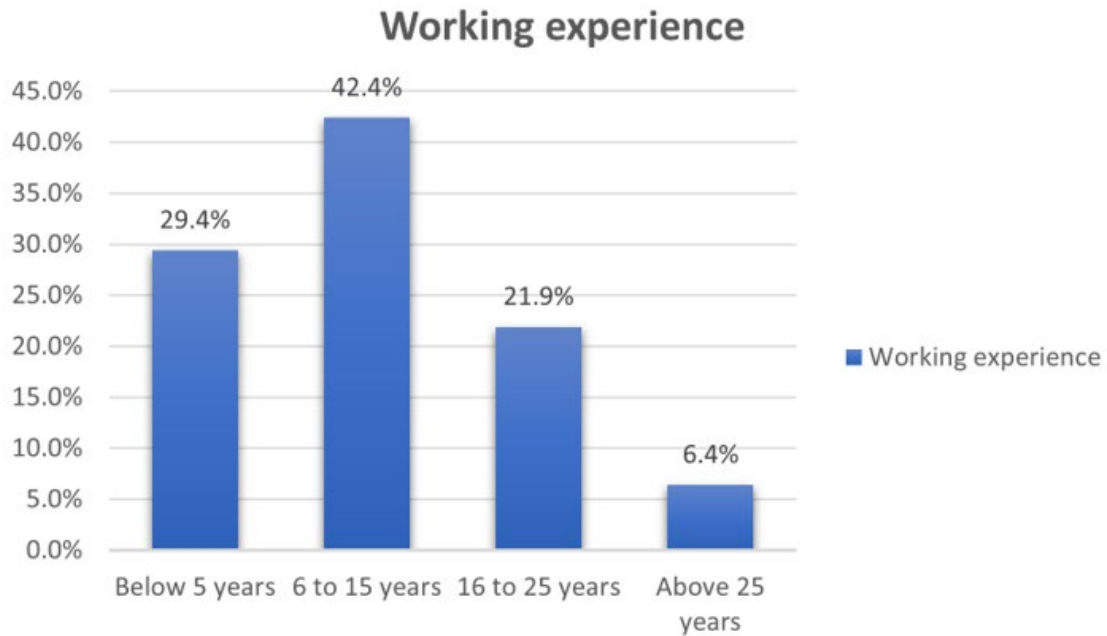
Four categories—30 hours and below, 35 hours to 40 hours, 40 hours to 50 hours, and over 51 hours—are used to classify working hours. 179 respondents reported working a maximum of 41 to 50 hours each week. With 152 respondents, the second category is "31 to 40 hours." There were 22 participants in the category of 30 hours or less. With 8 respondents, the lowest group is over 51 hours.

4.1.1.7 Working Experience

Table 4.7:
Working experience descriptive evaluation

| Working experience | Frequency | Percentage (%) |
|---------------------------|------------------|-----------------------|
| Below 5 years | 106 | 29.4 |
| 6 to 15 years | 153 | 42.4 |
| 16 to 25 years | 79 | 21.9 |
| Above 25 years | 23 | 6.4 |

Figure 4.7:
Working experience descriptive evaluation



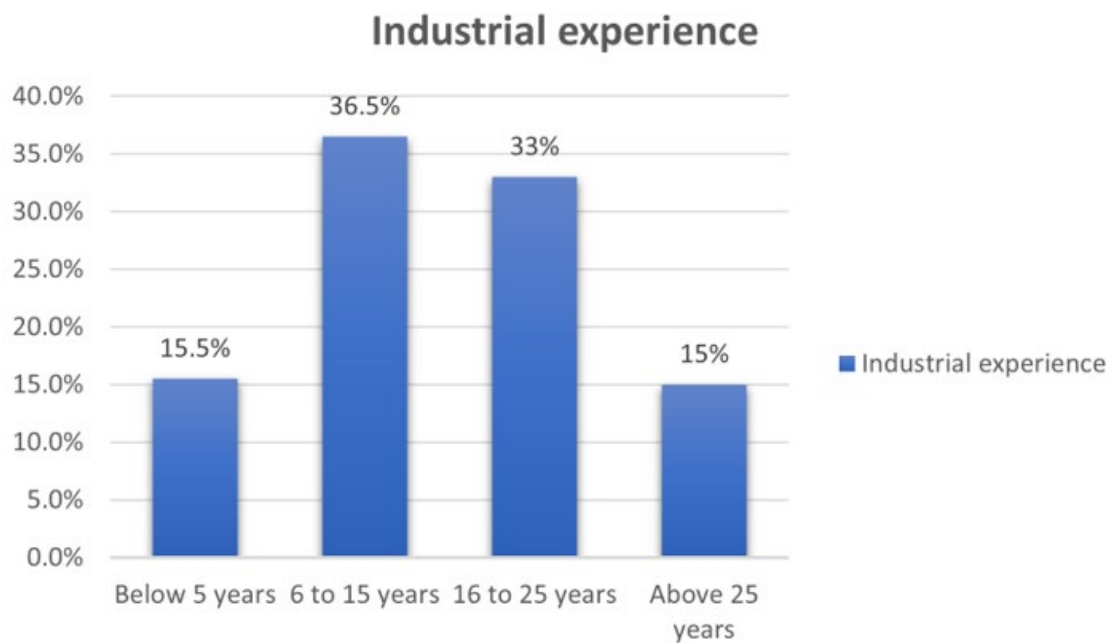
The respondents' years of experience working as teachers at Johor Chinese primary schools are displayed in Figure 4.7 and Table 4.7. With 153 replies, the group with the most experience as teachers in the school is within the range of 6 to 15 years. The age group below 5 years is the second highest, with 106 respondents. Additionally, 79 respondents have between 16 and 25 years of teaching experience. The lowest range, with 23 participants, is over 25 years.

4.1.1.8 Industry Experience

Table 4.8:
Industry experience descriptive evaluation

| Industry experience | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| Below 5 years | 56 | 15.5 |
| 6 to 15 years | 132 | 36.6 |
| 16 to 25 years | 119 | 33 |
| Above 25 years | 54 | 15 |

Figure 4.8:
Industry experience descriptive evaluation



The broadest spectrum for the participants' duration of expertise as teachers in the educational sector, with 132 respondents, is 6 to 15 years. With 119 those surveyed, the second-highest range is 16 to 25 years. The age group under five years was next, with 56 replies. With 54 responses, the age group of 25 and above had the lowest response rate.

4.1.2 Central Tendencies Measurement of Constructs

The median, mean, and mode are the 3 methods for calculating the central tendency (Sekaran & Bougie, 2016). The mean and standard deviation will be calculated for this topic using the SPSS programme in version 21.0. The 5-point interval scales and 6-point Likert scale constructs will be applied to the survey to calculate the mean score and standard deviation. A percentage will be applied to every piece of data obtained from respondents.

4.1.2.1 Work Environment

Table 4.9:
Central Tendencies Measurement of Constructs for Work Environment

| Question | Work Environment | Mean | Standard Deviation |
|-----------------|---|-------------|---------------------------|
| WE1 | Furniture at the workplace is flexible enough to adjust, rearrange, or reorganize. | 3.68 | 0.90 |
| WE2 | The quality of available equipment is appropriate for the work assigned. | 3.77 | 0.94 |
| WE3 | Workplace layout supports the work activity and encourages interaction between the employees. | 3.68 | 1.00 |
| WE4 | My supervisor is fair in work allocation. | 3.60 | 0.85 |
| WE5 | I can maintain social contact with others around me. | 3.86 | 1.00 |
| WE6 | My colleagues accept me and value my opinion as part of a team. | 3.57 | 0.89 |
| WE7 | Colleagues at my workplace always share information. | 3.49 | 0.81 |

The primary tendency measurement of constructs related to the workplace is shown in Table 4.9. Among the seven questions, WE2 had the highest mean score. Both WE3 and WE5 scored the highest average deviation. Conversely, the average deviation and mean results of WE7 are the lowest.

4.1.2.2 Emotional Demand

Table 4.10:
Central Tendencies Measurement of Constructs for Emotional Demand

| Question | Emotional Demand | Mean | Standard Deviation |
|-----------------|---|-------------|---------------------------|
| ED1 | To perform my teaching well, I have to spend most of my time interacting with others (e.g. students, parents and colleagues). | 3.47 | 0.87 |
| ED2 | To teach well, I have to be considerate and think from the view of point of my students and colleagues. | 3.79 | 1.03 |
| ED3 | To teach well, I have to spend a lot of time on every student whom I taught. | 3.62 | 1.02 |
| ED4 | I have to use my emotions and behaviours to create a reassuring climate for my students and their parents. | 3.67 | 0.93 |

The core tendency of dimensions related to emotional demand is measured in Table 4.10. ED2 scored the highest mean and standard deviation, whereas ED1 scored the lowest mean and standard deviation among the four questions of emotional demand.

4.1.2.3 Teacher Self-efficacy

Table 4.11:

Central Tendencies Measurement of Constructs for Teacher Self-efficacy

| Question | Teacher Self-efficacy | Mean | Standard Deviation |
|----------|---|------|--------------------|
| TS1 | I can explain central themes in my subjects so that even the low-achieving students understand. | 3.78 | 1.05 |
| TS2 | I can provide good guidance and instruction to all students regardless of their level of ability. | 3.68 | 0.90 |
| TS3 | I can answer students' questions so that they understand difficult problems. | 3.79 | 0.87 |
| TS4 | I can explain subject matter so that most students understand the basic principles. | 4.11 | 0.84 |
| TS5 | I can organize schoolwork to adapt instruction and assignments to individual needs. | 3.76 | 0.96 |
| TS6 | I can provide realistic challenge for all students even in mixed ability classes. | 3.70 | 0.95 |
| TS7 | I can adapt instruction to the needs of low-ability students while I also attend to the needs of other students in class. | 3.85 | 0.91 |
| TS8 | I can organize classroom work so that both low and high-ability students work with tasks that are adapted to their abilities. | 3.65 | 0.83 |
| TS9 | I can get all students in class to work hard with their schoolwork. | 3.94 | 0.88 |
| TS10 | I can enhance the desire to learn even among the lowest achieving students. | 3.90 | 0.96 |
| TS11 | I can get students to do their best even when working with difficult problems. | 3.87 | 0.81 |
| TS12 | I can motivate students who show low interest in schoolwork. | 4.14 | 0.83 |
| TS13 | I can maintain discipline in any school class or group of students. | 4.02 | 0.90 |
| TS14 | I can control even the most aggressive students. | 4.14 | 0.78 |
| TS15 | I can get students with behavioural problems to follow classroom rules. | 4.00 | 0.95 |
| TS16 | I can get all students to behave politely and respect the teachers. | 3.90 | 0.87 |
| TS17 | I can cooperate well with most parents. | 3.80 | 0.97 |
| TS18 | I can find adequate solutions to conflicts of interest with other teachers. | 3.71 | 1.03 |

| | | | |
|------|---|------|------|
| TS19 | I can collaborate constructively with parents of students with behavioural problems. | 3.96 | 0.84 |
| TS20 | I can cooperate effectively and constructively with other teachers, for example, in teaching teams. | 3.99 | 0.82 |
| TS21 | I can successfully use any instructional method that the school decides to use. | 3.99 | 0.80 |
| TS22 | I can manage instruction regardless of how it is organized (group composition, mixed age groups, etc.). | 3.86 | 0.80 |
| TS23 | I can manage instruction even if the curriculum is changed. | 3.75 | 0.80 |
| TS24 | I can teach well even if I am told to use instructional methods that would not be my choice. | 3.75 | 0.89 |

The central trends of the dimensions relating to teacher self-efficacy are measured in Table 4.11. For the statements TS12 and TS14, both scored the highest mean. The mean of TS8 is the lowest among the twenty-four questions of teacher self-efficacy. TS1 had the highest standard deviation. Conversely, TS14 achieved the lowest standard deviation.

4.1.2.4 Work Engagement

Table 4.12:
Central Tendencies Measurement of Constructs for Work Engagement

| Question | Work Engagement | Mean | Standard Deviation |
|----------|--|------|--------------------|
| W1 | At my work, I feel really energised. | 5.51 | 1.02 |
| W2 | At my job, I feel strong and energetic. | 5.53 | 1.03 |
| W3 | When I get up in the morning, I feel like going to work. | 5.28 | 1.16 |
| W4 | I am excited about my job. | 5.62 | 1.06 |
| W5 | My job inspires me. | 5.60 | 1.08 |
| W6 | I am proud of the work that I do. | 5.81 | 1.01 |
| W7 | I feel happy when I am working hard. | 5.60 | 1.28 |
| W8 | I am totally engaged in my job. | 5.61 | 1.05 |
| W9 | I get carried away when I am working. | 5.50 | 1.23 |

The fundamental tendencies of dimensions related to work engagement are measured in Table 4.12. W6 received the greatest mean score among the nine questions, but it also had the lowest standard deviation. Whereas W3 achieved the lowest mean results. The average deviation of W7 is the highest.

4.1.2.5 Teacher Retention

Table 4.13:

Central Tendencies Measurement of Constructs for Teacher Retention

| Question | Teacher Retention | Mean | Standard Deviation |
|----------|---|------|--------------------|
| TR1 | I hope to transfer or relocate to another school. (r) | 2.39 | 1.11 |
| TR2 | I hope to resign from the teaching profession. (r) | 2.44 | 1.20 |
| TR3 | I hope to enter a new and different career. (r) | 2.27 | 1.03 |

Note. Each item is reversed coded prior to the inferential analysis.

The fundamental tendency of dimensions relating to teacher retention is measured in Table 4.13. TR2 was the one with the greatest mean score and standard deviation. Conversely, TR3 scored the lowest mean and standard deviation among the three questions on teacher retention.

4.2 Scale Measurement

4.2.1 Internal Reliability Test

Table 4.14:
Reliability Test of the Full Study

| Variables | Coefficient Alpha Value | No. of Item |
|-----------------------|-------------------------|-------------|
| Teacher Retention | 0.743 | 3 |
| Work Environment | 0.901 | 7 |
| Emotional Demand | 0.928 | 4 |
| Teacher Self-efficacy | 0.931 | 24 |
| Work Engagement | 0.940 | 9 |

According to Sekaran and Bougie's (2012) recommendations, the majority of the study's variables demonstrated high dependability. work environment, emotional demand, teacher self-efficacy, and work engagement represent the best variables. The coefficient alpha values for these variables are 0.901, 0.928, 0.931, and 0.940, respectively. The teacher retention's alpha value is also 0.743, which indicates good reliability.

The internal reliability test, in general, revealed that the questionnaire's dimensions were all trustworthy, with alpha coefficient values ranging from 0.70 to 0.95.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient

Table 4.15:

General Guideline for Evaluating the Range of Correlation Coefficients

| Coefficient Range | Strength |
|--------------------------|-------------|
| ± 0.91 to ± 1.00 | Very Strong |
| ± 0.71 to ± 0.90 | High |
| ± 0.41 to ± 0.70 | Moderate |
| ± 0.21 to ± 0.40 | Weak |
| 0.00 to ± 0.20 | Very Weak |

Source: Hair et.al. (2007).

Table 4.16:

The Results from Pearson's Correlation Coefficients

| | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--------|--------|--------|--------|---|
| 1. Work Environment | 1 | | | | |
| 2. Emotional Demand | .588** | 1 | | | |
| 3. Teacher Self-efficacy | .601** | .585** | 1 | | |
| 4. Work Engagement | .477** | .458** | .633** | 1 | |
| 5. Teacher Retention | .195** | .234** | .344** | .626** | 1 |

Note. N = 361, **p<0.001,

H₁: Work environment has a significant influence on teacher retention.

Table 4.16 reveals a substantial connection between work environment and teacher retention with a positive correlation coefficient. When the work environment becomes better, the retention of elementary school teachers becomes higher. The correlation coefficient between the variable of work environment and teacher retention is 0.195, indicating an unstable association between 0.00 and 0.20. Additionally, the p-value (<0.001) is smaller was lower compared with α (0.05) suggesting a substantial association between work environment and teacher retention.

H₂: Emotional demand has a significant influence on teacher retention.

Emotional demand and teacher retention have a significant connection with a positive correlation coefficient, as shown in Table 4.16. When students' emotional demand grow, this affects teacher retention in primary school. The correlation coefficient between emotional demand and teacher retention is 0.234, which is between 0.21 to 0.40,

indicating a weak relationship. The p-value (<0.001), is less than the α (0.05), indicating a strong connection among emotional demand and teacher retention.

H3: Teacher self-efficacy has a significant influence on teacher retention.

Table 4.16 shows a substantial positive correlation coefficient among teacher self-efficacy and teacher retention. With an improvement in teacher self-efficacy, the retention rate for primary school teachers increased. The correlation coefficient between teacher self-efficacy and teacher retention is 0.344, which is only moderately significant (between 0.21 and 0.40) and shows a meaningful association between teacher self-efficacy and teacher retention with the p-value (<0.001) is less than α (0.05).

H4: Work engagement has a significant influence on teacher retention.

Positive correlation coefficients in Table 4.16 make it evident that there is a connection between work engagement and teacher retention. When elementary school teachers are more engaged at work, they are more likely to stay in their positions. The correlation coefficient between the work engagement measure and teacher retention is 0.626, indicating a moderate relationship between 0.41 and 0.70. The p-values for work engagement and teacher retention are <0.001 and smaller than α (0.05), indicating that the association is valuable.

4.3.2 Multiple Regression Analysis

4.3.2.1 Model Summary

Table 4.17:

R Square Value Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | 0.488 | 0.238 | 0.225 | 0.59480 |

In Table 4.17, the (R) in this survey is 0.488. As a result, the association between the four variables that are dependent on each other is insignificant. Besides, the (R^2) also indicates that the magnitude of a change in teacher retention (dependent variable) can be ascribed to the self-related variable. According to the research's findings, the independent factors of work environment, emotional demand, teachers' self-efficacy, and work engagement may explain 23.8% of the change in the variables that are dependent on teacher retention.

4.3.2.2 AVONA

Table 4.18:

The ANOVA Test

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------|
| 1 | Regression | 25.216 | 4 | 6.304 | 17.819 | 0.000 |
| | Residual | 80.662 | 228 | 0.354 | | |
| | Total | 105.878 | 232 | | | |

Table 4.18 shows that the α of 0.005 is greater than the p-value of 0.000. This demonstrates that the F-statistic has relevance in this research and that the proposed research model portrays the connection between the predictor and dependent variables well. Hence, the data and the model are well-matched.

4.3.2.3 Coefficients

Table 4.19:
Multiple Regression Coefficients for Dependent and Independent Variables

| Model | | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-------|-----------------------|-----------------------------|------------|-----------------------------------|--------|-------|
| | | B | Std. Error | | | |
| 1 | (Constant) | 1.149 | 0.442 | | 2.599 | 0.010 |
| | Work Environment | -0.267 | 0.083 | -0.238 | -3.239 | 0.001 |
| | Emotional Demand | 0.041 | 0.075 | 0.042 | 0.548 | 0.584 |
| | Teacher Self-efficacy | 0.267 | 0.132 | 0.155 | 2.018 | 0.045 |
| | Work Engagement | 0.439 | 0.069 | 0.437 | 6.381 | 0.000 |

Table 4.19 reveals that the emotional demand variable was not a significant factor in the selection of the dependent variables associated with teacher retention since its p-value was 0.584, which was higher than the α of 0.05 ($=0.042$, $p>0.05$). Furthermore,

the p-values for the work environment, teacher self-efficacy, and work engagement were all less than 0.05, at 0.001, 0.045, and 0.000, respectively. Thus, these three characteristics are major predictors of teacher retention, and the study suggests that H₁, H₃, and H₄ are supported but not H₂.

Regression Equation

$$Y_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \epsilon$$

Y_i = Teacher retention

β₀ = Value of Y when all the independent variable (x₁ through x₄) is equal to zero

x₁ = Working environment

x₂ = Emotional Demand

x₃ = Teacher self-efficacy

x₄ = Work engagement

ε = Error

Thus, the regression equation is as follows:

$$\text{Teacher Retention} = 1.149 - 0.267 \text{ Work Environment} + 0.041 \text{ Emotional Demand} + 0.267 \text{ Teacher Self-efficacy} + 0.439 \text{ Work Engagement}$$

Work engagement, with the greatest value of standardized coefficient beta 0.437, best explains the variance for the dependent variable, according to the equation. Teacher

self-efficacy has the second-best value of standardized coefficient beta (0.155). The standardized coefficient beta value of the work environment is -0.238, and it explains the least variance in the dependent variable.

4.3.2.4 Multicollinearity

Multicollinearity is defined as the occurrence of precise or near-perfect linear connections between more than one independent variable (Hawking & Pendleton, 1983). In simple terms, multicollinearity is a statistical occurrence when numerous self-related variables in a multiple regression model have strong relationships with one another.

When evaluating the influence of covariance among standalone variables in multivariate models of regression, the VIF method provides the "rule of thumb" to follow. VIF is calculated using the formula $(1/\text{Tolerance})$. VIF is commonly defined as "less than 10." If a variable's VIF value exceeds 10, there may be an issue with multicollinearity amongst the variables that are independent in a multiple regression model.

Table 4.20:
Results of Collinearity

| Model | | Collinearity Statistics | |
|-------|-----------------------|-------------------------|-------|
| | | Tolerance | VIF |
| 1 | (Constant) | | |
| | Work Environment | 0.620 | 1.613 |
| | Emotional Demand | 0.582 | 1.718 |
| | Teacher Self-efficacy | 0.565 | 1.771 |
| | Work Engagement | 0.712 | 1.405 |

The values of VIF for work environment, emotional demand, teacher self-efficacy, and work engagement are 1.613, 1.718, 1.771, and 1.405, respectively, according to Table 4.20. As a result, there is no difficulty with multicollinearity for the variables in this study because the VIF values of all the independent variables do not exceed 10.

4.4 Chapter Summary

The information gathered from the questionnaire will be assessed in this chapter. An investigation of the target respondents' demographics was initially done to better understand their backgrounds and traits. The central tendency of the constructs was then calculated by averaging the data using frequency analysis. After that, a reliability assessment of the scale measures was done to see if the constructs were consistent across different questionnaires. a final analysis of multiple regression was done to explore the connection among the variables that are dependent as well as independent. Conclusions from the research are to be thoroughly detailed in Chapter 5.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter includes statistical analysis with the summary, which will be involving the descriptive analysis to construct central tendencies with the measurement. As follows, there will be an inferential analysis of the multiple linear regression in the explanation below. As for this part, there will be findings from the primary base which will be discussed, where the scopes covered include the implications, limitations, recommendations, and conclusion.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

5.1.1.1 Central Tendencies Measurement of Conducts

Table 5.1:
Central Tendencies Measurement of Constructs Summary

| Variables | Sample size | Mean scoring | Standard deviation |
|-----------------------|--------------------|---------------------|---------------------------|
| Work environment | 361 | 3.6648 | 0.72475 |
| Emotional demands | 361 | 3.6392 | 0.87550 |
| Teacher Self-efficacy | 361 | 3.8767 | 0.55263 |
| Work engagement | 361 | 5.5614 | 0.90960 |
| Teacher retention | 361 | 3.6343 | 0.90806 |

The table above is a summary of the central tendencies' measurement constructs provided which includes independent and dependent variables, sample size, mean scoring, and standard deviation.

361 respondents have been conducted this research for each variable. For mean scoring, the work engagement average is the highest recorded at 5.5614 followed by the teacher self-efficacy average at 3.8767, the work environment average at 3.6648, the emotional demands average at 3.6392, and the lowest is the teacher retention average at 3.6343. For standard deviation, work engagement remains the highest from all variables with 0.90960 followed by a teacher retention average of 0.90806, emotional demands average of 0.87550, a work environment average of 0.72475, and lastly teacher self-efficacy average of 0.55263.

5.1.2 Summary of Hypothesis Testing

Table 5.2:
Summary of Inferential Analysis

| Variables | Model | Value |
|-----------------------|----------------------------|--------------------|
| Model summary | R-value | 0.488 ^a |
| | R square (R ²) | 0.238 |
| ANOVA | p-value (Sig) | 0.000 (p < 0.05) |
| Coefficient: | | |
| Work environment | p-value (Sig) | 0.001 (p < 0.05) |
| | Beta value (β) | -0.238 |
| Emotional demands | p-value (Sig) | 0.584 (p < 0.05) |
| | Beta value (β) | 0.042 |
| Teacher Self-efficacy | p-value (Sig) | 0.045 (p < 0.05) |
| | Beta value (β) | 0.155 |
| Work engagement | p-value (Sig) | 0.000 (p < 0.05) |
| | Beta value (β) | 0.437 |

Note: Dependent Variable = Teacher Retention

All hypotheses were accepted in this study except for one, work environment is significant but negatively related to teacher retention intention. On the other hand, work engagement showed a substantial positive effect on teacher retention followed by self-efficacy. Nevertheless, emotional demands indicated no significant effect on teacher retention in this study.

5.2 Discussion of Major Findings

5.2.1 Work Environment

H₁: Work environment has a significant influence on teacher retention.

According to the multiple regression analysis results from this study, the work environment has a significant impact on teacher retention, but the direction of the relationship was found to be negative instead of positive. Nevertheless, Pearson correlation results show both variables have a positive relationship. As such, this indicates that there is a potential suppressor or suppressing effect in multiple regression analysis, in which the addition of a particular variable in the model may potentially change the direction of the relationship (Audrey, n.d.). As such, the unexpected result of this study needs to be interpreted with caution. Past studies, such as Das and Baruah (2015) showed a healthy school environment is important to result in high teacher retention and foster a quality education system in the future. Besides, Effah and Osei-Owusu (2005) stated that the condition of the school environment will determine the intention of teachers to stay at the school. Hence, it implies that a work environment may guarantee teacher retention. Another research also agreed with the finding that which work environment is a real driver to retain teachers and it will result in potential benefits to a school (Lashari & Phulpoto, 2022). This is because high teacher retention may develop a knowledge-sharing atmosphere that encourages existing teachers as well as novice teachers to work together effectively and create a stronger sense of belongingness to each other. Lastly, according to Johnson (2006), the researcher recommended that a work environment is a practice to improve teacher retention.

5.2.2 Emotional Demand

H₂: Emotional demand has a significant influence on teacher retention.

From the study, emotional demand showed has no significant impact on teacher retention. The result is the opposite of the initial hypothesis however some research also proved a similar result. According to Mudrak et al. (2018); Vegchel et al. (2004), both studies emphasized that emotional demands have less significance on teacher retention as compared to quantitative demands in school. Quantitative demands are related to the requirement for work to be done within a limited time (Mudrak et al., 2018). The teaching profession involves both demands, however, the relationship between teachers and students requires rewarding other than only demanding. Teachers desire a suitable match between jobs and available time despite there is sustained interaction with students. Hence, there are hindrances and challenging effects for emotional demand as a measurement (Mudrak et al., 2018).

5.2.3 Teacher Self-efficacy

H₃: Teacher self-efficacy has a significant influence on teacher retention.

Teacher self-efficacy proved that it has a significant impact on teacher retention. This result is similar to Maertz and Griffeth (2004), high teacher self-efficacy among teachers may seek to change the current situation when facing job dissatisfaction. As a result, there is a positive correlation between teacher self-efficacy and teacher retention. According to Pintrich and Schunk (1996), if a teacher embodies high self-efficacy in

his or her teaching profession, then it may result in a high possibility of success in their career. This is because their commitment empowers them to demand betterment in the future. Hence, teacher self-efficacy has an impact on retention. In addition, relationship with inside or outside people of the organization is one of the determinants of personal efficacy. A positive connection between teachers may influence the spirit and passion of each other. As a result, positive relationships drive enhanced teacher self-efficacy and eventually result in improved teacher retention in school. Thus, teacher self-efficacy is one of the variables that cannot be ignored in the contribution of teacher retention.

5.2.4 Work Engagement

H₄: Work engagement has a significant influence on teacher retention.

From the result, this study also found that work engagement has a significant impact on teacher retention. Several studies also supported this finding. According to Shibiti (2020), work engagement improves teacher retention in school. The underlying elements improve the level of vigor, dedication, and absorption of teachers then result in high teacher retention. According to Fernando and Nishanthi (2021), the study agreed on the significant impact of work engagement on teacher retention. On the other hand, it also implies that work engagement has a negative correlation with turnover retention. Thus, the presence of work engagement among teachers will retain teachers in schools. According to Song et al. (2013), the study also supports elements including positive teacher connection and constant organizational stability will contribute to high teacher retention when teachers are engaged at work.

5.3 Implications of the Study

5.3.1 Theoretical Implication

According to the perspective of theoretical, this study enhances the knowledge of the literature by confirming that two key variables in this study, namely teacher self-efficacy and work engagement both have a significant influence on Chinese primary schools' teacher retention in Malaysia. The results of this study support the social cognitive theory (Bandura, 1999) which explains teacher self-efficacy has a significant influence on teacher retention. This theory is related to the use of effort, time, and ability to cope with stress and achieve goals. From the perspective of study, when a teacher is willing to put more effort and time into managing their stress and attain their targets then the intention of a teacher to stay in the school will improve. Besides, this study also supports the arguments of social exchange theory (Blau, 1964) that work engagement may influence teacher retention. This theory describes individual tends to remain on their jobs when the perception of benefits exists. When teachers perceive their willingness to face difficulties (vigor), enthusiasm (dedication), and full concentration put in the teaching (absorption) is worthwhile in exchange for student's academic improvement, then positive work engagement will enhance teacher retention.

5.3.2 Managerial Implication

Several practical implications are recommended to bring awareness to the education industry in Malaysia. Despite the work environment indicates an inverse relationship with teacher retention due to beta value with a negative value, however, all education authorities are recommended to consider this factor in affecting teacher retention. Hence, school management should emphasis on work environment to improve teacher retention. School administrators need to ensure relevant teaching assignments that align with the expertise and professional area of each teacher instead of designing to meet the demand (Johnson, 2006). The authorities also need to provide teachers with career opportunities and training for upskilling and self-enhancement to allow teachers to keep track of the ever-changing demand (Johnson, 2006). The school management also can advocate for parents and experts to collaborate and provide assistance to teachers hence teachers can better perform at work. Adequate educational facilities, equipment, and classrooms also need to be provided to improve teacher retention in schools (Johnson, 2006).

Furthermore, teacher self-efficacy should be improved to positively influence teacher retention. Teachers' individual should alter their teaching practice on students to improve self-efficacy. Teachers may shift their interests to understand ad notice students' minds and thinking (Gabriele & Joram, 2007). When one teacher tries to implement this practice and share the positive outputs and antecedents, then other teachers would also follow and practice it. During the process, teachers will be passionate about understanding students' behavior, attitudes, perceptions, and needs then teachers can find the right way and use appropriate teaching methods to cater different needs of students (Gabriele & Joram, 2007). As a result, it may enhance teacher self-efficacy when teaching. In addition, school management can also design a professional development program on a short-term basis that aims at redefining teacher-perceived criteria toward success (Ross & Bruce, 2005). The program may

provide detailed rubrics and models based on standard-based teaching practices to allow teachers to observe and exercise. During the debriefing session, teachers can also interact with different individuals and exchange experiences gained (Ross & Bruce, 2005).

Otherwise, authorities should also focus on work engagement to improve teacher retention. School management can develop a comprehensive yet flexible curriculum to empower teacher accountability (Abdulaziz et al., 2022). Broadening the accessibility of teachers to different teaching methods will enhance teacher work engagement and deliver interactive learning processes to students in school. Lastly, school management may also establish work-life balance policies based on the perspective of teachers rather than school authorities (Abdulaziz et al., 2022). Teachers should acquire enough time to meet the social, personal, and organizational needs of their lives. hence, the balance between work and life can directly improve the work engagement of teachers as it can counterbalance the work burden.

5.4 Limitation of Study

Within the scope of this investigation, there are a few caveats that need to be addressed. The present study focuses on teachers employed in Chinese primary schools in Johor, to examine the factors which influence teacher retention within these educational institutions. Conversely, this research utilizes a survey in the form of a closed-ended questionnaire, which may restrict the growth of the study. A question is considered closed ended when it restricts the possible responses to a predetermined and limited set. Therefore, the way the questionnaire's questions were structured would prevent respondents from giving their honest judgments. The respondents in this study were

only allowed to answer or express their thoughts through the utilization of multiple-choice questions and a linear scale, which limited the breadth of their perspectives. As a result, there is a possibility that the data acquired are not accurate enough. Aside from that, the researchers were unable to delve significantly further into the responses provided by the respondents' perspectives.

Furthermore, an additional constraint on this investigation involves the utilization of a cross-sectional quantitative research methodology, which was necessitated by restrictions of time. Various limits to quantitative research need to be considered. It might need to give a more thorough grasp of respondents' feelings or experiences, which is one of its limitations. The self-reported data that quantitative approaches frequently rely on could be biased due to social attractiveness bias or difficulties with memory (Arabaine, 2023). Additionally, the questionnaire used by the study has quite a few limitations as well. Although the self-administered questionnaire surveys are inexpensive and practical, the data they collect may be inaccurate. Respondents may become disinterested in this survey because of the extensive number of questions included in the questionnaire or the amount of work pressure they are under. Consequently, individuals may exhibit a lack of attentiveness when engaging with the questions, leading to a potential disregard for thorough comprehension and thoughtful consideration. Thus, the obtained data will contain errors, which will lower the overall quality of the research.

Moreover, it should be noted that the utilization of the work environmental scale employed in the current investigation may have certain limitations. The measure was adopted from Rahmawati's research in 2018, which is well-validated, and the scale proved to be reliable. However, the technical dimension of the scale may not have followed the changes in time to update the matters it measures, and therefore the scale is not sufficient to accurately capture the work environment of Chinese school teachers

in Malaysia. To some extent, this situation may cause the accuracy of the research findings to be compromised.

5.5 Recommendations for Future Research

Researchers in the decades ahead can enhance the quality of their research endeavors by adhering to certain recommendations to overcome the limitations elucidated in the preceding section. The adoption of open-ended questions in the study's questionnaire is advised for future researchers. Open-ended inquiries give respondents more freedom to express their ideas and don't impose any restrictions on them. The open-text structure of the questionnaire's responses allows the respondents to freely express themselves while revealing their actual, in-depth ideas. A few phrases or perhaps a paragraph or an essay, for instance, could be used as the respondents' responses to the questionnaire. Besides, respondents to open-ended questions are not pressured or led to select the provided answers as their thoughts. This facilitates the acquisition of more accurate and lucid outcomes, as well as the comprehension of the perspectives, critiques, and viewpoints expressed by the participants. For future researchers to gain special insight from the survey respondents, open-ended questions are advised.

One potential recommendation for future investigators is to employ a mixed research approach to conduct their research. The mixed methods approach pertains to a research methodology wherein researchers collect and analyze qualitative as well as quantitative information inside a single research study (Shorten & Smith, 2017). It necessitates the deliberate blending of techniques used in the gathering, evaluation, and analysis of data. The utilization of mixed approaches arises from the process of connecting or integrating data at the suitable phase of the research (Shorten & Smith, 2017).

Researchers can enhance the grasp of their research domain by adopting a multi-faceted approach and employing diverse research methodologies to analyze activities from many perspectives. This deliberate integration of data allows for a more comprehensive comprehension of the subject matter.

In addition, regarding the limitations of the changing work environments scales, it is suggested that future researchers could use a variety of different scales designed specifically for school environments. In this way, researchers will be able to measure respondents' perceptions of the school environment more accurately.

Moreover, future researchers are advised to look for a shorter version of the measures in the future. This will lessen the likelihood that respondents will find the survey tedious to complete. Long inquiries will irritate and stress out respondents as they try to respond. As a result, their responses might not accurately reflect their background and actual opinions which can potentially affect the result.

5.6 Conclusion

The retention of teachers in Chinese primary schools in Johor, Malaysia is the topic of this study endeavour. The findings presented in this chapter demonstrate that the teachers remaining in their positions have a major bearing on the work environment, emotional demand, teacher self-efficacy, and work engagement. Although the research has looked at the outcomes, there are limitations in this study that need to be addressed so that it can be brought into line with the recommendations. It was decided to provide

recommendations, limits, and repercussions for future research in order to be of assistance to the investigations that will be conducted by future researchers.

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Appendices

Appendix 3.1: Survey Questionnaire Form



Dear respondents:

We are students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman”, Perak Campus, Malaysia. We are currently doing our research project with the title of “A Study on the Determinants of Teacher Retention in Chinese Primary Schools in Johor, Malaysia”.

This questionnaire consists of 6 sections. Section A is about the personal details of the respondents, section B is related to the work environment, section C is related to emotional demand, section D is related to teacher self-efficacy, and section E is related to work engagement. Section F is the items that are related to teacher retention. Please read the instruction carefully before answering the question.

Your participation will greatly contribute to the success of the survey. We deeply appreciate your help in participating in this survey, and your responses will remain private and confidential. It will take about 10-15 minutes to complete the attached questionnaire. Your participation is very much needed to complete our final year project. If you have any questions regarding the questionnaires, you may contact any of us:

| Name | Student ID | Contact No. |
|----------------|------------|--------------|
| Chong Jack Yee | 21ABB00116 | 019-7267917 |
| Kong Zao Yi | 19ABB04680 | 011-10808545 |
| Sang Jun Yao | 19ABB01576 | 017-4839063 |
| Wong Li Wen | 19ABB01748 | 011-31707178 |

Instruction:

1. There are 6 sections in this questionnaire. Please answer ALL questions.
2. Please be informed that in accordance with Personal Data Protection Act 2010 (PDPA) which came into force on 15 November 2013, Universiti Tunku Abdul

Rahman is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Acknowledgement of Notice:

() I have been notified by you and I hereby understood, consented, and agreed per UTAR notice.

() I disagree, and my personal data will not be processed.

Section A: Demographic profile Instruction

For this section, please choose one option for each of the following:

1. Gender

- Female
- Male

2. Age

- Below 25 years old
- 26 to 35 years old
- 36 to 45 years old
- 46 to 55 years old
- Above 55 years old

3. Ethics Group

- Malay
- Chinese
- Indian
- Others

4. Your highest education level

- SPM/ STPM
- Diploma
- Bachelor's degree
- Master's degree or equivalent
- Ph.D. or equivalent
- Others

5. Marital status

- Single
- Married
- Others

6. Average working hours per week

- 30 hours and below
- 31 hours- 40 hours
- 41 hours- 50 hours
- Above 51 hours

7. Working experience in the current school

- Below 5 years
- 6 to 15 years
- 16 to 25 years
- Above 25 years

8. Experience as a teacher in the educational industry

- Below 5 years
- 6 to 15 years
- 16 to 25 years
- Above 25 years

Section B: Work Environment

Based on your experience, kindly choose the most appropriate option from:

- 1- Strongly Disagree (SD)
- 2- Disagree (D)
- 3- Neutral (N)
- 4- Agree (A)
- 5- Strongly Agree (SA)

| Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| Technical Environment | | | | | |
| 1. Furniture at the workplace is flexible enough to adjust, rearrange, or reorganize. | 1 | 2 | 3 | 4 | 5 |
| 2. The quality of available equipment is appropriate for the work assigned. | 1 | 2 | 3 | 4 | 5 |
| Organizational Environment | | | | | |
| 1. Workplace layout supports the work activity and encourages interaction between the employees. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 2. My supervisor is fair in work allocation. | 1 | 2 | 3 | 4 | 5 |
| Human Environment | | | | | |
| 1. I can maintain social contact with others around me. | 1 | 2 | 3 | 4 | 5 |
| 2. My colleagues accept me and value my opinion as part of a team. | 1 | 2 | 3 | 4 | 5 |
| 3. Colleagues at my workplace always share information. | 1 | 2 | 3 | 4 | 5 |

Section C: Emotional Demands

Based on your experience, kindly choose the most appropriate option from:

- 1- Strongly Disagree (SD)
- 2- Disagree (D)
- 3- Neutral (N)
- 4- Agree (A)
- 5- Strongly Agree (SA)

| Item | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-------------------|----------|---------|-------|----------------|
| (1) To perform my teaching well, I have to spend most of my time interacting with others (e.g. students, parents and colleagues). | | | | | |
| (2) To teach well, I have to be considerate and think from the view of point of my students and colleagues. | | | | | |
| (3) To teach well, I have to spend a lot of time on every student whom I taught. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| (4) I have to use my emotions and behaviours to create a reassuring climate for my students and their parents. | | | | | |
|--|--|--|--|--|--|

Section D: Teacher Self-efficacy

Based on your experience, kindly choose the most appropriate option from:

- 1- Strongly Disagree (SD)
- 2- Disagree (D)
- 3- Neutral (N)
- 4- Agree (A)
- 5- Strongly Agree (SA)

| Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| Instruction | | | | | |
| I can explain central themes in my subjects so that even the low-achieving students understand | | | | | |
| I can provide good guidance and instruction to all students regardless of their level of ability | | | | | |
| I can answer students' questions so that they understand difficult problems | | | | | |
| I can explain subject matter so that most students understand the basic principles | | | | | |
| Adapting instruction to individual students' needs | | | | | |
| I can organize schoolwork to adapt instruction and assignments to individual needs | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| I can provide realistic challenge for all students even in mixed ability classes | | | | | |
| I can adapt instruction to the needs of low-ability students while I also attend to the needs of other students in class | | | | | |
| I can organize classroom work so that both low and high-ability students work with tasks that are adapted to their abilities | | | | | |
| Motivating students | | | | | |
| I can get all students in class to work hard with their schoolwork | | | | | |
| I can enhance the desire to learn even among the lowest achieving students | | | | | |
| I can get students to do their best even when working with difficult problems | | | | | |
| I can motivate students who show low interest in schoolwork | | | | | |
| Maintaining discipline | | | | | |
| I can maintain discipline in any school class or group of students | | | | | |
| I can control even the most aggressive students | | | | | |
| I can get students with behavioral problems to follow classroom rules | | | | | |
| I can get all students to behave politely and respect the teachers | | | | | |

| Cooperation with colleagues and parents | | | | | |
|--|--|--|--|--|--|
| I can cooperate well with most parents | | | | | |
| I can find adequate solutions to conflicts of interest with other teachers | | | | | |
| I can collaborate constructively with parents of students with behavioral problems | | | | | |
| I can cooperate effectively and constructively with other teachers, for example, in teaching teams | | | | | |
| Coping with changes and challenges | | | | | |
| I can successfully use any instructional method that the school decides to use | | | | | |
| I can manage instruction regardless of how it is organized (group composition, mixed age groups, etc.) | | | | | |
| I can manage instruction even if the curriculum is changed | | | | | |
| I can teach well even if I am told to use instructional methods that would not be my choice | | | | | |

Section E: Work Engagement

Based on your experience, kindly choose the most appropriate option that best indicates how you feel at work.

Feeling Level:

- 0- Never (never)
- 1- Almost Never (a year or less)
- 2- Rarely (once a month or less)
- 3- Sometimes (a month)
- 4- Often (once a week)
- 5- Very Often (a week)

6- Always (every day)

| Items | Never | Almost Never | Rarely | Sometimes | Often | Very Often | Always |
|---|-------|--------------|--------|-----------|-------|------------|--------|
| Vigor | | | | | | | |
| 1. At my work, I feel really energised. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. At my job, I feel strong and energetic. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. When I get up in the morning, I feel like going to work. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Dedication | | | | | | | |
| 1. I am excited about my job. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My job inspires me. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I am proud of the work that I do. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Absorption | | | | | | | |
| 1. I feel happy when I am working hard. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I am totally engaged in my job. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I get carried away when I am working. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Section F: Teacher retention

Based on your experience, kindly choose the most appropriate option from:

- 1- Strongly Disagree (SD)
- 2- Disagree (D)
- 3- Neutral (N)
- 4- Agree (A)
- 5- Strongly Agree (SA)

| Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-------------------|----------|---------|-------|----------------|
| I hope to transfer or relocate to another school. | 1 | 2 | 3 | 4 | 5 |
| I hope to resign from the teaching profession. | 1 | 2 | 3 | 4 | 5 |
| I hope to enter a new and different career. | 1 | 2 | 3 | 4 | 5 |

Thank you for your participation.

Appendix 3.2: Reliability Test for Pilot Study

Independent Variable: Work Environment

Scale: Work Environment

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha Based on Standardized | | |
|--|-------|------------|
| Cronbach's Alpha | Items | N of Items |
| .773 | .773 | 7 |

Independent Variable: Emotional Demand

Scale: Emotional Demand

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha Based on Standardized | | |
|--|-------|------------|
| Cronbach's Alpha | Items | N of Items |
| .760 | .745 | 4 |

Independent Variable: Teacher Self-efficacy

Scale: Teacher Self-efficacy

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|---|------------|
| .905 | .910 | 24 |

Independent Variable: Work Engagement

Scale: Work Engagement

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|---|------------|
| .899 | .899 | 9 |

Dependent Variable: Teacher Retention

Scale: Teacher Retention

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

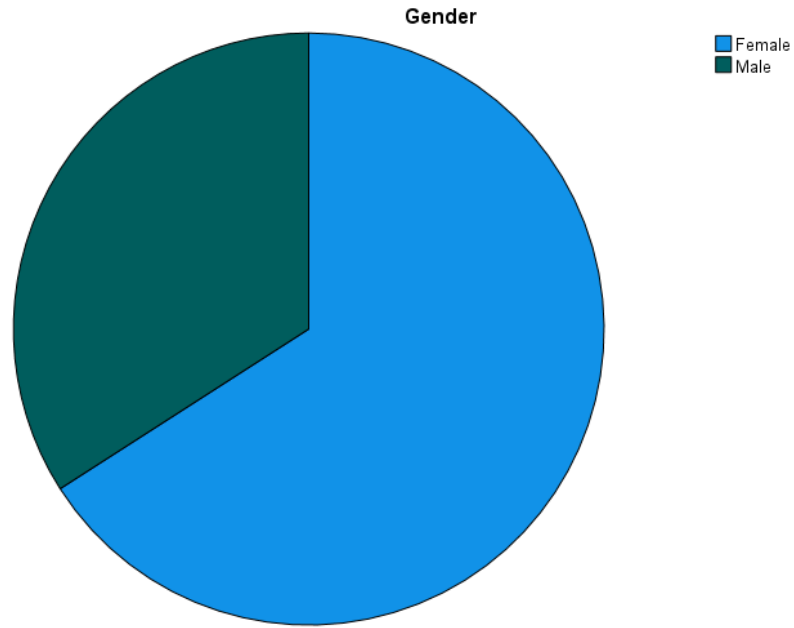
Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|---|------------|
| .692 | .695 | 3 |

Appendix 4.1: Descriptive Analysis

Demographic Profile: Gender

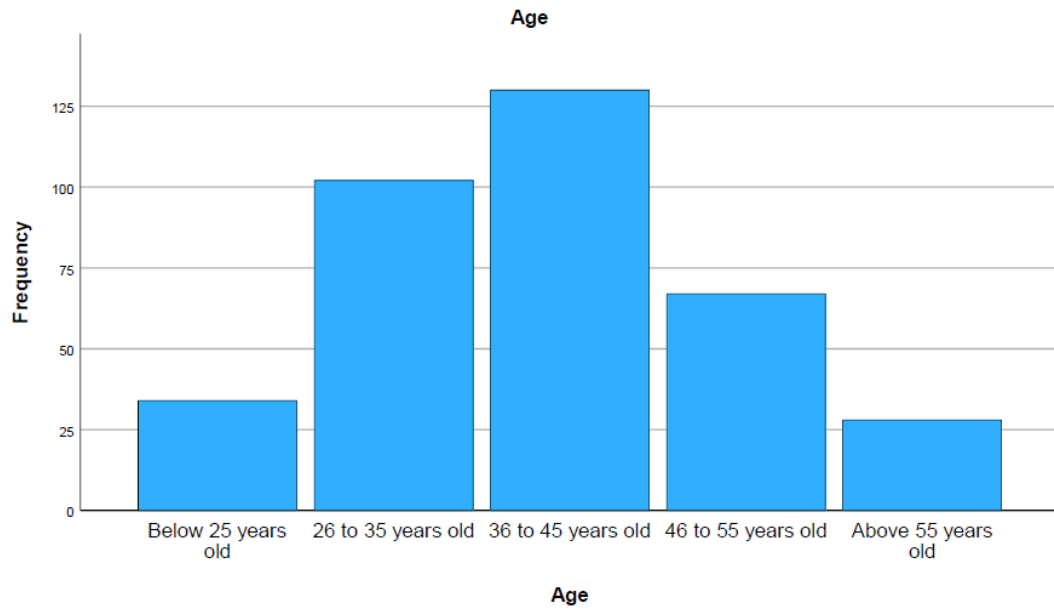
| | | Gender | | | |
|-------|--------|-----------|---------|---------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Female | 238 | 65.9 | 65.9 | 65.9 |
| | Male | 123 | 34.1 | 34.1 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Age

Age

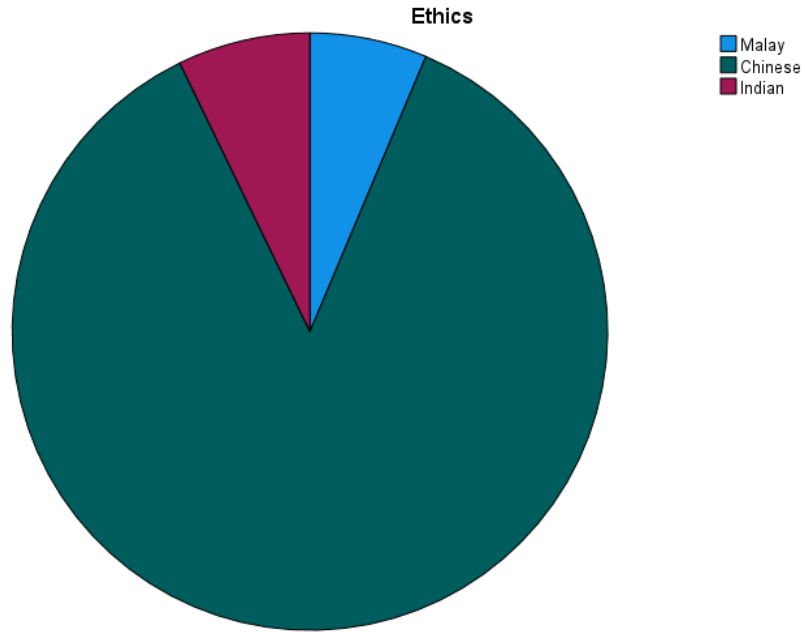
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Below 25 years old | 34 | 9.4 | 9.4 | 9.4 |
| | 26 to 35 years old | 102 | 28.3 | 28.3 | 37.7 |
| | 36 to 45 years old | 130 | 36.0 | 36.0 | 73.7 |
| | 46 to 55 years old | 67 | 18.6 | 18.6 | 92.2 |
| | Above 55 years old | 28 | 7.8 | 7.8 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Ethics

Ethics

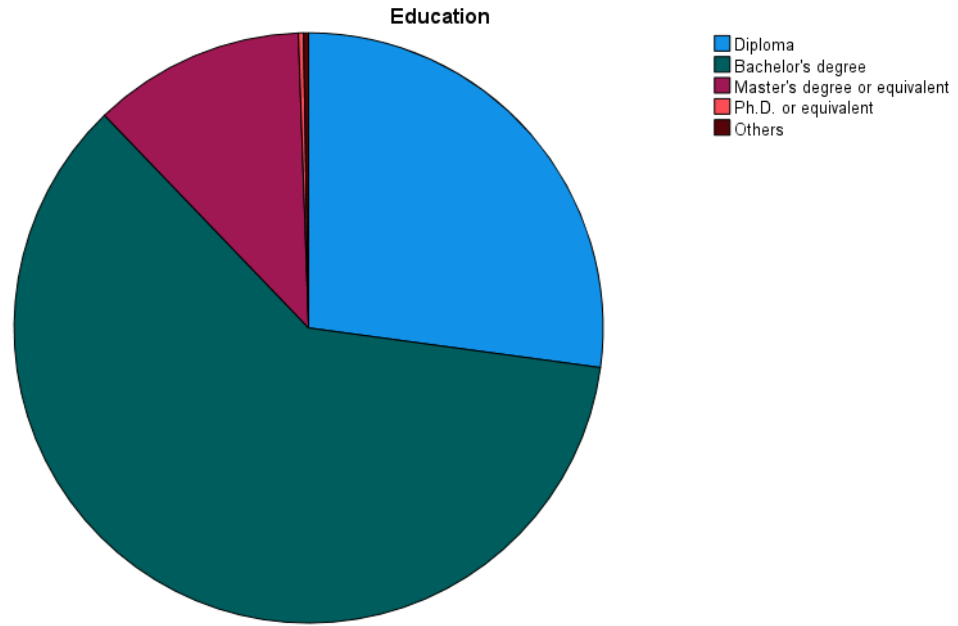
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | Malay | 23 | 6.4 | 6.4 | 6.4 |
| | Chinese | 312 | 86.4 | 86.4 | 92.8 |
| | Indian | 26 | 7.2 | 7.2 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Education

Education

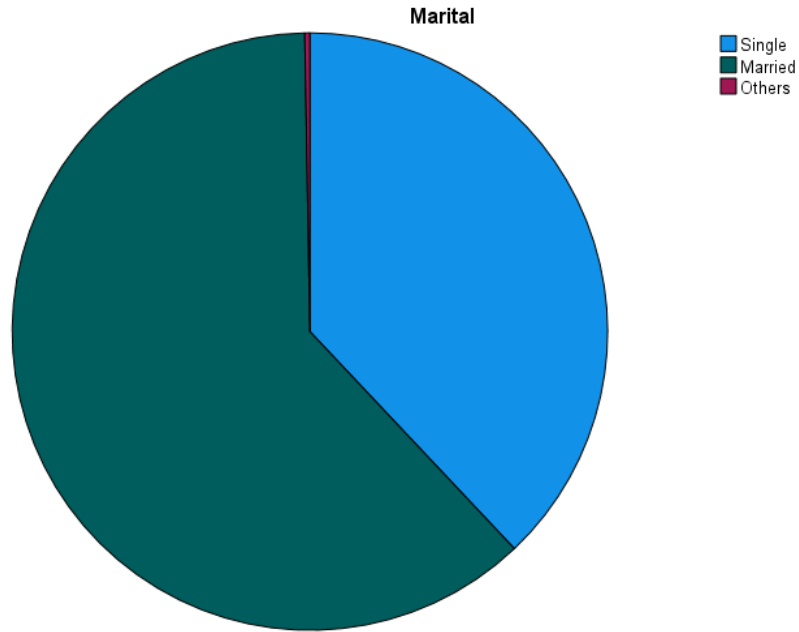
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------------|-----------|---------|---------------|--------------------|
| Valid | Diploma | 98 | 27.1 | 27.1 | 27.1 |
| | Bachelor's degree | 219 | 60.7 | 60.7 | 87.8 |
| | Master's degree or equivalent | 42 | 11.6 | 11.6 | 99.4 |
| | Ph.D. or equivalent | 1 | .3 | .3 | 99.7 |
| | Others | 1 | .3 | .3 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Marital

Marital

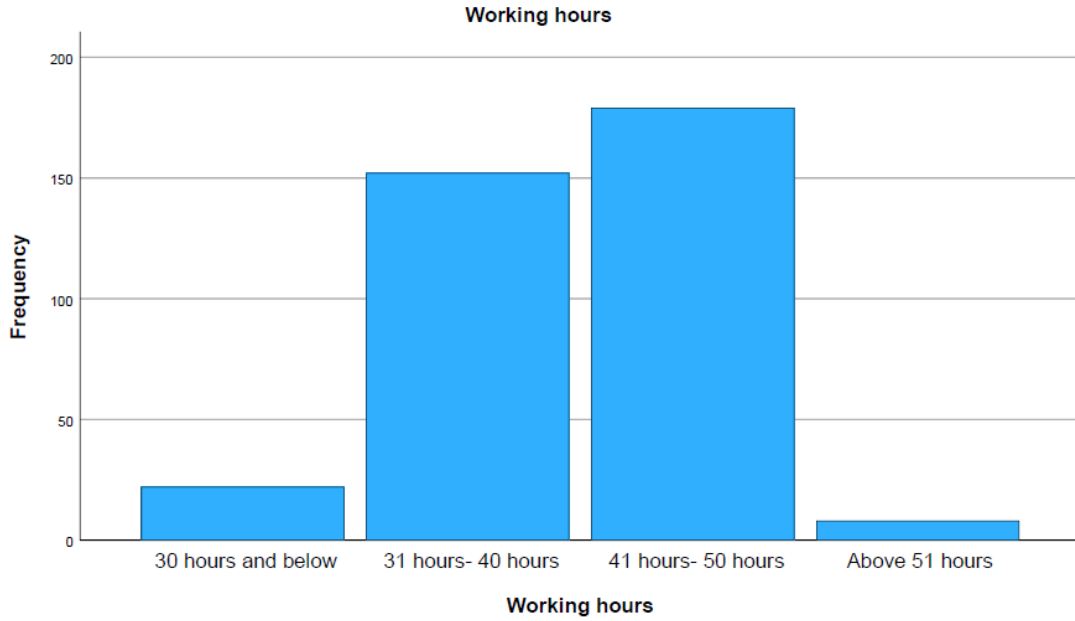
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|------------|--------------|---------------|--------------------|
| Valid | Single | 137 | 38.0 | 38.0 | 38.0 |
| | Married | 223 | 61.8 | 61.8 | 99.7 |
| | Others | 1 | .3 | .3 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Working Hours

Working hours

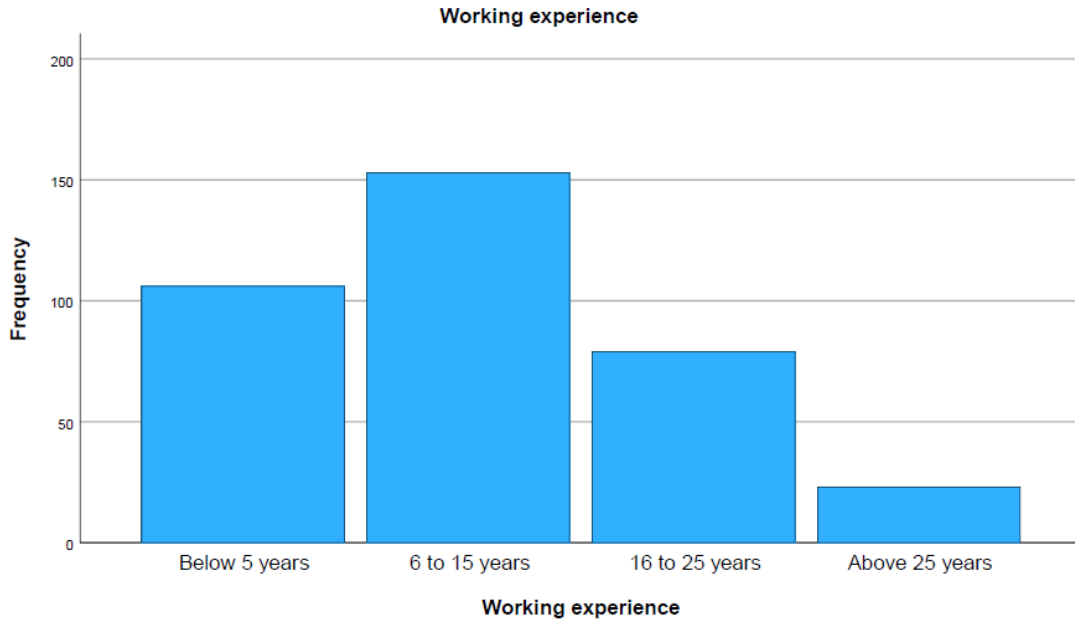
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|------------|--------------|---------------|--------------------|
| Valid | 30 hours and below | 22 | 6.1 | 6.1 | 6.1 |
| | 31 hours- 40 hours | 152 | 42.1 | 42.1 | 48.2 |
| | 41 hours- 50 hours | 179 | 49.6 | 49.6 | 97.8 |
| | Above 51 hours | 8 | 2.2 | 2.2 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Working Experience

Working experience

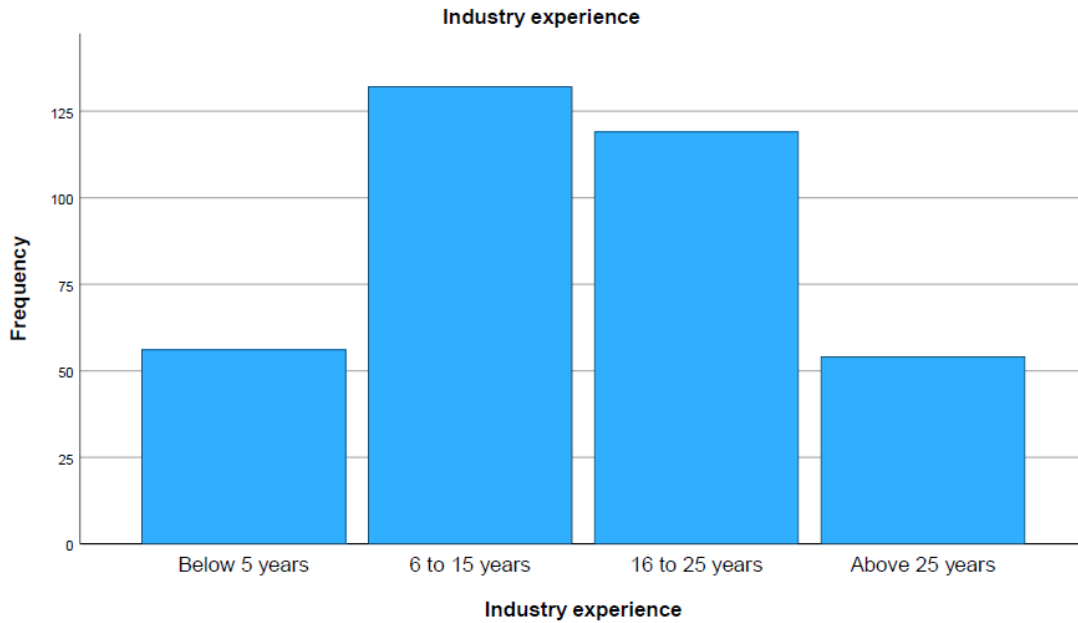
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Below 5 years | 106 | 29.4 | 29.4 | 29.4 |
| | 6 to 15 years | 153 | 42.4 | 42.4 | 71.7 |
| | 16 to 25 years | 79 | 21.9 | 21.9 | 93.6 |
| | Above 25 years | 23 | 6.4 | 6.4 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Demographic Profile: Industry Experience

Industry experience

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Below 5 years | 56 | 15.5 | 15.5 | 15.5 |
| | 6 to 15 years | 132 | 36.6 | 36.6 | 52.1 |
| | 16 to 25 years | 119 | 33.0 | 33.0 | 85.0 |
| | Above 25 years | 54 | 15.0 | 15.0 | 100.0 |
| | Total | 361 | 100.0 | 100.0 | |



Appendix 4.2: Realibility Test for Full Study

Independent Variable: Work Environment

Scale: Work Environment

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 361 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 361 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardize d Items | N of Items |
|------------------|---|------------|
| .901 | .902 | 7 |

Independent Variable: Emotional Demand

Scale: Emotional Demand

Case Processing Summary

| | | N | % |
|-------|---------------|-----|-------|
| Cases | Valid | 361 | 100.0 |
| | Excluded a | 0 | .0 |
| | Total | 361 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .928 | .928 | 4 |

Independent Variable: Teacher Self-efficacy

Scale: Emotional Demand

Case Processing Summary

| | | N | % |
|-------|---------------|-----|-------|
| Cases | Valid | 361 | 100.0 |
| | Excluded a | 0 | .0 |
| | Total | 361 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .928 | .928 | 4 |

| | | |
|------|------|----|
| .931 | .931 | 24 |
|------|------|----|

Independent Variable: Work Environment

Scale: Work Environment
Case Processing Summary

| | | N | % |
|-------|---------------|-----|-------|
| Cases | Valid | 361 | 100.0 |
| | Excluded a | 0 | .0 |
| | Total | 361 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .940 | .943 | 9 |

Dependent Variable: Teacher Retention

Scale: Teacher Retention
Case Processing Summary

| | | N | % |
|-------|---------------|-----|-------|
| Cases | Valid | 361 | 100.0 |
| | Excluded a | 0 | .0 |
| | Total | 361 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .743 | .747 | 3 |

Appendix 4.3: Pearson Correlation Coefficient for Full Study

| | | Correlations | | | | |
|--------|---------------------|---------------------|--------|--------|--------|--------|
| | | WEave | Eave | TSEave | Wave | TRave |
| WEave | Pearson Correlation | 1 | .588** | .601** | .477** | .195** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 361 | 361 | 361 | 361 | 361 |
| Eave | Pearson Correlation | .588** | 1 | .585** | .458** | .234** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 361 | 361 | 361 | 361 | 361 |
| TSEave | Pearson Correlation | .601** | .585** | 1 | .633** | .344** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 361 | 361 | 361 | 361 | 361 |
| Wave | Pearson Correlation | .477** | .458** | .633** | 1 | .626** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 361 | 361 | 361 | 361 | 361 |
| TRave | Pearson Correlation | .195** | .234** | .344** | .626** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 361 | 361 | 361 | 361 | 361 |

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 4.4: Multiple Regression Analysis and Multicollinearity for Full Study

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .488 ^a | .238 | .225 | .59480 |

a. Predictors: (Constant), Wave, WEave, Eave, TSEave

b. Dependent Variable: TRave

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 25.216 | 4 | 6.304 | 17.819 | .000 ^b |
| | Residual | 80.662 | 228 | .354 | | |
| | Total | 105.878 | 232 | | | |

a. Dependent Variable: TRave

b. Predictors: (Constant), Wave, WEave, Eave, TSEave

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|-------------------------|-------|
| | | B | Std. Error | | | | Lower Bound | Upper Bound | Tolerance | VIF |
| 1 | (Constant) | 1.149 | .442 | | 2.599 | .010 | .278 | 2.021 | | |
| | WEave | -.267 | .083 | -.238 | -3.239 | .001 | -.430 | -.105 | .620 | 1.613 |
| | Eave | .041 | .075 | .042 | .548 | .584 | -.106 | .188 | .582 | 1.718 |
| | TSEave | .267 | .132 | .155 | 2.018 | .045 | .006 | .527 | .565 | 1.771 |
| | Wave | .439 | .069 | .437 | 6.381 | .000 | .303 | .575 | .712 | 1.405 |

a. Dependent Variable: TRave