

A Study of Preschool Teachers' Job Satisfaction

And Their Turnover Intention In Penang

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JOB SATISFACTION AND TURNOVER INTENTION

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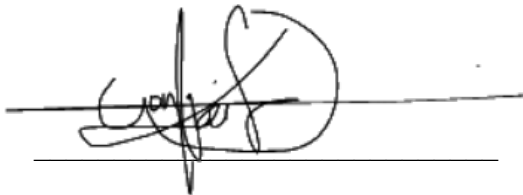
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MELANIE TEOH RUOCHY

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Approval Form

This research paper attached here to, entitled “The Relationship Between Preschool Teachers’ Job Satisfaction and their Turnover Intention in Penang” prepared and submitted by Melanie Teoh Ruochy in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.

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Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date: 25 September 2023

Abstract

The demanding nature of the preschool teaching profession, both physically and mentally, contributes to high turnover rates. Unfortunately, it often struggles underappreciation, highlighting disparity in its perceived value. Valuing preschool teachers' role is essential for their well-being and job satisfaction, which is closely related to its high turnover issue. However, there is a limited relevant research in the local context. Hence, the current study examined the level of job satisfaction and turnover intention of preschool teachers in Penang. The study also investigates the relationship between preschool teachers' total job satisfaction and their turnover intention, specifically focuses on the nine subscales of job satisfaction, namely pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. This research adopted Herzberg's Two-Factor Theory as theoretical framework and employed a quantitative correlational design. Utilizing the Spector's (1985) Job Satisfaction Survey (JSS) and the Roodt's (2004) Turnover Intention Scale (TIS-6) as research instrument, the study was conducted using convenient sampling involving 64 preschool teachers in Penang. The study revealed a significant negative correlation between preschool teachers' total job satisfaction and their turnover intention ($r = -.736^{**}$, $p < 0.001$) in Penang. All nine subscales of job satisfaction were also found significantly correlated with turnover intention, with the r-value ranging from $-.271$ to $-.683$, $p < 0.001$. The study's limitations include questionnaire length affecting participation, limited generalizability beyond Penang's urban area and the quantitative research method employed. It is recommended to simplify and shorten the questionnaire for better participation rates, expanding the study encompassing other Penang regions to increase generalizability and adopting a mixed-method approach for comprehensive understanding of the topic.

Keywords: Job Satisfaction, Turnover Intention, Preschool Teachers, Penang

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List of Abbreviations

DV	Dependent Variable
ECE	Early Childhood Education
IV	Independent Variable
JSS	Job Satisfaction Survey
TIS	Turnover Intention Scale

Chapter I

Introduction

Introduction

This research is a study of the relationship between preschool teachers' job satisfaction and their turnover intention in Penang. In this chapter, the background of the study with relevant information that sets the stage for this research will be discussed, following by the problem statement to highlight and contextualise the gap in knowledge that the study seeks to address. The research objectives and research hypothesis are also outlined, which will be tested and analysed during the course of the research. Furthermore, this chapter also includes the significance of the study and the definitions of key terms used in the research, including conceptual definitions and operational definitions.

Background of Study

Preschool teachers play a vital role in the early development and education of young children. A preschool teacher holds huge responsibility in provide a safe, nurturing and educational learning environment for young children, designing and planning lessons, evaluating and assessing children's progress as well as aiding children in their growth of various domain. While ensuring quality education, preschool teacher also have to maintain good parent-teacher relationship and take into consideration about children's unique needs and abilities which varies from individual to individual while planning curriculum. Sometimes, preschool teachers also encounter growing pressures from parents and the community. Therefore, being a preschool teacher is a tough and complex profession, it depletes energy and necessitates the need for the need for adequate recovery (Gu et al., 2019). However, this job contends with a lack of respect from others outside the profession and were called "baby-

sitters”. This shows that the early childhood profession it’s not being appreciated and valued despite it is mentally and physically exhausting.

Being recognized, appreciated and respected are very important for human basic esteem needs. Appreciation contributes to employee’s overall well-being and improve job satisfaction, validating their self-evaluations regarding their own performance (Pfister et al., 2020). Locke (1976) defined job satisfaction as a state of contentment or positive emotional well-being that arises from evaluating one's job or work experiences favourably. Job satisfaction can be shaped by various aspects of occupation including the overall satisfaction with job, satisfaction with working conditions and employment status (Jiang et al., 2019). Many research indicates that positive relationships between job satisfaction and organizational commitment (Totenhagen et al., 2016). Among research, job satisfaction has been identified as the primary factor influencing an individual’s turnover intention (Hassan, 2014; Alias et al., 2018). As mentioned above, early childhood profession often receives low recognition and appreciation. Reports from the New Straits Times (2022) states that the low incentives, appreciation and recognition cause preschool teacher prone to leave the early childhood education industry. According to Sahid (2019), Malaysia preschool teachers who attributed to inadequate salary structures, insufficient provision of facilities and unfavourable working conditions such as heavy workload ultimately fostering the desire to seek alternative career paths outside of the profession. This effort–reward imbalance situation is significantly related to job burnout (Guo et al., 2022), which leads to the high turnover rate. The turnover intention of teachers poses challenges for continuity and stability in the educational sector.

Past local studies have popularly examined job satisfaction and turnover intention in various professional domains, such as healthcare industry (Ramoo et al., 2013; Alsaraireh et al., 2014; Gebregziabher et al., 2020), manufacturing industry (Chin, 2018), finance and business (Sija, 2021; Falahat, 2019). However, limited research has focused specifically on the

job satisfaction and turnover intention in the education industry, particularly in the context of early childhood education. Hence, this research paper mainly aimed to examine the relationship between preschool teacher's job satisfaction and their turnover intention.

Problem Statement

Based on the local past literature, there is a limited focus of existing local literature within the research scope of job satisfaction and turnover intention in the area of the early childhood context. Most of the available research predominantly concentrates on other industries, and even within the education sector, it primarily centres around other educational levels such as tertiary education (Orpina et al., 2022; Badri, 2019; Rathakrishnan et al., 2016); secondary education (Shah & Jumani, 2015) and primary education (Saad et al., 2022). This research gap hinders a comprehensive understanding of the specific job satisfaction factors influencing turnover intention among preschool teachers. For instance, factors such as teacher's job scope may be varied across different context in the educational industry. In the education industry, the job content of teachers can indeed vary significantly across different educational level. There will be distinct responsibilities and tasks undertaken by teachers depending on factors such as the age group of students, subject specialization and educational program. Preschool teacher often express concerns about the excessive workloads they encounter, which subsequently contribute to increased levels of work-related stress (Ahmad et al., 2020). Especially preschool teachers who dealing with younger age children, experiences workload, mental and emotional depletion in their work, need to proactively cultivate and safeguard their emotional resources to ensure the maintenance of their physical and mental well-being (Zhang et al., 2022). This high level of emotional exhaustion among teachers are associated with lower job satisfaction (Zhang et al., 2022). Thereby, necessitating to extend investigation in the early childhood context.

Research Objectives

This study aimed to examine preschool teacher's job satisfaction and their turnover intention in Penang, specifically expressed into ten specific research objectives:

1. To examine the level of preschool teachers' total job satisfaction and their turnover intention in Penang.
2. To examine the relationship between preschool teachers' total job satisfaction and their turnover intention in Penang.
3. To examine the relationship between preschool teachers' job satisfaction in pay and their turnover intention in Penang.
4. To examine the relationship between preschool teachers' job satisfaction in promotion and their turnover intention in Penang.
5. To examine the relationship between preschool teachers' job satisfaction in supervision and their turnover intention in Penang.
6. To examine the relationship between preschool teachers' job satisfaction in fringe benefits and their turnover intention in Penang.
7. To examine the relationship between preschool teachers' job satisfaction in contingent rewards and their turnover intention in Penang.
8. To examine the relationship between preschool teachers' job satisfaction in operating conditions and their turn over intention in Penang.
9. To examine the relationship between preschool teachers' job satisfaction in coworkers and their turnover intention in Penang.
10. To examine the relationship between preschool teachers' job satisfaction in nature of work and their turnover intention in Penang.
11. To examine the relationship between preschool teachers' job satisfaction in communication and their turnover intention in Penang.

Research Question

1. What is the level of preschool teachers' total job satisfaction and their turnover intention in Penang?
2. Is there a significant relationship between preschool teachers' total job satisfaction and turnover intention in Penang?
3. Is there a significant relationship between preschool teachers' job satisfaction in pay and their turnover intention in Penang?
4. Is there a significant relationship between preschool teachers' job satisfaction in promotion and their turnover intention in Penang?
5. Is there a significant relationship between preschool teachers' job satisfaction in supervision and preschool teacher's turnover intention in Penang?
6. Is there a significant relationship between preschool teachers' job satisfaction in fringe benefits and their turnover intention in Penang?
7. Is there a significant relationship between preschool teachers' job satisfaction in contingent rewards and their turnover intention in Penang?
8. Is there a significant relationship between preschool teachers' job satisfaction in operating conditions and their turnover intention in Penang?
9. Is there a significant relationship between preschool teachers' job satisfaction in coworkers and their turnover intention in Penang?
10. Is there a significant relationship between preschool teachers' job satisfaction in nature of work and their turnover intention in Penang?
11. Is there a significant relationship between preschool teachers' job satisfaction in communication and their turnover intention in Penang?

Research Hypothesis

H_{A1}: There is a significant relationship between preschool teachers' total job satisfaction their turnover intention in Penang.

H_{A2}: There is a significant relationship between preschool teachers' job satisfaction in pay and their turnover intention in Penang.

H_{A3}: There is a significant relationship between preschool teachers' job satisfaction in promotion and their turnover intention in Penang.

H_{A4}: There is a significant relationship between preschool teachers' job satisfaction in supervision and their turnover intention in Penang.

H_{A5}: There is a significant relationship between preschool teachers' job satisfaction in fringe benefits and their turnover intention in Penang.

H_{A6}: There is a significant relationship between preschool teachers' job satisfaction in contingent rewards and their turnover intention in Penang.

H_{A7}: There is a significant relationship between preschool teachers' job satisfaction in operating conditions and their turnover intention in Penang.

H_{A8}: There is a significant relationship between preschool teachers' job satisfaction in coworkers and their turnover intention in Penang.

H_{A9}: There is a significant relationship between preschool teachers' job satisfaction in nature of work and their turnover intention in Penang.

H_{A10}: There is a significant relationship between preschool teachers' job satisfaction in communication and their turnover intention in Penang.

Significance of Study

This study contribute to the relevant field of study, raising awareness and helping others to develop understanding towards the correlation between preschool teachers' job satisfaction

and turnover intention in Penang. It holds significant importance in improving teacher's job performance and productivity. By understanding the factors influencing teachers' job satisfaction and turnover intention, school principal and administrators in Penang can take appropriate measures to enhance job satisfaction of their teachers. School principal and administrators can work on the organization effectiveness such as work conditions, work environment, wages and career objectives to improve job satisfaction (Ertürk, 2022). With higher job satisfaction, the productivity and quality of work will increase and it could significantly reduce turnover rates (Ertürk., 2022; Lim et al., 2017).

Moreover, understanding the job satisfaction level of teacher has positive impact on the quality of preschool education. Numerous studies have consistently demonstrated that elevated turnover rates among kindergarten teachers pose significant threats to the overall quality and stability of the teaching as well as the overall development of preschool education (Zhao et al., 2022; Zhou et al., 2020). In the context of urban area preschools like Penang, it is crucial to understand the level of job satisfaction among teachers as it directly impacts the quality of preschool education. Research consistently indicates that high turnover rates among kindergarten teachers in urban areas pose significant challenges to both the overall quality of teaching and the development of preschool education. Teacher turnover can negatively affect the quality of education and care provided, such as undermining teacher-child relationship, attachments and organizational stability (Grant et al., 2019). It was noted earlier that if job satisfaction was achieved and turnover intention is reduced, this could further lead to a more stable and consistent learning environment for young children, which result in preserving and improving the quality of education in urban area preschool. Hence, this research study has positive contribution to maintain the quality of education by investigating the level of preschool teacher job satisfaction and turnover intention in Penang. This would provide insight for

relevant agencies in planning better intervention program for Penang preschool teachers to improve their job satisfaction and reduce their turnover intention.

Definition of Terms

Conceptual Definition

Job Satisfaction. Job satisfaction encompasses the combination of personal feelings and perceptions individuals hold regarding their present employment or job, more to an internal state of attitude (Aziri, 2011). It is the attitude regarding different facets of their job, including the nature of their job, coworkers or colleagues, supervision and salary (George & Jones, 1995). Mishra & Mishra (2013) defined job satisfaction as a general attitude that arises from specific attitudes in three distinct domains: specific job factors; individual personal characteristics and group relationship/dynamics beyond the job context.

Turnover Intention. According to McInerney et al. (2015), turnover intention refers to the employee's intention to leave the current job or organization and seek alternative employment or switch to another company or career. It is the situation wherein an employee withdraw from an organization, no longer remains a part of it (Ngo-Henha, 2017). Organisational and individual factors can have impact on the employee's physical and psychological well-being which also leads to influencing the turnover intention (Kim, 2015). The issue of employees' turnover intention should be given attention as it can significantly impact organisational performance and affect productivity effectiveness (Hussain & See, 2019).

Operational Definition

Job Satisfaction. Based in this research study, the Job Satisfaction Survey (JSS) developed by Spector is used to measure the preschool teacher job satisfaction level. It is a widely used instrument for measuring an individual's attitude and satisfaction with their job

(Spector, 1985). Spector measures the job satisfaction based on nine different facets, which are pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.

Pay. Pay satisfaction refers to the satisfaction with pay and pay raises during the employment. It is relatively described as the relative pay of the job, wages, salaries and bonuses (Sumedho, 2015).

Promotion. Promotion satisfaction represents the level of employee satisfaction experienced with promotion opportunities within an organization. For instance, the advancement towards higher position or high levels of authority (Sumedho, 2015).

Supervision. Supervision satisfaction is described as the employees' satisfaction with the ability of immediate supervisor to offer guidance, emotional and technical support regarding work-related tasks to achieve their own goals (Malik et al., 2016) (Heery & Noon, 2017).

Fringe benefits. Fringe benefits is the financial and non-financial compensation that can be found within an employee's role, which may consist of direct compensation and indirect compensation such as bonus, retirement plans, job environment and workplace flexibility (Sumedho, 2015) (Malik et al., 2016).

Contingent rewards. Spector (1985) defined contingent rewards as "the recognition and appreciation for an achievement". It includes extrinsic reward such as pay, benefits, incentives, promotions etc as well as intrinsic rewards such as recognition, appreciation etc. (Malik et al., 2016)

Operating Procedures. It refers to employee's satisfaction to the set of predefined steps, rules and procedures for completing tasks, which adhere to specific standards determined by industry regulations, provincial laws, or personalised standards (Sumedho, 2015).

Coworkers. Satisfaction with co-workers refers to the satisfaction to the person or colleague you work with. It can be characterised by the coworkers' value, attitudes, and philosophies (Summedho, 2015).

Nature of work. Satisfaction of nature of work is the satisfaction with type of work done by the employee such as the task variety and job challenges.

Communication. Communication satisfaction refers to the employees' experience regarding the communication processes within the organization (Spector, 1985).

Turnover Intention. Established by Roodt (2004), the Turnover Intention Scale (TIS-6) is a tool used to measure an individual turnover intention over their job or employment in this study. It was developed in and later adapted to a 6-item scale by the author (Nashwan et al., 2021). The instrument is used to determine how strongly an individual plan to continue their employment with the organization (Orpina et al., 2022). For instance, measuring employees' dream of getting a new job, employee's personal needs satisfied by current job and etc.

Conclusion

To conclude, this research study focusing to examine the relationship between preschool teachers' job satisfaction and their turnover intention in Penang. This chapter have discussed the background of study and the problem statement to highlight and contextualize the critical gap in knowledge regarding the job satisfaction factors influencing preschool teacher turnover. Subsequently, the research objectives, questions and hypotheses were clearly outlined. Furthermore, the significance of this study, emphasizing its importance in highlighting the dynamics within the early childhood education sector in Penang. To ensure clarity, both conceptual definitions and operational definitions of key terms throughout this research was also discussed.

Chapter II

Literature Review

Introduction

This chapter highlights the discussion the concept of job satisfaction and turnover intention as well as the literature review of journal article to provide a comprehensive examination and analysis of existing literature relating to this study. The theoretical framework and conceptual framework applied in this study will also be outlined in this section.

Job Satisfaction

Job satisfaction is which a job elicits pleasant emotions and positive feelings in employees (Zhu, 2013). It is a subjective perception that reflects the feelings, attitudes, and experiences that employees have in relation to their job. When employees experience positive and enjoyable emotions in their work, their attitudes towards their job are considered as job satisfaction. Conversely, if employees have negative and unpleasant emotions in their work, their attitudes towards their job are characterized as dissatisfaction. Job satisfaction is influenced by various factors and plays a critical role in driving work motivation, serving as a fundamental factor that influences an individual's behaviour within an organization (Ćulibrk et al., 2018).

According to Raziq and Maulabakhsh (2015), employees' motivation and performance are strongly influenced by job satisfaction. High job satisfaction levels are commonly linked with favourable outcomes, including motivation, engagement, productivity, and commitment to the job. Working condition also affects job satisfaction as when employees develop unfavourable perceptions of their working conditions, supervisors, and colleagues, they are more likely to experience increased stress, diminished job commitment, which leads a desire to leave their job (Belias & Koustelios ,2014).

Herzberg's Two-Factor Theory proposed suggesting that satisfaction and dissatisfaction with a job are influenced by two distinct sets of factors (Herzberg et al., 1959). The factors are hygiene factors and motivating factors. According to Herzberg, motivation factors are intrinsic to the job itself, serve to enhance and elevate job satisfaction; while hygiene factors are external to the job, function to alleviate job dissatisfaction (Alshmemri et al., 2017).

Turnover Intention

Turnover intention has emerged as a prominent and extensively debated topic across various organizational contexts and industry. Turnover intention refers to an employee's expressed willingness or readiness to disengage from their organization within a specified timeframe (Lazzari et al., 2022), which means their intention to leave their current job or organization. Turnover intention can be voluntary or involuntary. Voluntary turnover, which also known as resignation, is employee's voluntary decision to leave an organization, whereas involuntary turnover, referred to as a discharge, signifies an employer's decision to terminate the employee's employment (An, 2019).

Turnover has been recognized as an organizational phenomenon that necessitates effective and careful management to minimize its rate (An, 2019). This is because the costs incurred by organization associated with turnover, both direct and indirect, has been quite significant (An, 2019). The turnover intention can have adverse effects on both the performance and profitability of an organization or company, as well as losing highly skilled and proficient employees (Al-Suraihi et al., 2021). This situation necessitates the recruitment of new employees and the subsequent adjustment and training to familiarize them with their roles, which consequently reduce the overall productivity of organization and the organizational development.

The early childhood education sector found to be experiencing highest turnover rates compared to other education profession such as elementary school teachers (Schaack et al., 2019). The elevated turnover rates observed among early childhood teachers can likely be attributed to factors such as job burnout, excessive workload, and emotional exhaustion experienced within their roles. In Malaysia, during and after the COVID-19 pandemic, preschool teachers have been presented with a difficult decision: to remain in their profession out of passion or to depart for the sake of their survival, most of the teachers have opted for the latter option (New Straits Times, 2022). According to report by New Straits Times (2022), the majority of teachers receive salaries that are considered inadequate for their level of qualification, and they are not given adequate chances for professional development. Insufficient incentives, inadequate appreciation and lack of recognition are factors that cause Malaysia preschool teachers' desire to leave their profession (New Straits Times, 2022).

The Association between Job Satisfaction and Turnover Intention

Heilala et al. (2021) conducted a quantitative study through electronic survey, involving 538 early childhood education staff in Finland (N=538), founded that there is a moderate positive relationship between general workload with teacher's turnover intention ($r=0.301$, $p<0.01$). The result also shown that there is a moderate positive relationship between emotional workload ($r=0.310$, $p<0.01$) and turnover intention. Leadership satisfaction was also examined as a mediating role to mediate the relation between workload and turnover intentions. It resulted as having negative correlation between leadership satisfaction and turnover intention ($r=-0.217$, $p<0.01$). In this study, the general workload refers to factors such as pressure caused by time constraints amount of task and responsibility; emotional workload refers to the possession of strong emotional self-regulation skills by staff members to fulfil their job requirements

effectively. Leadership satisfaction was defined as setting clear goals and role expectation, affirming values, inspiring and motivating staff, fostering positive relationships and social support. In this case, workload can be related to nature of work and operating condition and leadership satisfaction relating to supervision in JSS measures of this study. The study further discussed that effective leadership that emphasizes participation and fosters a positive work environment is crucial for preventing turnover and promoting well-functioning multi-professional teams. Besides, the author also explained that educators with high qualifications such as degrees in early childhood education, are more likely to leave the early childhood field, potentially driven by the expectation or requirement to pursuit of further qualifications.

A quantitative study by Zhao et al. (2022) on 313 preschool teachers (N=313) in rural area of Shaanxi Province and Xinjiang Uygur Autonomous Region shows that job satisfaction and turnover intention was correlated at a negative relationship at large effect size with $p < 0.01$. The author discussed that organizational trust has the potential to positively impact employees' work attitude and behaviour, leading to improved job satisfaction. It was further explained that teachers experience higher job satisfaction when working in supportive and autonomous organizational environments, which in turn fosters a positive work attitude, and enhanced work performance, while also reducing the intention of turnover. Besides, the study is also discussed that teachers' job satisfaction is positively influenced by teaching efficacy, which represents their abilities and job requirements. Teaching efficacy not only impacts educational behaviour and outcomes but also influences job motivation. When teachers have higher expectations of their own achievement, resulting in greater teaching efficacy, thereby increasing their overall job satisfaction. This can be related to the satisfaction of nature of work where teacher finds their job meaningful.

A study by Grant et al. (2019) founded that early childhood teachers' working conditions, psychological functioning and intrinsic motivation have significant relationship

with their turnover intention. The study uses the data collected in 2014 by the Survey of Early Childhood Educators: US project received from 1129 teachers (N=1129). The findings of the study shows that intrinsic motivation is negatively correlating to intention to leave ($r=-0.18$, $p<0.01$), while extrinsic motivation is positively correlated to their intention to leave ($r=0.04$, $p<0.01$). Based on Herzberg Two-Factor Theory, intrinsic motivation can be viewed as the motivator factors; extrinsic motivation representing hygiene factors. According to the author, teachers who had a positive perception of improved working conditions demonstrated a reduced intention to leave their job, while also exhibiting a stronger sense of dedication and commitment to their profession.

However, the author also explained a contradictory view that teachers who possess a greater intrinsic motivation, displaying a strong desire to make a positive impact on children are more inclined to pursue alternative job opportunities within the education sector rather than remain in an environment where they feel ineffective (Grant et al., 2019). They are more likely to consider exploring other fields only after exhausting their options within the education field.

Saidu (2018) conducted a qualitative study and document content analysis study on factors influencing employee's turnover in Malaysia. It was carried out based on the data gathered from existing literature scholar, newspaper and website. The finding shows negative relationship between career promotion and turnover intention. Pay were also found having negative correlation with turnover intention. The author also discussed that employee's personality and personal life satisfaction has impact on job satisfaction. Individual who possesses negative personal traits are more likely to turnover as they are less engaged to work. Besides, the author explained that job position match is also related to their turnover intention. When employees experience a strong position within the company, their intention to leave the organization will be significantly reduced.

A study by Alam and Asim (2019) which include 400 employees (N=400) in Karachi found that there is a significant negative association between overall job satisfaction and turnover intention. A quantitative study by Ali and Anwar (2021) based in Erbil, Iraq on employee turnover intention and job satisfaction over 144 respondents (n=144), also indicates that job satisfaction has positive correlation with turnover intention ($r= 0.386$, $p<0.01$). The study by Alam and Asim (2019) study focuses on job satisfaction, specifically on satisfaction with organizational policies and strategies, satisfaction with supervision, satisfaction with compensation levels, satisfaction with task clarity and satisfaction with the career development. Based on the findings of this study, all the variables shows significant relationship with employee's turnover intention ($p<0.05$). The author explain that to minimize turnover intentions and retain staff, it is crucial for managers to effectively communicate and ensure that the tasks assigned to the staff are clearly understood. This emphasizes the importance of providing clear explanations and instructions regarding the tasks, thereby enhancing staff retention.

A quantitative study by Caesar (2018) involving 84 employees (n=84) in Jakarta, Indonesia found that the relationship between job satisfaction and turnover intention is negative ($r=-0.482$, $p<0.05$). The author discuss that some employees consider the work they are currently doing to be part that make themselves comfortable and cause them not having desire to move from his current place of work. It is also further explained that employees who feel satisfied will show great responsibility in his work, make them less desire to move from the job.

Based on research by Devyanti and Satrya (2020) that studied on the effect of job satisfaction on turnover intention, involving 219 employees (n=219) from South Bali, Indonesia, the finding result shows that job satisfaction has a negative and significant effect on turnover Intention ($B=-0.449$, $p<0.05$). It is claimed that one of the factors impacting job

satisfaction is when employees feel unsatisfied and lack a complete understanding of the instructions provided by their employer for executing their tasks. Additionally, job satisfaction may decrease due to lack in career promotion and positions, as well as the presence of pressure from supervisors and organizational environment. The author added that it is essential for companies to uphold a sense of job satisfaction among their workforce, motivating employees to boost their morale in the workplace. This will help in reducing turnover intentions.

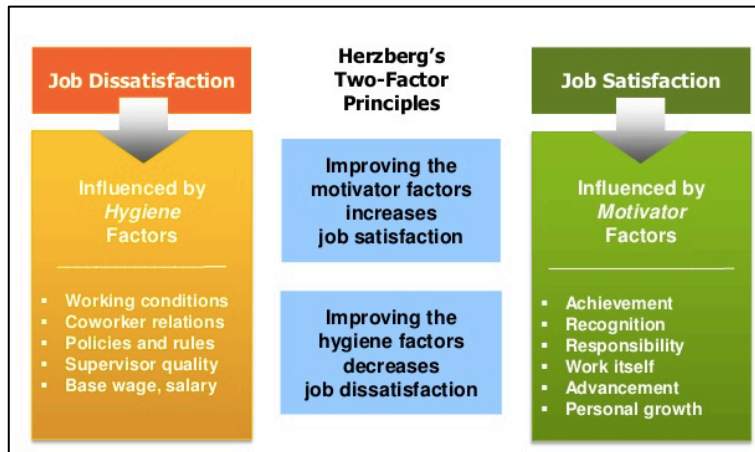
Rahman (2020), based on 550 respondents (n=550) from Cumilla, Chandpur and Brahmanbaria, Bangladesh reported that job satisfaction factors such as job security ($r = -0.567$, $p < 0.01$), nature of work ($r = -0.104$), pay ($r = -0.509$, $p < 0.01$), promotion ($r = -0.485$, $p < 0.05$), co-worker ($r = -0.413$, $p < 0.01$) has negative relationship with turnover intention. The author discussed that the employees job security, compensation and advancement opportunities were identified as significant contributors to their turnover intentions. The author also explained the possibility that the high turnover intention might be influenced by socio-economic circumstances, emotional welfare and personal circumstances of the employees.

Ibrahim et al. (2016) conducted a quantitative study at Nigeria, involving 192 employees (n=192). The results of the regression analysis shows that there is a moderately significant negative relationship between job satisfaction and turnover intention ($r = -0.443$, $p < 0.01$). It is discussed that when policies and practices are implemented to improve employee job satisfaction, it leads to increased motivation for putting in effort towards production, which result in the intention to leave the company is reduced. Besides, when the organization strategically put their policies into action, they are sending a favourable message to employees that their role within the organization holds significance for the company.

Theoretical Framework

Figure 1

Herzberg's Two-Factor Theory Model



Note. Source from Lumen Learning “Reading: Herzberg’s Two-Factor Theory”

<https://courses.lumenlearning.com/wmintrobusiness/chapter/reading-two-factor-theory/>

In this research study, the theoretical framework employed is Herzberg’s Two Factor Theory. This theory was developed by Fedrick Herzberg in the 1950s. It is also known as Motivation-Hygiene Theory or Dual-Factor theory. This theory highlighted that the factors that impact job satisfaction are divided into two categories: Hygiene Factors and Motivation factors. Herzberg described that motivation factors are intrinsic to the job itself, while hygiene factors are external to the job. Therefore, motivation factors will enhance job satisfaction, whereas hygiene factors reduce job dissatisfaction (Herzberg et al., 1959).

Motivator Factor. Motivator Factor of Herzberg’s Two Factor Theory are the intrinsic factors that positively contribute to employees’ job satisfactions (Yusoff et al., 2013). These factors improve job satisfaction by fulfilling the intrinsic need of individuals for self-growth and self-actualization in their work organization (Alshmemri et al., 2017). Motivational factors are the key to job satisfaction and long-term motivation. It includes aspects such as achievement (eg. contribution to organization), recognition (eg. appreciation), responsibility

and work itself (eg. roles and task assigned), advancement and growth opportunities (eg. promotion and personal development) (Herzberg, 1976).

Hygiene Factor. Hygiene Factor of Herzberg's Two Factor Theory are the extrinsic factors that can reducing employees' work dissatisfaction, while not contributing to improve job satisfaction (Yusoff et al., 2013). Hygiene factors are associated with the need to prevent or mitigate unfavorable circumstances in their work organization (Alshmemri et al., 2017). It includes aspects such as fringe benefits, quality of supervisor, salary, interpersonal relationships between co-workers, policies and rules (Herzberg, 2003).

Application of Herzberg's Two-Factor Theory into the Current Study

Applying Herzberg's Two-Factor Theory to job satisfaction in the context of preschool teachers, it can provide insights into the factors that influence their overall satisfaction in their work. Applying to the current study, the Job Satisfaction Survey (JSS) measures of working condition such as rules, procedures and practices in centre, challenges and obstacles faced; pay referring to salary; coworkers relating to the relationship between coworkers, quality of coworkers, teamwork. These can be relating to the hygiene factors proposed by Herzberg: working condition, wages and coworker relations. In past literature, job satisfaction factors like pay (Saidu, 2018; Alam & Asim, 2019; Rahman, 2020), supervision (Heilala et al., 2021; Alam & Asim, 2019), policies and rules (Alam & Asim, 2019) had been agreed as significant contributor to retain an individual to stay. Coworkers' interpersonal relationships significantly boost employee job satisfaction (Lodisso, 2019). Emphasizing preschool teachers' relationships with colleagues and directors is vital for creating a healthy work environment that fosters a positive emotional climate (Wells, 2017). Insufficient supportive relationships among preschool teachers can lead to lower job satisfaction and negative job attitudes (Wells, 2017). Additionally, retaining teachers and enhancing job satisfaction depend on competitive salary

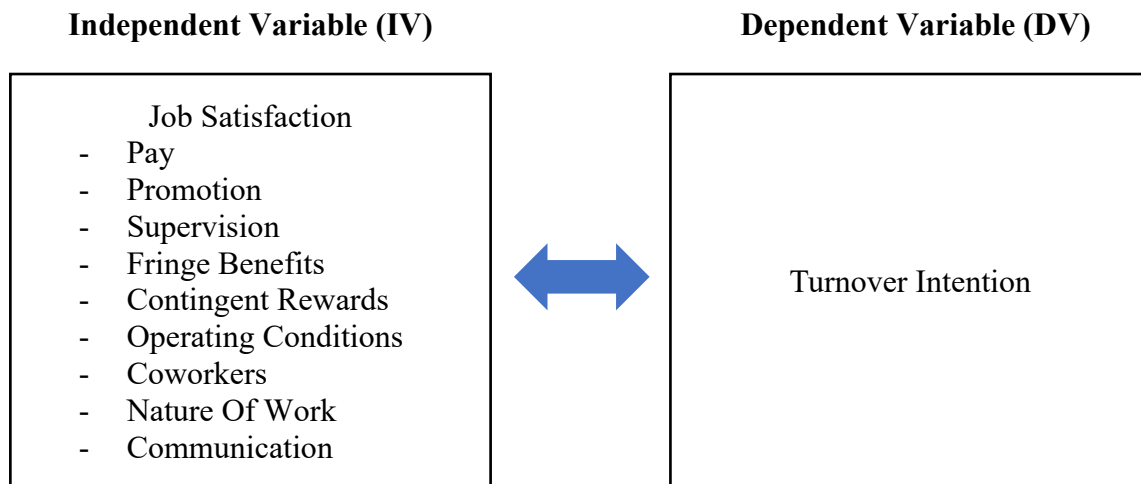
and fringe benefits (Hee et al., 2019). Besides, the demanding workload, including extensive student interaction and busy schedules, can contribute to teacher burnout (Karadeniz, 2023), further affecting their job satisfaction. Thus, by addressing these aspects can reduce job dissatisfaction but also effectively decrease turnover intention among preschool teachers.

In contrast, motivation factors are relevant to fostering job satisfaction among preschool teachers. These factors include opportunities for professional growth and recognition for their effort and nature of work. Applying to the current study, Job Satisfaction Survey (JSS) measures of contingent rewards are similar to recognition proposed by Herzberg. For instance, the emotional state that arises from a preschool teachers' positive evaluation and appreciation of their work or job experience is closely related to their job satisfaction (Massari, 2015). Contingent reward is a management strategy that relies on the provision of rewards and recognition, it can help to improve commitment and reduce turnover (Buengeler et al., 2016). Besides, previous finding indicates that preschool teacher's professional growth development strongly contributes to enhancing work motivation (Duraku et al., 2022). The opportunity of growth influence teacher self-efficacy. Teachers who possess high levels of self-efficacy (confidence in effectively managing the tasks and responsibilities, obligations, and challenges) tend to experience better job satisfaction (Barni et al., 2019). This is related to the nature of work (characteristics of the roles and responsibilities assigned) in the Job Satisfaction Survey (JSS), where teacher find their job meaningful and challenging. These are supported by researchers (Alam & Asim, 2019; Grant et al., 2019; Saidu, 2019; Rahman, 2020) that intrinsic motivation, nature of work, career promotion and development can affect an individual's turnover intention.

Conceptual Framework

Figure 2

Conceptual Framework of the Study



This research study consists of one main independent variable and one main dependent variable, which aimed to study the relationship between preschool teacher's job satisfaction (IV) and their turnover intention (DV). In this study, the job satisfaction is studied specifically into 9 dimensions.

Based on the employed theoretical framework, this study has hypotheses that there is a significant relationship between total job satisfaction and preschool teacher's turnover intention. On top of that, this study also hypothesized job satisfaction in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, communication and each are having significant relationship with turnover intention. These assumptions were supported by Herzberg Two-Factor Theory and past literature (Heilala et al., 2021; Zhao et al., 2022; Grant et al., 2019; Saidu, 2018; Alam & Asim, 2019; Caesar, 2018; Devyanti & Satrya, 2020; Rahman, 2020; Ibrahim et al., 2016; Ali & Anwar, 2021) who had overall proven that there is a significant correlation between job satisfaction and turnover intention.

Conclusion

In this chapter, the concept of job satisfaction and turnover intention has been explored central to the study's foundation. Furthermore, an in-depth literature review of relevant journal articles has been conducted, offering a comprehensive review of existing scholarship in this field. The theoretical and conceptual frameworks applied in this study have been outlined. Importantly, derived from the theoretical framework, the application of the employed theory to the current study has also been discussed. This chapter provides a strong foundation and knowledge needed for the following stages of the research.

Chapter III

Research Methodology

Introduction

This chapter covers the research design, sampling method and respondent and population, giving insight into how participants are selected and who will participating in our research. Besides, the research instrument, which refers to the tools used to gather data, the data analysis method and research procedure of the study were also discussed.

Research Design

This research study adopts a quantitative research design. Quantitative research is a research methodology that involves the process of quantifying variables and analyzing the numerical data systematically to obtain meaningful results (Apuke, 2017). It involves the identification of accurate mathematical representations for empirical phenomena, typically expressed as functional relationships among variables (Borgstede & Scholz, 2021). The result obtained represents the distribution of the population. For instance, the findings of this study possess the potential for generalizability to one specific target population (Lekso et al., 2017) A survey technique is applied in this study by distributing online questionnaire to gather and collect the research data from the sample. There questionnaire administered two instruments which are Job Satisfaction Survey (JSS) and the Turnover Intention Scale (TIS-6). Job Satisfaction Survey (JSS) consists of 36 items and divided 9 facets subscale. It is composed using Likert Scale, within the range of 1-disagree very much to 6-agree very much. Turnover Intention Scale (TIS-6) contains 6 items, composed using Likert scale, ranging from poles of intensity with 1-never to 5-always; 1-highly unlikely, 5-highly likely; 1-to no extent, 5-to a high extent.

This study employed a correlational research design to assess the presence and strength of relationships between two or more variables within a sample population. The aim of correlational research is to reveal systematic relationship between variables (Crawford, 2014), as well as express the degree of relationship. Pearson product-moment correlation coefficient was used in this study to examine the relationship between job satisfaction (IV) and turnover intention (DV). The relationship is quantified using correlation coefficients, ranging from +1.00 to -1.00 (Apuke, 2017). The sign of r denotes the correlation direction, with zero indicating no correlation and one representing a positive correlation; with a negative value indicating an negative relationship between variables (Akoglu, 2018). The closer the correlation coefficient comes to ± 1 represents the stronger correlation (Schober et al., 2018).

Sampling Method, Respondents and Population

A population refers to a collection of people who possess specific predetermined or similar characteristic (Thacker, 2019). The target population for this research study is the preschool teachers located in Penang. A sample can be described as a subset of individuals, chosen from a larger population for the purpose of investigation or study (Alvi, 2016). The members and participants of the study are known as respondent. The sample size will be 70 respondents within the region of Penang. They are characterized by Malaysian full-time teacher working in a preschool or kindergarten located. These sample characteristics are important as it might be an external factor that can influence the finding result. For instance, the working condition, pay, workload might vary between part-time teachers and full-time teachers, which affect their job satisfaction. An appropriate sample is crucial for research efficiency, ensuring reliable data generation, optimal resource allocation, and adherence to ethical principles, as it directly impacts the validity of study findings (Faber & Fonseca, 2014).

The sampling technique used in this research study is convenient sampling. Convenience sampling refers to the process of selecting sample members based on their easy

accessibility and proximity to the researcher (Bhradwaj, 2019). It is a form of non-probability and non-random sampling, which involves selecting individuals from the target population based on specific criteria that make them easily accessible or available for the study (Etikan et al., 2016). To determine the respondents for this study based on convenience sampling, the researcher will approach to the principal of the preschool centre located in Penang and explain the sample characteristics. The researcher will select the teacher who holds Malaysian identity and working full-time in the preschool to participate in the study.

Research Instruments

The instrument used to obtain and collect data for this research study includes a set of questionnaire with 3 sections: Section A, Section B and Section C.

Section A comprises the demographic information of the respondent, which serves to help the research having an insight about the characteristics of the respondent in terms of key demographic variables. Demographic information such as age, gender and educational qualification will be gathered in this section.

Section B uses the instrument which used to measure the IV of this study – Job Satisfaction. The research instrument used is the Job Satisfaction Survey (JSS) by Spector (1985). It is aimed to measure job satisfaction, for instance how people feel about their job such as their attitudes, opinions, and overall satisfaction (Spector 1985). Therefore, this instrument is used to measure the job satisfaction of preschool teacher in Penang. Job Satisfaction Survey (JSS) consist of 36 items with nine facet subscale: pay, promotions, supervision, fringe benefits, contingent rewards, operating condition, coworkers, nature of work and communication. It used a 6-points Likert Scale that consist 1-disagree very much, 2-disagree moderately, 3-disagree slightly, 4-agree slightly, 5-agree moderately, 6-agree very much. The 36 items are written in both directions, 19 items are negatively worded (2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24,

26, 29, 31, 32, 34 and 36) and must be reverse scored before summing into facet or total scores. The score calculation method is to sum up all items and the total score should be at the range of 36 to 216. Besides, responses can also be sum to 4 items for each facet score after the reversals: pay (1, 10, 19, 28), promotion (2, 11, 20, 33), supervision (3, 12, 21, 30), fringe benefits (4, 13, 22, 29), contingent rewards (5, 14, 23, 32), operating conditions (6, 15, 24, 31), co-workers (7, 16, 25, 34), nature of work (8, 17, 27, 35), and communication (9, 18, 26, 36). General score reading where a higher scores represent higher job satisfaction; lower scores represent lower job satisfaction was employed in this research instrument. The scale shows acceptable to high reliability and the total Cronbach alpha of the JSS scale has reached 0.91 (Spector, 1985).

Section C uses the instrument which used to measure the IV of this study – Turnover Intention. Turnover Intention Scale (TIS-6) is used as the research instrument in this study. It was developed by Roodt in the year 2004 and adapted to a 6-item scale with no subscale, sought to measure employee's intention to leave or stay at their current job or organization (Roodt, 2004). Hence, this instrument is used to examine the turn over intention of preschool teacher in Penang. The scale uses a 5-point Likert Scale, ranging from poles of intensity with 1-never to 5-always; 1-highly unlikely, 5-highly likely; 1-to no extent, 5-to a high extent. 1 of the 6 items is negatively-worded, 5 are positively worded. The 2 items (5, 6) should be scored in reverse order before summing up to calculate the total score. TIS-6 uses a general score reading method where higher scores represents higher turnover intention; lower scores represent lower turnover intention. This instrument is valid and reliable with the high coefficient alpha value of 0.80 (Bothma & Roodt, 2013). Oosthuizen et al. (2016) also reported a high Cronbach alpha coefficient of 0.88 for TIS-6.

Data Analysis

In this study, data analysis involves the utilization of two types of analysis techniques: descriptive analysis and inferential analysis. Descriptive analysis provide a general summary about the sample being studied (Kaliyadan & Kulkarni, 2019). Firstly, descriptive analysis will be employed to examine the demographic information of the respondents. For instance, demographic information such as gender, age, qualification in ECE, income range and working hours will be analysed. This analysis will involve calculating measures such frequency, percentages as well as the mean and standard deviation to describe the characteristics of the respondents and explain the outcomes of the statistical analysis. Tables will be generated to present these descriptive statistics.

For inferential analysis method, specifically Pearson Correlation Coefficient Moment was used in this study to measure the findings of the relationship between preschool teacher job satisfaction and their turnover intention in Penang. Inferential statistics enables researchers to draw conclusions about a population based on findings from a sample, facilitating the examination of group differences and relationships between variables (Guetterman, 2019). Correlation coefficients (r) were used to provide a measure of the strength (r -strength), direction (r -direction), and magnitude of the association or relationship between two variables. These coefficients (r -value) can vary from -1 to +1, with -1 and +1 representing perfect negative and perfect positive correlation, respectively; the correlation coefficients of 0 indicates no correlation or between the variables (Obilor & Amadi, 2018). Cohen (2013) described the effect size of $r = \pm 0.10$ to 0.29 for small effect, $r = \pm 0.30$ to 0.49 for moderate effect and $r = \pm 0.50$ to 1.0 for large effect (Pallant, 2016). The p value of less than 0.05 represent the result is statistically significant (Pallant, 2016), in which the alternative hypothesis should be accepted. In this research, a two-tailed test is used to test the statistical significance to examine whether

there is an effect in either direction. IBM Statistical Package for Social Sciences (SPSS) version 29.0 was used in this research to analyse the data.

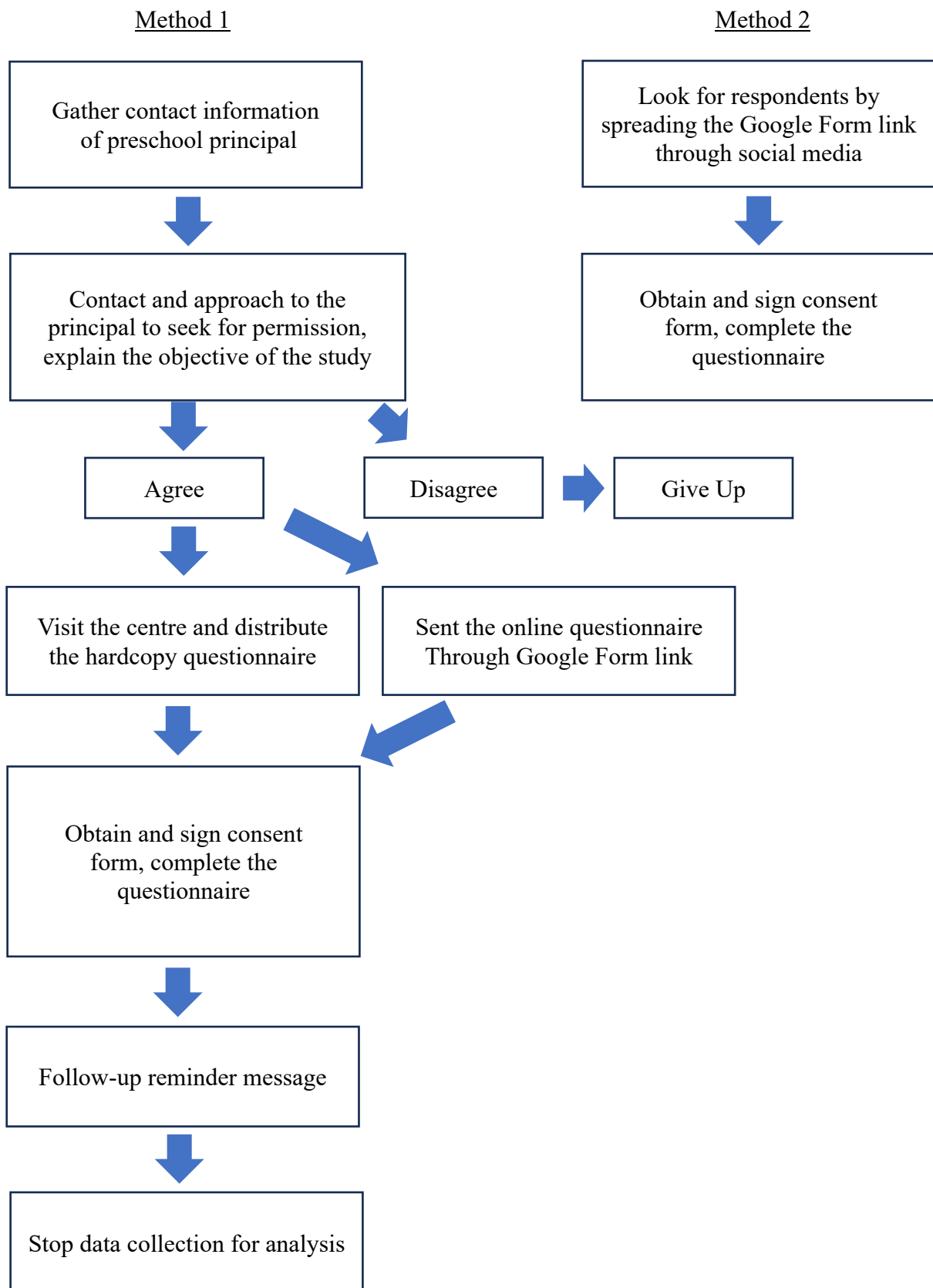
Research Procedures

The data collection procedure for this study involves several key steps. First, the questionnaire will be constructed both online using Google Forms and printed out in hardcopies. Next, the researcher will identify and contact the principal from preschool centres located in Penang through phone call or WhatsApp to obtain their consent in participating in the study. The purpose and significance of study will be explained in detail. The confidentiality of the study will also be informed. After obtaining permission, the questionnaire will be sent out through attaching the Google Form's link to the school principal to help distribute it to their teachers. For faster data collection, after obtaining the principal's permission, hardcopies will be sent out when the researcher physically visit the centre. Upon obtaining consent from the preschool teachers, they will be required to sign the consent letters, indicating their willingness to participate in the study. Once consent has been obtained, the preschool teachers will be requested to assist the researcher in completing the questionnaire using the provided Google Form. The questionnaire is designed to be completed within a time frame of 5 to 8 minutes. Within these 2 weeks' time, a follow-up reminder will be sent to the principal too. After all the questionnaires have been completed, the data will therefore be collected from the Google Form and hardcopies for further analysis.

Besides, the researcher will also look for respondent who fulfil the criteria through questionnaire through social media platforms. The respondent who meets the criteria will be directed to a designated Google Form link. Before starting the survey, personal consent of the respondent will be obtained. The data will then be gathered and collected.

Figure 3

Flow Chart of Data Collection



Conclusion

In conclusion, this chapter has comprehensively addressed the research design, sampling method, and identified our respondents from the broader population. Additionally, the researcher also discussed the research instruments employed to collect data, and the method use to analyse that data, outlining the process of analysing and interpreting the collected information, setting stage for the following chapter. Besides, a clear overview of the research procedure was outlined, providing a step-by-step of how the data collection was conducted.

Chapter IV

Findings and Analysis

Introduction

In this chapter, the descriptive and inferential statistics and analysis as well as the summary of the research findings will be presented and discussed. The result presented is based on the objective of the study that investigated preschool teachers' total job satisfaction, and its nine subscales' relationship with turnover intention. The data was analysed using IBM Statistical Package for Social Sciences (SPSS) version 29.0.

Descriptive Statistics and Analysis

Table 1

Respondents' Gender

	Frequency	Percent
Male	5	7.8
Female	59	92.2
Total	64	100.0

Table 1 shows the frequency and percentage of the respondents' gender. There is a total of 64 respondents participated in this study. Most of the respondents are female, with the frequency of 59 (92.2%) and 5 respondents are male (7.8%).

Table 2

Respondents' Ethnicity

	Frequency	Percent
Chinese	57	89.1

Malay	4	6.3
Indian	2	3.1
Others	1	1.6
Total	64	100.0

Table 2 above presented the ethnicity of respondents. Most of the respondents are Chinese, which includes 57 respondents (89.1%), 4 respondents are Malay (6.3%) and 2 respondents are Indian (3.1%). Only 1 respondent is from other ethnic group (1.6%).

Table 3

Respondents' Age

	Frequency	Percent
18 – 23 years old	37	57.8
24 – 29 years old	11	17.2
30 – 34 years old	3	4.7
35 – 39 years old	4	6.3
40 – 44 years old	2	3.1
45 – 49 years old	2	3.1
50 – 54 years old	4	6.3
60 years old and above	1	1.6
Total	64	100.0

As shown in table 3, 37 respondents fall between the age of 18-24 years old (57.8%), showing the highest frequency. 11 respondents are between 25-29 years old (17.2%), 3 respondents are 30-34 years old (4.7%) and 4 respondents are 35-39 years old (6.3%). There

are 2 respondents fall between the age of 40-44 years old and 45-49 years old respectively (3.1%). 4 respondents fall between the age of 50-54 years old (6.3%) and only 1 respondent is aged 60 years old and above (1.6%).

Table 4

Respondents' Personal Income

	Frequency	Percent
Below RM 1000	2	3.1
RM 1001 – RM 1500	7	10.9
RM 1501 – RM 2000	18	28.1
RM 2001 – RM 2500	15	23.4
RM 2501 – RM 3000	12	18.8
RM 3001 – RM 3500	5	7.8
RM 3501 and above	5	7.8
Total	64	100.0

The personal income distribution among the respondents is shown in Table 4 above. For incomes below RM 1000, a total of 2 respondents (3.1%) fall within this category and 7 respondents (10.9%) has the personal income of RM 1001 to RM 1500. The personal income of RM 1501 to RM 2000 captures the highest frequency, with 18 respondents falling into this range, constituting 28.1% of the total. Personal income of RM 2001 to RM 2500 and RM 2501 to RM 3000 also encompasses a large group, which includes 15 respondents (23.4%) and 12 respondents (18.8%) respectively. Both RM 3001 to RM 3500 and RM 3501 and above each have a frequency of 5 respondents, thereby representing 7.8% of the respondents in both cases.

Table 5*Respondents' Household Income (Overall Family Income)*

	Frequency	Percent
Below RM 2500	6	9.4
RM 2501 – RM 3169	5	7.8
RM 3170 – RM 3969	4	6.3
RM 3970 – RM 4849	5	7.8
RM 4850 – RM 5879	7	10.9
RM 5880 – RM 7099	10	15.6
RM 7100 – RM 8699	9	14.1
RM 8700 – RM 10,959	6	9.4
RM 10,960 – RM 15,039	8	12.5
RM 15,040 and above	4	6.3
Total	64	100.0

Table 5 above shows the household income of the respondents, referring to their overall family income. There are 6 respondent having the household income below RM 2500 (9.4%) while the household income of RM 2501 to RM 3169 consists of 5 respondents. The household income range of RM 3170 to RM 3969 category comprises 4 respondents (6.3%) and 5 respondents (7.8%) falls within the RM 3970 to RM 4849 range. The household income group of RM 4850 to RM 5879 encompasses 7 respondents (10.9%). The household income range of RM 5880 to RM 7099 shows highest frequency among the respondents, consisting of 10 respondents (15.6%). of the respondents. The RM 7100 to RM 8699 household income category represents 9 respondents (14.1%), RM 8700 to RM 10,959 represent 6 respondents

(9.4%). The household income range of RM 10,960 to RM 15,039 and RM 15,040 and above each consist of 8 respondents (12.5%) and 4 respondents (6.3%) respectively.

Table 6

Respondents' Working Days per Week

	Frequency	Percent
Below 5 days	3	4.7
5 days	58	90.6
6 days	3	4.7
Total	64	100.0

Table 6 shows the working days of the respondents in a week. Only 3 respondents (4.7%) work less than 5 days in a week. Majority of the respondents work 5 days in a week, with the frequency of 58 respondents, 90.6% of the total. There are 3 respondents (4.7%) who work 6 days in a week.

Table 7

Respondents' Working Hours per Day

	Frequency	Percent
6 hours	3	4.7
7 hours	3	4.7
8 hours	12	18.8
9 hours and above	46	71.9
Total	64	100.0

The distribution of working hours per day among the respondents is shown in Table 7. A small group of the respondent work 6 and 7 hours a day, consisting of 3 respondents (4.7%) respectively. 12 respondents (18.8%) work 8 hour a day. The majority of the respondents work 9 hours or more daily, indicating a high frequency of 46 respondents with the percentage of 71.9%.

Table 8

Respondents' Years of Teaching Experience

	Frequency	Percent
Below 3 years	46	71.9
3 – 5 years	6	9.4
5 – 10 years	5	7.8
10 years and above	7	10.9
Total	64	100.0

Table 8 presents the years of teaching experience among the respondents in preschool. A majority, of 46 individuals (71.9%) had been teaching in a preschool for 3 years and below. There are 6 respondents (9.4%) having the teaching experience of 3 to 5 years of experience and 5 respondents (7.8%) having the teaching experience of 5 to 10 years. The respondents with 10 years or more of teaching experience in preschool, encompassing 7 respondents with a percentage of 10.9%.

Table 9*Respondents' Qualification*

	Frequency	Percent
ECE Qualification (having at least Diploma in ECE related course)	43	67.2
Non-ECE Qualification	21	32.8
Total	64	100.0

Based on Table 9 above, 43 respondents with the percentage of 67.2% have ECE qualification, which means they hold a minimum of Diploma in ECE related course. 21 respondents (32.8%) do not have ECE qualification.

Table 10*Respondents' General Educational Level*

	Frequency	Percent
SPM / O-Level	6	9.4
STPM / A-Level	4	6.3
Diploma / Foundation	26	40.6
Bachelor's Degree	26	40.6
Master and above	2	3.1
Total	64	100.0

The general educational level of the respondents is shown in Table 10. There are 6 respondents (9.4%) has completed SPM or O-Level as their highest education level, while 4 respondents (6.3%) hold STPM or A-Level qualifications. The largest group which consists of

26 respondents (40.6%) has achieved a Diploma or Foundation education. A similar percentage, also at 26 respondents (40.6%) has achieved a bachelor's degree. Showing the smallest frequency of 2 respondents (3.1%), hold master's and above degrees as their highest education level.

Table 11

Descriptive Statistics of Job Satisfaction Survey (JSS) and Turnover Intention Scale (TIS)

	Mean	Standard Deviation	Frequency
Total JSS	145.891	24.913	64
JSS in Pay	14.000	4.522	64
JSS in Promotion	14.688	3.309	64
JSS in Supervision	18.781	3.848	64
JSS in Fringe Benefits	14.813	3.567	64
JSS in Contingent Rewards	16.250	3.390	64
JSS in Operating Conditions	13.594	3.816	64
JSS in Coworkers	19.156	3.696	64
JSS in Nature of Work	17.531	4.004	64
JSS in Communication	17.719	3.411	64
Total TIS	17.813	4.800	64

Table 11 shows the mean (M) and standard deviation (SD) of the total job satisfaction score of the respondents, also focuses specifically into nine different subscale. The sample size is N=64. The result shows that the mean and standard deviation for total job satisfaction is M=145.891 and SD=24.913. Out of the nine subscales, job satisfaction in coworkers

(M=19.156, SD=3.696), job satisfaction in supervision (M=18.781, SD=3.848) and job satisfaction in communication (M=17.719, SD=3.411) received the highest scores. Next, job satisfaction in nature of work (M=17.531, SD=4.004), job satisfaction in contingent rewards (M=16.250, SD=3.390), job satisfaction in fringe benefits (M=14.813, SD=3.567) has a moderate score. Job satisfaction in operating conditions (M=13.594, SD=3.816), job satisfaction in pay (M=14.000, SD=4.522) and job satisfaction in promotion (M=14.688, SD=3.309) obtained the lowest score.

Besides, Table 11 also shows the mean and standard deviation of the total turnover intention score. The sample size is N=64. The result shows that the mean is M=17.813 and standard deviation is SD=4.800.

Inferential Statistics and Analysis

H_{A1}: There is a significant relationship between preschool teachers' total job satisfaction and their turnover intention in Penang.

Table 12

Correlation between Total Job Satisfaction and Turnover Intention

	N	r	P
Total_JSS	64		
Total_TIS	64	-.736**	<.001

Table 12 shows the correlation between total job satisfaction and turnover intention. Result indicates that there is a significant negative relationship between preschool teacher's total job satisfaction and their turnover intention, $r = -.736^{**}$, $N = 64$, $p < .001$. Pallant (2016) state that the r-value between -0.50 and -1.0 indicates large effect size, referring to strong correlation between the variables. The direction of the relationship is negative, where the higher

the total job satisfaction, the lower the turnover intention and vice versa. As shown in the table, the p-value is 0.001. According to Pallant (2016), the p-value below and equal 0.05 ($p \leq 0.05$) represent the result is statistically significant (Pallant, 2016). Hence, the hypothesis is accepted.

H_{A2}: There is a significant relationship between preschool teachers' job satisfaction in pay and their turnover intention in Penang.

Table 13

Correlation between Job Satisfaction in Pay and Turnover Intention

	N	r	P
JSS in Pay	64		
Total_TIS	64	-.663**	<.001

Table 13 above indicates the correlation between job satisfaction in pay and turnover intention. Based on the result, there is a significant negative relationship between preschool teacher's job satisfaction in pay and their turnover intention, $r = -.663^{**}$, $N = 64$, $p < .001$. According to Pallant (2016), the r-value between -0.50 and -1.0 indicates that the strength of correlation between the variables is strong. The direction of the relationship is negative, where the higher the job satisfaction in pay, the lower the turnover intention and vice versa. The result shows that p-value is below 0.001, which is below and equal to 0.05 ($p \leq 0.05$) represent the result is statistically significant (Pallant, 2016). Therefore, the hypothesis is accepted.

H_{A3}: There is a significant relationship between preschool teachers' job satisfaction in promotion and their turnover intention in Penang.

Table 14

Correlation between Job Satisfaction in Promotion and Turnover Intention

	N	r	P
JSS in Promotion	64		
Total_TIS	64	-.271*	.031

The data presented in Table 14 shows the relationship between job satisfaction in promotion and the turnover intention among preschool teachers. The result reveals a significant negative correlation between preschool teachers' job satisfaction in promotion and their intention to turnover. This correlation coefficient is represented as $r = -.271^*$, based on a sample size of 64 ($N = 64$), with a p-value of 0.031 ($p = .031$). According to Pallant (2016), a correlation between -0.1 and -0.29 suggests a weak negative relationship between the variables. In this case, the negative correlation indicates that as job satisfaction with promotion increases, the turnover intention decreases, and vice versa. The statistical significance of the result is indicated by the p-value of 0.031, which is lower than 0.05 ($p \leq 0.05$), as outlined by Pallant (2016). Hence, the hypothesis is accepted.

H_{A4}: There is a significant relationship between preschool teachers' job satisfaction in supervision and their turnover intention in Penang.

Table 15

Correlation between Job Satisfaction in Supervision and Turnover Intention

	N	r	P
JSS in Supervision	64		
Total_TIS	64	-.493**	<.001

Table 15 above presented the relationship between job satisfaction in supervision and preschool teachers' turnover intention. A significant negative correlation between preschool

teachers' satisfaction in supervision and their turnover intention, $r = -.493^{**}$, $N = 64$, $p < .001$ is shown in the table. The r-value between -0.3 to -0.49 shows a moderate negative relationship between the two variables (Pallant, 2016). This signifies that when job satisfaction with supervision is high, the turnover intention is low, and vice versa. The p-value of below 0.001, which is less than and equal to 0.05 ($p \leq 0.05$), shows that the resulted is significant. Therefore, the hypothesis is accepted.

H_{A5}: There is a significant relationship between preschool teachers' job satisfaction in fringe benefits and their turnover intention in Penang.

Table 16

Correlation between Job Satisfaction in Fringe Benefits and Turnover Intention

	N	r	P
JSS in Fringe Benefits	64		
Total_TIS	64	-.493**	<.001

Table 16 above indicates the correlation between job satisfaction in fringe benefits and turnover intention. Based on the result, there is a significant negative relationship between preschool teacher's job satisfaction in fringe benefits and their turnover intention, $r = -.493^{**}$, $N = 64$, $p < .001$. According to Pallant (2016), the r-value between -0.3 and -0.49 indicates that the strength of correlation between the variables is moderate. The direction of the relationship is negative, where the higher the job satisfaction in fringe benefits, the lower the turnover intention and vice versa. The result shows that p-value is below 0.001, which is below and equal to 0.05 ($p \leq 0.05$) represent the result is statistically significant as proposed by Pallant (2016). In this case, the hypothesis is accepted.

H_{A6}: There is a significant relationship between preschool teachers' job satisfaction in contingent rewards and their turnover intention in Penang.

Table 17

Correlation between Job Satisfaction in Contingent Rewards and Turnover Intention

	N	r	P
JSS in Contingent Rewards	64		
Total_TIS	64	-.683**	<.001

The data presented in Table 17 shows the relationship between job satisfaction in contingent rewards and the turnover intention among preschool teachers. The result reveals a significant negative correlation between preschool teachers' job satisfaction in promotion and their intention to turnover. This correlation coefficient is represented as $r = -.683^{**}$, based on a sample size of 64 ($N = 64$), with a p-value below 0.001 ($p < .001$). According to Pallant (2016) on effect size and direction, a correlation between -0.5 and -1.0 suggests a strong negative relationship between the variables. The negative correlation indicates that as job satisfaction with contingent rewards increases, the turnover intention decreases, and vice versa. The statistical significance of the result is indicated by the p-value of lower than 0.05 ($p \leq 0.05$), as outlined by Pallant (2016). Hence, the hypothesis is accepted.

H_{A7}: There is a significant relationship between preschool teachers' job satisfaction in operating conditions and their turnover intention in Penang.

Table 18

Correlation between Job Satisfaction in Operating Conditions and Turnover Intention

	N	r	P
JSS in Operating Conditions	64		

Total_TIS	64	-.586**	<.001
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Table 18 above presented the relationship between job satisfaction in operating conditions and preschool teachers' turnover intention. A significant negative correlation between preschool teachers' satisfaction in supervision and their turnover intention, $r = -.586^{**}$, $N = 64$, $p < .001$ is shown in the table. The r -value between -0.5 to -1.0 shows a strong negative relationship between the two variables (Pallant, 2016). This signifies that when job satisfaction with operating conditions is high, the turnover intention is low, and vice versa. The p -value of below 0.001 , which is less than and equal to 0.05 ($p \leq 0.05$), shows that the result is significant. Therefore, the hypothesis is accepted.

H_{A8}: There is a significant relationship between preschool teachers' job satisfaction in coworkers and their turnover intention in Penang.

Table 19

Correlation between Job Satisfaction in Coworkers and Turnover Intention

	N	r	P
JSS in Coworkers	64		
Total_TIS	64	-.474**	<.001

Table 19 above indicates the correlation between job satisfaction in coworkers and turnover intention. Based on the result, there is a significant negative relationship between preschool teacher's job satisfaction in coworkers and their turnover intention, $r = -.474^{**}$, $N = 64$, $p < .001$. According to Pallant (2016), the r -value between -0.3 and -0.49 indicates that the strength of correlation between the variables is moderate. The direction of the relationship is negative, where the higher the job satisfaction in coworkers, the lower the turnover intention

and vice versa. Based on Pallant (2016), the result is statistically significant with the p-value below 0.001, which is below and equal to 0.05 ($p \leq 0.05$). Thus, the hypothesis is accepted.

H_{A9}: There is a significant relationship between preschool teachers' job satisfaction in nature of work and their turnover intention in Penang.

Table 20

Correlation between Job Satisfaction in Nature of Work and Turnover Intention

	N	r	P
JSS in Nature of Work	64		
Total_TIS	64	-.553**	<.001

The data presented in Table 20 shows the relationship between job satisfaction in nature of work and the turnover intention among preschool teachers. The result reveals a significant negative correlation between preschool teachers' job satisfaction in nature of work and their intention to turnover. This correlation coefficient is represented as $r = -.553^{**}$, based on a sample size of 64 ($N = 64$), with a p-value of less than 0.001 ($p \leq 0.01$). According to Pallant (2016), a correlation between -0.5 and -1.0 suggests a strong negative relationship between the variables. In this case, the negative correlation indicates that as job satisfaction with nature of work increases, the turnover intention decreases, and vice versa. The statistical significance of the result is indicated by the p-value below 0.001, which is lower than 0.05 ($p \leq 0.05$), as outlined by Pallant (2016). Consequently, the hypothesis is accepted.

H_{A10}: There is a significant relationship between preschool teachers' job satisfaction in communication and their turnover intention in Penang.

Table 21*Correlation between Job Satisfaction in Communication and Total Turnover Intention*

	N	r	P
JSS in Communication	64		
Total_TIS	64	-.662**	<.001

Table 21 above indicates the correlation between job satisfaction in communication and turnover intention. Based on the result, there is a significant negative relationship between preschool teacher's job satisfaction in communication and their turnover intention, $r = -.662^{**}$, $N = 64$, $p < .001$. In line with Pallant (2016), the r-value between -0.50 and -1.0 indicates that the strength of correlation between the variables is strong. The correlation direction is negative, referring to higher the job satisfaction in communication, the lower the turnover intention and vice versa. The result shows that p-value is below 0.001, which is below and equal to 0.05 ($p \leq 0.05$) represent the result is statistically significant (Pallant, 2016). Hence, the hypothesis is accepted.

Summary

Table 22*Summary of Findings: Total Job Satisfaction and Turnover Intention*

Hypothesis Assumption	Result	Decision
There is a significant relationship between preschool teachers' total job satisfaction and their turnover intention in Penang.	$r = -0.736$, $N = 64$, $p < 0.001$	Accepted

The summary table shows that there is a significant negative relationship between preschool teachers' total job satisfaction and their turnover intention in Penang. Therefore, the hypothesis is accepted.

Table 23

Summary of Findings: The Nine subscales of Job Satisfaction and Turnover Intention

Hypothesis Assumption	Result	Decision
There is a significant relationship between preschool teachers' job satisfaction in pay and their turnover intention in Penang.	$r = -0.663, N = 64, p=0.031$	Accepted
There is a significant relationship between preschool teachers' job satisfaction in promotion and their turnover intention in Penang.	$r = -0.271, N = 64, p = 0.031$	Accepted
There is a significant relationship between preschool teachers' job satisfaction in supervision and their turnover intention in Penang.	$r = -0.493, N = 64, p = 0.001$	Accepted
There is a significant relationship between preschool teachers' job	$r = -0.493, N = 64, p = 0.001$	Accepted

satisfaction in fringe benefits and
their turnover intention in Penang.

There is a significant relationship $r = -0.683, N = 64, p < 0.001$ Accepted
between preschool teachers' job
satisfaction in contingent rewards
and their turnover intention in
Penang.

There is a significant relationship $r = -0.586, N = 64, p < 0.001$ Accepted
between preschool teachers' job
satisfaction in operating conditions
and their turnover intention in
Penang.

There is a significant relationship $r = -0.474, N = 64, p < 0.001$ Accepted
between preschool teachers' job
satisfaction in coworkers and their
turnover intention in Penang.

There is a significant relationship $r = -0.553, N = 64, p < 0.001$ Accepted
between preschool teachers' job
satisfaction in nature of work and
their turnover intention in Penang.

There is a significant relationship between preschool teachers' job satisfaction in communication and their turnover intention in Penang.	$r = -0.662, N = 64, p < 0.001$	Accepted
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Based on the summary table above, it shows that all the nine subscales of job satisfaction among Penang preschool teachers: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication are significantly and correlated their turnover intention. Hence, all the hypotheses are accepted.

Conclusion

In this chapter, the research findings has been presented. Both descriptive and inferential analysis statistics has been shown in table form. Through these tables, a clear and structured representation of finding results is provided. The descriptive analysis provides a general view of demographic information of the respondents, while the inferential analysis reveals the relationships between the variables. The data will be interpreted and discussed in the following chapter.

Chapter V

Discussion and Conclusion

Introduction

This chapter includes the discussion on the descriptive and inferential analysis of this study presented in the previous chapter. The implication and limitation of this research study as well as recommendation for future research will also be discussed in this section.

Descriptive Analysis and Discussion

Descriptive Analysis for Demographic Information

Based on the results of the descriptive analysis, there is a total of 64 respondents who took part in this study, characterized by preschool teachers based in Penang. The predominant demographic among the respondents are Chinese females, with the majority falling within the young adult category who aged 39 and below (Horng et al., 2001). Specifically, 75% of them are in the 18-29 age bracket, who majority are typically expected to be fresh graduates or novice teachers with less teaching experience of 3 years and below, as self-reported by the respondents. As for personal income, majority of them reported their earning to be in the range of RM 1500 to RM 2500. Based on the findings, 90.6% of the respondents reported working at least 5 days a week. Among them, 71.9% of them reported a daily work duration of 9 hours and above. Most of the respondent are found to hold qualification in ECE.

Descriptive Analysis for Job Satisfaction and Turnover Intention

The finding results show that the total job satisfaction score has the mean of 145.891, approximately fall within the middle range of the total score of 36 to 216.

Among the subscales, job satisfaction in coworker and supervision were found to be having highest level of satisfaction among the respondents, falling within the middle range of the total score ranging from 4 to 24. The demographic findings shows that majority of the respondents have ECE educational background. Tatto (2019) state that teachers' education holds the potential to influence their, knowledge, prospective thinking and beliefs. This shared educational background of the respondents suggests the possibility of them having a shared teaching philosophy and set of beliefs with their colleagues. It likely fosters a cohesive teaching philosophy as well as common pedagogical approaches and perspectives which could contribute to enhance the overall job satisfaction in relation to coworkers. Additionally, this finding outcome can be attributed to the age range of the respondents. This similarity in age distribution potentially contributes to the higher satisfaction level for coworkers. This can be explained in the assumption that individuals of similar ages might share comparable social experiences, thereby fostering a more relatable and harmonious work environment. Moreover, the similar age range could result in a commonality of interests among colleagues, thus enhancing collaboration and rapport. This alignment in age-related attributes likely contributes to the heightened job satisfaction reported in relation to coworkers.

Based on the data collection, the respondents reported more satisfied with the job satisfaction in supervision among the nine subscales, this can be linked to the fact that most of the respondents are young and likely fresh graduates with relatively less teaching experience in their roles. The demographic context provides insight in revealing the importance of supervision for these young teacher population. The educational environment in Penang's urban area, where a significant number of preschools operate under franchise models (eg. D'monte Childcare and Development Centre, E-bridge Pre-School). A franchise model companies usually establish clear guidelines for their franchisees' performance and expect them to comply with these guidelines (Ramaseshan et al., 2018). Hence, this implies that these preschools are

structured with a predetermined routine and established systematic mentoring programs tailored for novice teachers. The presence of predictable routines and purposeful guidelines provides young educators with a clear framework and guidance to perform their roles effectively. Therefore, the establishment of this support system potentially fosters a positive perception of supervision, resulting in higher levels of job satisfaction in supervision. Given their youthfulness and relatively early career stage, they are likely to feel less confident in handling the challenges of their job. For instance, their lack of practical experience could make their work routine seem challenging. In such cases, good supervision becomes crucial. They tend to rely on the supervision to give valuable feedback and guidance to perform their work. These assistance can be particularly valuable for new educators, helping them improve their skills and adjust to their job. Mentors providing professional support significantly enhance job satisfaction, motivation and positive work engagement by ensuring teachers feel adequately supported to excel in their roles (Lipscomb et al., 2021).

Other than that, other subscales of job satisfaction, namely communication, nature of work and contingent rewards, obtained a similar but slightly lower score, differing by an average of approximately 1.0 from the scores of job satisfaction in coworkers and in supervision. As mentioned earlier, in such a structured environment of a franchise organization, employees have a clear understanding of their roles and responsibilities (*nature of work*) as they are mostly predefined, which helps preschool teachers' able to align their efforts with the preschools' objectives. It then extends to communication within the organization, where high task clarity in the workplace fosters effective communication as they employees to understand their roles and responsibilities clearly (Bucăța & Rizescu, 2017). It helps colleagues to collaborate more seamlessly and maintain a stronger sense of teamwork, ultimately leading to higher satisfaction levels in communication within the organization.

Moreover, a greater mean difference score was observed in job satisfaction subscales such as fringe benefits, promotion, pay and operating condition. These subscales exhibited a mean score difference of 2.6 or more compared to the previously mentioned factors. Operating conditions, as reported by the respondents, resulted least satisfied among the other subscales. This outcome might be linked to the mostly franchise-based preschools in Penang, which often necessitate adherence to specific policies, teaching models and syllabus. This structured framework which aimed to ensure consistency, can also inadvertently serve as a constraint and limitation for the teachers. The established procedures and guidelines might become a red tape that impedes teachers from freely introducing and implementing personal ideas and individual perspectives. Besides, job satisfaction regarding pay and fringe benefits among preschool teachers in Penang is quite low. This can be justified by the respondents' reports of their salaries falling within the range of RM1500 to RM2500. This aligns closely with Malaysia's government-newly imposed minimum monthly wage of RM1500 for all employees starting from July 2023 (Jabatan Peguam Negara, 2023). However, this salary proves to be insufficient considering the prevailing living costs in Penang, further compounded by the fact that a most of these teachers are predominantly undergraduate students pursuing either diploma or degree qualifications, it becomes obvious that they are being underpaid. Besides, the result shows that in Penang, the fringe benefits provided to preschool teachers might be not sufficient to support their life. These insufficient fringe benefits provided can be a challenge to them, it's essential to consider how fringe benefits, such as retirement plans, health and life insurance, can impact their overall well-being and job satisfaction. For instance, Ahmad and Scott (2015) states that the provision of retirement benefits and insurance coverage by companies can help to assure employees of a secure future, thereby motivating them to remain with the organization, decrease their turnover intention. Next, it is also resulted that the respondents are less satisfied in job satisfaction in promotion. Milken (2018) highlights that issue of teacher career

advancement and promotion are often being hindered and limited. For instance, they are rarely given responsibility for professional development or lack of opportunity for meaningful teacher leadership (*promotion*) (Milken, 2018). It gives insights for future researchers to look into these aspects to further investigate whether Penang preschool teacher have been given adequate opportunity for professional growth in their profession.

Inferential Analysis and Discussion

The presented research findings indicated a significant negative correlation between the total job satisfaction of the respondents and their turnover intention in a large effect size. The present study has also separately investigated nine subscales of job satisfaction and its relationship with turnover intention. According to the result, all the nine subscales, namely pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, communication were also examined and found to be significantly negatively correlating to turnover intention in a medium to large effect size. Overall, the finding result was consistent with past literature conducted in western context (Heilala, 2020; Grant et al., 2019), local context (Asim & Alam, 2019; Saidu, 2018) and those countries that practice collectivist context (Rahman 2020; Zhao et al., 2022; Caesar, 2018; Devyanti & Satrya, 2020; Ibrahim et al., 2016; Ali & Anwar, 2021).

Theme 1: The Relationship between Total Job Satisfaction and Turnover Intention

H_{A1}: There is a relationship between preschool teachers' total job satisfaction their turnover intention in Penang.

The result finding shows that total job satisfaction is significantly correlated to turnover intention in a negative direction. To explain, author Zhao et al. (2022) based on a Chinese sample discussed that teachers who possess higher job satisfaction usually

feel more efficacious in their skills and attending job demands. In turn, it helps to boost job motivation, making them set higher self-expectations and be more confident in their abilities, which, in turn, boosts their overall job satisfaction (Zhao et al., 2022). This positive cycle of job satisfaction not only enhances their commitment to their current teaching performance but also fosters a more positive work environment, ultimately reducing turnover intention among them. Consequently, preschool can benefit from increased stability and a more experienced teaching staff when the turnover rate decreased.

Added by Caesar (2018), this will help to boost their sense of responsibility that help to support their satisfaction towards their job as well as helping to reduce their turnover intention. This is because highly efficacious employees tend to view their work as something that brings them comfort and reduces their intention to seek other employment opportunities. employment opportunities.

Added by Caesar (2018), this will help to boost their sense of responsibility that helps to support their satisfaction towards their job as well as helping to reduce their turnover intention. This is because highly efficacious employees tend to view their work as something that brings them comfort and reduces their intention to seek other employment opportunities. Furthermore, when employees have a strong sense of responsibility, they are more likely to take ownership of their roles and the organization's goals and values, which in turn fosters greater job satisfaction. This increased satisfaction not only reduces turnover intention but also enhances employee engagement and performance, leading to a more productive and sense of cohesion within the organization.

Theme 2: The Relationship between Hygiene Factors (pay, supervision, fringe benefits, operating conditions, coworkers and communication) and Turnover Intention

This theme aid to discuss the inferential findings based on the six hypotheses conducted in this study. They are HA2, HA4, HA5, HA7, HA8 and HA10. The obtained of significance result of this hypothesis have reviewed the job satisfaction in the form of hygiene factors in the expects of pay, supervision fringe benefits, operating conditions, coworker and communication were crucial factors that relating to reduce the turnover intention. Based on Herzberg Two-Factor theory, the hygiene factors applied to this study include:

Hygiene Factors

Pay: being paid a fair amount compared to workload, chances for raises

Supervision: supervisor feelings towards subordinate, fairly treated by supervisor

Fringe Benefits: teachers' contentment with the additional benefits they receive (both monetary and non-monetary)

Operating Conditions: operating procedures and policies of the organization which might make work difficult

Coworkers: people they work with such as their colleagues and their competency

Communication: how goals and job tasks are clearly explained

The research results indicates that job satisfaction in all the hygiene factors have significant negative correlation with turnover intention in a moderate and large effect strength. According to Herzberg (1966), hygiene factors include salary (*pay*), *supervision* and company policies (*operating conditions*). Hygiene factors, which also defined as the extrinsic motivator (Alshmemri et al., 2017), can lead to job dissatisfaction and improving hygiene factors can prevent job dissatisfaction. Heilala et al. (2021) based on a sample of early education staff in Finland discussed that establishing effective leadership (*supervision*) which encouraging

participation and cultivating a positive workplace environment plays a vital role in decreasing turnover rate. Besides, as discussed by Grant et al. (2019), teachers displaying a positive perception of enhanced working conditions such as policies (*operating conditions*) appeared to be having increased dedication and commitment to their job and reduced turnover intention. Besides, based on sample from Indonesia, *communication* within the organization as in incomplete comprehension of the instructions given by their employer for task execution can affect one's job satisfaction (Devyanti & Satrya, 2020). This lack of clarity can lead to frustration and reduced confidence while performing task, all of which contribute to lower job satisfaction levels. Consequently, teachers may be more inclined to consider leaving the organization, increasing turnover intention to seek for another a workplace where their roles and expectations are more clearly defined and understood. Moreover, lacking supportive relationships can result in decreased job satisfaction and unfavourable job attitudes (Wells, 2017). Building strong interpersonal relationships among colleagues (*coworkers*) and directors is crucial for in increasing employee job satisfaction as is helps to creating a supportive work environment (Lodisso, 2019; Wells, 2017). Furthermore, Hee et al. (2019) discussed that in order to retain teachers, it is essential to attribute their job satisfaction to their salary (*pay*) and benefits (*fringe benefits*). A competitive salary in the job market and attractive supplementary benefits that improve their job satisfaction in order to decrease their intention to turnover.

Theme 3: The Relationship between Motivator Factors (promotion, contingent rewards, nature of work) and Turnover Intention

This theme aid to discuss the inferential findings based on the three hypotheses conducted in this study. They are HA3, HA6 and HA9. The obtained of significance result of this hypothesis have reviewed the job satisfaction in the form of hygiene factors in the expects of pay, supervision fringe benefits, operating conditions, coworker and communication were

crucial factors that relating to reduce the turnover intention. Based on Herzberg Two-Factor theory, the hygiene factors applied to this study include:

Motivator Factors

Promotion: promotion opportunities, fair chance to be promoted

Contingent Rewards: rewards as in appreciation, recognition and rewards for good effort

Nature of work: workload, job tasks, responsibilities and aspects of a job that contribute to giving employees a sense of pride and making them feel that their work is meaningful

Based on the findings result, job satisfaction in all the motivator factors have significant negative correlation with turnover intention. According to Herzberg (1966), motivators encompass elements of the job itself (*nature of work*), sense of achievements and recognition (*contingent rewards*) and opportunities for advancement (*promotion*). Motivator factors which also defined as the intrinsic motivator that, when present, foster and enhance job satisfaction (Alshmemri et al., 2017). Based on Saidu (2018)'s research in Malaysia, discussed that there is a strong alignment between job positions (*promotion*) and turnover intention, as a sense of strong position within the company leads to decreased intentions of leaving the organization. Buengeler et al. (2016) highlighted that *contingent reward* is a management technique that utilizes the offering of rewards and recognition of employee's effort to enhance their commitment and decrease turnover. Besides, Zhao et al. (2022) states that teaching efficacy which refers on the teacher's ability perform their work also influence their job satisfaction. It discussed that when teachers have higher teaching efficacy, it leads to increased job satisfaction due to the value and meaningfulness they find in their job (*nature of work*) (Zhao et al., 2022). However, another point of view by researcher, Grant et al. (2019) who elaborated on the fact that an individual who has strong intrinsic motivation, tend to seek alternative education sector jobs rather than staying in a place where they feel ineffective. This means that a preschool

teacher who have strong intrinsic motivation will have stronger self-determination towards their job such as to bring positive impact to the children while performing their job. However, if they found this appeared to be ineffective in their workplace, there is a high possibility of leaving.

Implication

This present research study holds a significant implication on the prevailing gap in local literature concerning preschool teachers' job satisfaction within the context of early childhood education. The lack of comprehensive research in this domain creates a knowledge gap that hinders understanding of the factors that influence job satisfaction among Penang's preschool teachers. By bridging this gap, the study aims to contribute to a more comprehensive understanding of the aspect of job satisfaction that affect turnover intention. Among these subscales, operating condition, pay, fringe benefits and promotion resulted least satisfied among Penang preschool teachers' job satisfaction. Based on Malaysian sample, this study highlights that these are the aspects that need to be improved. The turnover intention score among Penang preschool teachers is not low, indicating a potential and risk of them seeking alternative employment. This study holds the potential to provide crucial awareness and insights to the principal and administrators to address this situation and looking into the above-mentioned aspects. They could take measures on the policy and practice in the organization and work on strategies to enhance teacher retention and overall job satisfaction in Penang. For instance, enhance operating conditions in preschools that involves re-evaluating fixed procedures that might hinder teachers' innovative and creative performance. Instead of rigidly adhering to a fixed curriculum, preschools principal and administrators could introduce flexible teaching approaches that allow educators to adapt their methods at the same time staying aligned with the organization objective. Also, to enhance promotion and fringe benefits policies

in preschools, principal can consider factors like teaching performance, professional growth and overall contribution to provide adequate advancement opportunities, increase in pay or benefits. Otherwise, preschool may implement mentorship and career development programs aimed to further assist teachers in gaining the necessary skills and experience for higher positions, which higher positions could lead to higher chance of increasing salary. By taking action into these aspects, it could possibly improve of Penang teachers' job satisfaction and their intentions regarding turnover.

Besides, based on the inferential analysis, all the 9 subscales are significantly correlating to turnover intention. This study reveals the significant factors that influence job satisfaction and turnover intention among Penang's preschool teachers, it hold the potential to reduce the threats that could undermine the overall quality and stability of educational organizations, subsequently impacting the holistic development of preschool education provided. Through a comprehensive understanding of these factors, relevant agencies can consider the identified subscales while devising strategies or formulating intervention programs aimed at enhancing job satisfaction and reducing turnover intention. Specifically, they can address hygiene factors such as to reduce job dissatisfaction by focusing on elements such as pay, supervision, fringe benefits while simultaneously emphasizing on the motivator factors to enhance job satisfaction by providing opportunities for promotion and improving contingent rewards. By strategically considering these subscales, agencies can create more comprehensive and effective initiatives to improve overall job satisfaction among employees. This, in turn, will contribute to the long-term stability and quality of the preschool education, ensuring a sustainable and enriching educational experience for both teachers and children.

Additionally, this research study holds implications, with a contribution to the local literature within the context of early childhood education by adding significant information to this body of knowledge. It increased the understanding of job satisfaction and turnover

intention dynamics among preschool teachers. Moreover, the study prompted a crucial foundation and valuable insights for future research aiming at validating these findings as it seemed to be having quite limited studies being done so far in a local context. Given the fact that the characteristics of the respondents in this study are mostly young-adult, inexperienced teachers located in Penang's urban area, therefore it is important to recognize this issue, that might limit the generalizability of the results. This demographic characteristics highlights the necessity for further research that explores a wider teacher populations to validate and broaden the study's implications. Besides, the study yields the importance of the extension of this research to encompass rural areas because it would bridge the existing knowledge gap between urban and rural preschool teachers in Penang, contributing to a more holistic perspective on the job satisfaction and turnover dynamics of teachers across diverse settings.

Limitation

One of the significant limitation of this research study is the unwillingness of some participants to engage due to the length of the questionnaire. The length and number of items play an important role on the quality of data obtained (Sharma, 2022). A lengthy questionnaire primarily led to participants' impatience and frustration, which can result from the extensive time required to complete the questionnaire. As a consequence, there is a potential and possibility for simply, hurried or inaccurate responses which can affect the accuracy of the data collected. This limitation raises concerns about the overall validity and reliability of the findings, as the data collected may not truly reflect the preschool teachers' genuine perceptions and experiences. Inaccurate and unreliable data can cause false interpretation and lead to distort the understanding of a knowledge as a whole (Brown et al., 2018). Besides, it also affects the time needed for data collection. Sharma (2022) found that when the length and quantity of questions increase, there is a corresponding rise in the rate of non-response. Therefore, when

respondents exhibit reluctance to take part in the study, it can significantly delay and prolong the data collection process as the researcher need to continuously look for respondents until having sufficient sample.

Besides, another limitation of this study pertains to its limited generalizability. First, the study is limited beyond the context of Penang's urban area. Next, the study uses convenient sampling which is a non-random sampling method. Both this limitation can lead to restricted generalizability in result. Convenient sampling, where samples are chosen through non-random methods from the population introduces a sampling bias because it doesn't identify a well-rounded representation of the population (Tyrer & Heyman, 2016). It is often lack of clear generalizability and is not suitable for drawing conclusions for broader population (Jager et al., 2017). The demographic data of the respondents reveals that the study's participants predominantly fall within a narrow age range, primarily consisting of fresh graduates with less teaching experience. Consequently, the study's generalizability is constrained, failing to comprehensively reflect the preschool teacher population in Penang.

Another limitation of this research is the quantitative method implemented. A quantitative research primarily focuses on the collection of quantifiable data, which is predominantly numerical (Queirós et al., 2017). In this research, the utilization of a Likert scale to gather data, restrains the in-depth opinions and perspectives of the preschool teacher, limiting the understanding of their subjective opinions. This quantitative approach primarily allows for the collection of general data points, but it does not uncover deeper underlying meanings, reason and explanations of the participants' responses in that particular context (Rahman, 2016). As a result, the study does not offer detailed insights and exploration into the preschool teachers' perception. This lack of in-depth qualitative information hinders the ability to fully understand the aspects of the research topic. Moreover, using standardized instruments at a single time point limits comprehensive understanding of causal relationships as the

instrument which may not fully capture the specific details of a particular study, leading to limitations in measurement (Morgado et al., 2017).

Recommendation

To address the limitation in this research study, which pertains to participants' reluctance due to the lengthy questionnaire, it is recommended to simplify the questionnaire by reducing its length and the number of questions. For instance, engaging field experts for a thorough content review and conducting a pilot study to assess item validity through reliability tests to capture intended data and simplify the questionnaire. By shortening the questionnaire, response rate increases as participants are likely to exhibit increased willingness to participate (Allen, 2016). This thereby also speed up the data collection process and gathering greater sample size. Besides, it also positively contributes to the study's validity and reliability by generating data that better reflecting the preschool teachers' perceptions and experiences, producing more meaningful and generalizable results representing the population.

To extend the study's generalizability of the research findings, the study area can be expanded to encompass other regions within Penang, including areas with varying degrees of urbanization, such as rural regions. Thus, a more diverse and representative sample can be obtained. Besides, it is crucial to implement a random sampling method to enhance the representativeness of the sample. Samples chosen through probability sampling methods better represent the characteristics of the target population (Elfil & Negida, 2017). For instance, random sampling can be done by ensuring the inclusion of respondents of various relevant characteristics such as workplace area, age groups and racial backgrounds. This approach will enable a more accurate representation of the preschool teacher population in Penang. Consequently, the generalizability of the study will be achieved as the result can be applied to a wider area.

To address the limitations of the use of quantitative method in this research, it is recommended to employ a mixed-method research approach that integrates both quantitative and qualitative methods. Rather than relying solely on quantitative data, by incorporating elements of both qualitative and quantitative, it allows the researcher to access the subjective opinions and comprehensive view of preschool teachers alongside numerical measures. Mixed methods research designs allow the advantages of one approach to compensate for the limitations of another, at the same time enabling a comprehensive examination of the research question by enriching the understanding of the respondents' experiences and viewpoints (Regnault et al, 2018). In this way, the validity and reliability of the research will be enhanced due to its characteristic of compensating for the limitations of a singular method (Hafsa, 2019). Consequently, it is recommended that future research implement a mixed-method research methodology to overcome the identified limitations and provide a more insightful perspective on the perceptions and experiences of preschool teachers.

Conclusion

In conclusion, the descriptive and inferential analysis has been discussed in this chapter. The data gathered data from the respondents was and analysed, discussed and interpreted. The chapter contribute to the understanding of the dynamics of the relationship of overall job satisfaction to turnover intention as well as its nine distinct subscales' relationship with turnover intention within the preschool teaching profession. Besides, the researcher provided the implication and limitation of this study, setting a perspective on the accuracy and generalizability of the study's result. Recommendations were also carefully set to serve as an insight guiding future research or investigations in the relevant field. Lastly, the conclusion of the entire research study was also outlined.

Conclusion

In conclusion, this study primarily examines and discusses about the relationship between preschool teachers' job satisfaction and turnover intention in Penang. The research aims to address a notable gap in local literature, which has predominantly focused on job satisfaction and turnover intention in other industries, in a context beyond the local setting and on different educational levels such as tertiary, secondary and primary education. This limited research scope has hindered a comprehensive understanding of the specific job satisfaction factors influencing preschool teachers' turnover intention. Besides, the challenging job content faced by preschool teachers, including heavy workloads and emotional demands, has been identified as factors that can adversely affect their job satisfaction, ultimately leading to an increased possibility to turnover. Therefore, this research aims to investigate the job satisfaction level among Penang preschool teacher that influence their intention to turnover. The current study employs a quantitative correlational research design and utilising two instruments: Job Satisfaction Survey (JSS) and the Turnover Intention Scale (TIS-6). The result findings shows that the total job satisfaction and all its nine subscales namely pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, communication are significantly correlated in a negative direction, with a moderate to large effect size.

This research study holds significant implications for the context of early childhood education in Penang by addressing the notable gap in local literature regarding preschool teachers' job satisfaction and turnover intention. By identifying specific aspects such as operating conditions, pay, fringe benefits and promotion as areas of least satisfaction among Penang's preschool teachers, the study provides insights for school administrators and relevant agencies to take action and intervention measures to enhance teacher job satisfaction and reduce turnover intention. However, the study has limitations, including participant reluctance

due to the lengthy questionnaire, the non-random convenient sampling method used as well as the quantitative approach employed in the study. To address these limitations, it is recommended that field experts could simplify the questionnaires, employ random sampling methods, and integrate mixed-method approaches. These improvements can yield a more accurate and comprehensive data, allowing for a deeper understanding of the complexities of job satisfaction and turnover intention among preschool teachers in Penang. Besides, by extending the generalizability of results, future studies can provide a broader and more representative view of the early childhood teacher population.

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Appendices

Appendix A: Questionnaire

Figure 4*Questionnaire – Informed Consent Letter***Informed Consent Letter**

You are invited to participate in a study conducted by Melanie Teoh Ruochy, which is funded by University Tunku Abdul Rahman (UTAR) Sungai Long Campus titled as above. You are required to answer a series of questions, which covers 3 parts:

1. Demographic Information
2. Job Satisfaction Survey (JSS)
3. Turnover Intention Scale (TIS-6)

Purpose

The purpose of this study is to examine and investigate the relationship between job satisfaction and preschool teacher's turnover intention.

Procedure

This is a self-reported questionnaire. It will take 5-8 minutes of your time. Your participation in this study is voluntary and you have the right to not answer any of the questions that you do not like answering. You have the right to stop this interview at any point of time if you do not feel comfortable.

Potential Risks and Benefits:

There are no anticipated risks associated with participating in these studies beyond those encountered in daily life.

Confidentiality:

All of the information you have given will be kept private and confidential. Your information will be stored only by code, with personal details kept secured in files and computer with access only by the immediate researcher. The final results of this study will be presented in a class and written up in research report. In this event of publication, no personal identification will be disclosed.

Informed Consent:

- I have read and understood all the information stated above. I have my questions answered satisfactorily. I, hereby consent to voluntarily participate in this research.

If you agree to participate in this study, please proceed to the questions. Thank You.

- Agree
- Not Agree

Figure 5*Questionnaire – Google Form (1)*

Part 1: Demographic Information

Gender *

Male

Female

Ethnicity *

Chinese

Malay

Indian

Other: _____

Age *

18 – 23 years old

24 – 29 years old

30 – 34 years old

35 – 39 years old

40 – 44 years old

45 – 49 years old

50 – 54 years old

55 – 59 years old

60 years old and above

Figure 6*Questionnaire – Google Form (2)*

The image shows a screenshot of a Google Form questionnaire. It consists of three distinct sections, each with a title and a list of radio button options. The first section is titled 'Personal Income *' and lists seven income brackets in RM. The second section is titled 'Household Income (Overall Family Income) *' and lists ten income brackets in RM. The third section is titled 'Working Days per Week *' and lists four options: 'Below 5 days', '5 days', '6 days', and '7 days'. Each option is preceded by an unselected radio button.

Personal Income *

- Below RM 1000
- RM 1001 – RM 1500
- RM 1501 – RM 2000
- RM 2001 – RM 2500
- RM 2501 – RM 3000
- RM 3001 – RM 3500
- RM 3501 and above

Household Income (Overall Family Income) *

- Below RM 2500
- RM 2501 – RM 3169
- RM 3170 – RM 3969
- RM 3970 – RM 4849
- RM 4850 – RM 5879
- RM 5880 – RM 7099
- RM 7100 – RM 8699
- RM 8700 – RM 10,959
- RM 10,960 – RM 15,039
- RM 15,040 and above

Working Days per Week *

- Below 5 days
- 5 days
- 6 days
- 7 days

Figure 7*Questionnaire – Google Form (3)*

Working Hours per Day *

- 5 hours and below
- 6 hours
- 7 hours
- 8 hours
- 9 hours and above

Years of Teaching Experience

- Below 1 year
- 1 – 3 years
- 3 – 5 years
- 5 – 10 years
- 10 years and above

Qualification *

- ECE Qualification (having at least Diploma in ECE related course)
- Non-ECE Qualification

Educational Level (General) *

- SPM / O-Level
- STPM / A-Level
- Diploma / Foundation
- Bachelor's degree
- Master and above

[Back](#) [Next](#) [Clear form](#)

Figure 11

Questionnaire – Google Form (7)

I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied with my chances for salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are benefits we do not have which we should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 12

Questionnaire – Google Form (8)

Part 3: Turnover Intention Scale (TIS-6)

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The following section consist of 6 questions, aimed to ascertain the extent to which you intend to stay at the organisation. Please read each question and indicate your response using the scale provided for each question.

Please choose only ONE(1) answer.

How often do you dream about getting another job that will better suit your personal needs? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

How often have you considered leaving your job? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Figure 13*Questionnaire – Google Form (9)*

How likely are you to accept another job at the same compensation level should it *
be offered to you?

1 2 3 4 5

Highly unlikely Highly likely

To what extent is your current job satisfying your personal needs? *

1 2 3 4 5

To no extent To a very large extent

How often do you look forward to another day at work? *

1 2 3 4 5

Never Always

Back Submit Clear form

Appendix B: Original Data

Figure 14*SPSS output of Descriptive Statistics – Respondents' Gender*

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	7.8	7.8	7.8
	Female	59	92.2	92.2	100.0
	Total	64	100.0	100.0	

Figure 15*SPSS output of Descriptive Statistics – Respondents' Ethnicity*

		Ethnicity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	57	89.1	89.1	89.1
	Malay	4	6.3	6.3	95.3
	Indian	2	3.1	3.1	98.4
	Others	1	1.6	1.6	100.0
	Total	64	100.0	100.0	

Figure 16*SPSS output of Descriptive Statistics – Respondents' Age*

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 23 years old	37	57.8	57.8	57.8
	24 – 29 years old	11	17.2	17.2	75.0
	30 – 34 years old	3	4.7	4.7	79.7
	35 – 39 years old	4	6.3	6.3	85.9
	40 – 44 years old	2	3.1	3.1	89.1
	45 – 49 years old	2	3.1	3.1	92.2
	50 – 54 years old	4	6.3	6.3	98.4
	60 years old and above	1	1.6	1.6	100.0
	Total	64	100.0	100.0	

Figure 17*SPSS output of Descriptive Statistics – Respondents' Personal Income*

		Personal Income			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM 1000	2	3.1	3.1	3.1
	RM 1001 – RM 1500	7	10.9	10.9	14.1
	RM 1501 – RM 2000	18	28.1	28.1	42.2
	RM 2001 – RM 2500	15	23.4	23.4	65.6
	RM 2501 – RM 3000	12	18.8	18.8	84.4
	RM 3001 – RM 3500	5	7.8	7.8	92.2
	RM 3501 and above	5	7.8	7.8	100.0
	Total	64	100.0	100.0	

Figure 18*SPSS output of Descriptive Statistics – Respondents' Household Income(Overall Family Income)*

		Household Income			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM 2500	6	9.4	9.4	9.4
	RM 2501 – RM 3169	5	7.8	7.8	17.2
	RM 3170 – RM 3969	4	6.3	6.3	23.4
	RM 3970 – RM 4849	5	7.8	7.8	31.3
	RM 4850 – RM 5879	7	10.9	10.9	42.2
	RM 5880 – RM 7099	10	15.6	15.6	57.8
	RM 7100 – RM 8699	9	14.1	14.1	71.9
	RM 8700 – RM 10,959	6	9.4	9.4	81.3
	RM 10,960 – RM 15,039	8	12.5	12.5	93.8
	RM 15,040 and above	4	6.3	6.3	100.0
	Total	64	100.0	100.0	

Figure 19*SPSS output of Descriptive Statistics – Respondents' Working Days per Week*

		Working_Days_per_Week			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 days	3	4.7	4.7	4.7
	5 days	58	90.6	90.6	95.3
	6 days	3	4.7	4.7	100.0
	Total	64	100.0	100.0	

Figure 20*SPSS output of Descriptive Statistics – Respondents' Working Hours per Day*

		Working_Hours_per_Day			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 hours	3	4.7	4.7	4.7
	7 hours	3	4.7	4.7	9.4
	8 hours	12	18.8	18.8	28.1
	9 hours and above	46	71.9	71.9	100.0
	Total	64	100.0	100.0	

Figure 21*SPSS output of Descriptive Statistics – Respondents' Years of Teaching Experience*

		Years_of_Teaching_Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	17	26.6	26.6	26.6
	1 – 3 years	29	45.3	45.3	71.9
	3 – 5 years	6	9.4	9.4	81.3
	5 – 10 years	5	7.8	7.8	89.1
	10 years and above	7	10.9	10.9	100.0
	Total	64	100.0	100.0	

Figure 22*SPSS output of Descriptive Statistics – Respondents’ Qualification*

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ECE Qualification (having at least Diploma in ECE related course)	43	67.2	67.2	67.2
	Non-ECE Qualification	21	32.8	32.8	100.0
	Total	64	100.0	100.0	

Figure 23*SPSS output of Descriptive Statistics – Respondents’ General Educational Level*

		General_Educational_Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM / O-Level	6	9.4	9.4	9.4
	STPM / A-Level	4	6.3	6.3	15.6
	Diploma / Foundation	26	40.6	40.6	56.3
	Bachelor’s Degree	26	40.6	40.6	96.9
	Master and above	2	3.1	3.1	100.0
	Total	64	100.0	100.0	

Figure 24*SPSS output of Descriptive Statistics – Mean and Standard Deviation of Job Satisfaction (JSS) and its nine subscales*

Descriptive Statistics			
	Mean	Std. Deviation	N
Total JSS	145.8906	24.91326	64
Total JSS Pay	14.0000	4.52155	64
Total JSS Promotion	14.6875	3.30884	64
Total JSS Supervision	18.7813	3.84819	64
Total JSS Fringe Benefits	14.8125	3.56738	64
Total JSS Contingent Rewards	16.2500	3.38999	64
Total JSS Operating Conditions	13.5938	3.81608	64
Total JSS Coworkers	19.1563	3.69564	64
Total JSS Nature of Work	17.5313	4.00384	64
Total JSS Communication	17.7188	3.41085	64

Figure 25

SPSS output of Descriptive Statistics – Mean and Standard Deviation of Turnover Intention

(TIS-6)

Descriptive Statistics			
	Mean	Std. Deviation	N
Total TIS	17.8125	4.80038	64

Appendix C: Result

Figure 26

SPSS output of Inferential Statistics – Pearson Correlation Result for Total Job Satisfaction and Turnover Intention

Correlations			
		Total JSS	Total TIS
Total JSS	Pearson Correlation	1	-.736**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.736**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 27

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Pay and Turnover Intention

Correlations			
		Total JSS Pay	Total TIS
Total JSS Pay	Pearson Correlation	1	-.663**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.663**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 28

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Promotion and Turnover Intention

Correlations			
		Total JSS Promotion	Total TIS
Total JSS Promotion	Pearson Correlation	1	-.271*
	Sig. (2-tailed)		.031
	N	64	64
Total TIS	Pearson Correlation	-.271*	1
	Sig. (2-tailed)	.031	
	N	64	64

* . Correlation is significant at the 0.05 level (2-tailed).

Figure 29

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Supervision and Turnover Intention

		Total JSS Supervision	Total TIS
Total JSS Supervision	Pearson Correlation	1	-.493**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.493**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 30

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Fringe Benefits and Turnover Intention

		Total JSS Fringe Benefits	Total TIS
Total JSS Fringe Benefits	Pearson Correlation	1	-.493**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.493**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 31

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Contingent Rewards and Turnover Intention

		Total JSS Contingent Rewards	Total TIS
Total JSS Contingent Rewards	Pearson Correlation	1	-.683**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.683**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 32

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Operating Conditions and Turnover Intention

		Total JSS Operating Conditions	Total TIS
Total JSS Operating Conditions	Pearson Correlation	1	-.586**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.586**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 33

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Coworkers and Turnover Intention

		Total JSS Coworkers	Total TIS
Total JSS Coworkers	Pearson Correlation	1	-.474**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.474**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 34

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Nature of Work and Turnover Intention

		Total JSS Nature of Work	Total TIS
Total JSS Nature of Work	Pearson Correlation	1	-.553**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.553**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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

Figure 35

SPSS output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction in Communication and Turnover Intention

		Total JSS Communicatio n	Total TIS
Total JSS Communication	Pearson Correlation	1	-.662**
	Sig. (2-tailed)		<.001
	N	64	64
Total TIS	Pearson Correlation	-.662**	1
	Sig. (2-tailed)	<.001	
	N	64	64

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