

INVESTIGATING THE RELATIONSHIP BETWEEN JOB SATISFACTION AND
TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN CHERAS

A Study of Investigating The
Relationship Between Job Satisfaction
And Turnover Intention Among
Preschool Teachers In Cheras

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HO WAI YIN

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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: 21 September 2024

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Approval Form

This research paper attached here to, entitled “Investigating The Relationship Between Job Satisfaction and Turnover Intention Among Preschool Teachers in Cheras” prepared and submitted by Ho Wai Yin in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.

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Abstract

As the profession of early childhood teachers is physically and mentally demanding, therefore preschool teachers have a high turnover rate, which highlights the importance of job satisfaction in retaining educators. However, the potential relationship between job satisfaction and turnover intention of preschool teachers is often overlooked in the local context. Therefore, this current study investigated the relationship between total job satisfaction and turnover intention among preschool teachers, with a particular focus on nine subscales of job satisfaction which include pay, promotion, supervision, contingent rewards, fringe benefits, operating procedures, coworkers, nature of work, and communication. This study adopted Maslow's hierarchy of needs theory. A quantitative correlational research design was used to collect data from 80 preschool teachers in Cheras area through the Job Satisfaction Survey (JSS) and the Turnover Intention Scale (TIS-6). The results showed that there was a negative significant correlation between total job satisfaction and turnover intention ($r = -0.635$, $p < 0.001$), which means that higher job satisfaction is associated with a lower likelihood of turnover. It was also found that all nine subscales of job satisfaction were significantly correlated with turnover intention, with r values ranging from -0.462 to -0.937 , $p < 0.001$. This study has highlighted to preschool management the importance of improving job satisfaction in reducing the intention rate among preschool teachers. Some recommendations were made to suggest that limitations could be overcome by using physical survey methods, as online fraud issues could affect the effective use of online survey methods.

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

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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

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Chapter 1

Introduction

1.1 Introduction

This research examines the relationship between job satisfaction and turnover intention among preschool teachers in Cheras. This chapter presents the study's background, defines the problem statement, and outlines the objectives. It also formulates the research questions and hypotheses. Besides that, the chapter also highlights the significance of the study and provides conceptual and operational definitions.

1.2 Background of Study

Job satisfaction is defined as an individual's evaluation of their job experiences (Montuori et al., 2022). Essentially, job satisfaction refers to an employee's sense of contentment and fulfilment with their job functions, responsibilities, and work environments. According to Judge and Kammeyer-Mueller (2012), it can be noted that there are some factors that influence job satisfaction, including job qualities, working conditions, and connections with coworkers as well as supervisors. This demonstrated that intrinsic factors and extrinsic factors are necessary to achieve job satisfaction. Firstly, intrinsic factors include acknowledgement, recognition, appreciation, a sense of success, departmental respect and prestige, personal growth and development, job autonomy and independence, and job position (Baroudi et al., 2022). Furthermore, aspects of job satisfaction that come from outside sources are referred to as extrinsic factors. The primary components of an external incentive system may include adequate pay and benefits, advancement in career, job security, job training, collaborative relationships and management behaviour (Al-Asadi et al., 2019).

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Based on Abdullah et al. (2023), teachers' job satisfaction is impacted by both extrinsic and intrinsic factors. According to Hameed et al. (2018), preschool teachers receive low job satisfaction, which is frequently impacted by various factors that can affect their job efficacy, well-being, and other aspects of their job. These factors include intrinsic and extrinsic factors such as inadequate pay, lack of administrative support, limited professional development opportunities, workload and administrative burdens, lack of recognition and appreciation, poor work-life balance, job insecurity, and stress and burnout (Hameed et al., 2018). For instance, inadequate pay is one of the extrinsic factors in preschool teachers' low job satisfaction, as preschool teachers typically earn lower wages compared to primary, secondary, or tertiary teachers, which can lead to financial stress and feelings of undervaluation (McDonald et al., 2018). This issue worsens due to insufficient incentives including paid time off, retirement plans, and health insurance. Besides that, collaborative relationships between coworkers and management behaviour are critical extrinsic factors that significantly impact job satisfaction (Al-Asadi et al., 2019). Positive connections among coworkers foster a sense of teamwork and support, leading to lower stress and higher job satisfaction, as collaborative work cultures encourage the sharing of ideas and mutual respect (Adriyanto, 2021). According to Locke and Latham (2002), supervisors who recognise and reward employees' accomplishments and efforts can improve morale and job satisfaction because consistent feedback and recognition make workers feel important and inspired.

Moreover, recognition and appreciation are intrinsic factors that can significantly increase job satisfaction among preschool teachers. When teachers are regularly recognised for their efforts and contributions, it addresses their inherent psychological requirements for respect and self-worth, resulting in increased job satisfaction (Baroudi et al., 2022). According

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to Yeon and Park (2023), it is important to provide preschool teachers with praise and acknowledgement because it can develop a positive sense of self and fulfilment to improve their job satisfaction. Furthermore, intrinsic rewards such as recognition can foster a more encouraging and supportive environment that keeps teachers motivated and passionate about their work. Thus, enhancing job satisfaction and decreasing preschool teachers' intentions to leave their jobs by fostering a culture of recognition and appreciation. According to Abdullah et al. (2023), job satisfaction can affect work performance, absenteeism, and turnover intention, as well as it may additionally lead to psychological conditions such as burnout.

According to previous research, it shows that job satisfaction can be one of the critical factors influencing turnover intention (Orpina et al., 2022). This is regarded as a critical precursor to turnover, it demonstrates the individual's intention or willingness to seek alternative work within a specified time frame. According to research by Bakotic and Babic (2013), preschool teachers often lose motivation to work effectively in the classroom when encountering low levels of professional cooperation and are more likely to leave their positions if dissatisfied with their working conditions. Therefore, based on the findings reported in previous studies, this topic is worth studying since job satisfaction and turnover intention are shown to be critical issues in the current early childhood field.

1.3 Problem Statement

Teacher turnover is widely acknowledged as a major issue in education globally (Räsänen et al., 2020). Turnover intention especially in the early childhood education field has been long discussed in numerous past studies. The turnover intention among preschool teachers happened in both Asian countries and European countries. According to statistics on turnover intention rates in Asian countries, 30% of preschool teachers in China expressed a high

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intention to leave their jobs, due to heavy workloads, insufficient salaries, and limited growth opportunities as preschool teachers (Wang et al., 2021). Besides that, turnover intention rates among early childhood educators in the United Kingdom were reported to be around 26% per year because of influenced by factors such as low wages, high job demands, and inadequate professional support (Hur et al., 2022). In Malaysia, one of the issues that happened in the local context is the lack of quality teachers to retain longer in the early childhood industry field (Kasinathan, 2023). This issue arises primarily due to several key factors, including low pay, heavy workloads, and a lack of professional recognition (Erden, 2010). These issues lead to significant job dissatisfaction among teachers, prompting many to consider leaving the profession. Hence, the issue of turnover intention among preschool teachers becomes critical because of higher turnover intention will bring various impacts in the early childhood industry.

A high turnover intention rate among preschool teachers can negatively impact various aspects of early childhood education such as the quality of education, child development and the stability of learning environments. Based on the research of Grant et al. (2019), frequent teacher turnover interrupts the continuity of curriculum implementation and teaching progress. It takes time for new teachers to get used to the classroom setting, comprehend the curriculum, and build rapport with children. Therefore, the quality of education may decline during this time of transition. Children's intellectual and social-emotional development might be affected by inconsistent teaching strategies and frequent adjustments to classroom management (Cassidy et al., 2016). In addition, the higher turnover intention leads to the workload for those teachers who remain. This increased stress can start a vicious cycle by causing burnout and more turnover intention. This is because overworked teachers may find it difficult to give every child the high-quality interactions and assistance that are necessary to create a positive learning environment (Grant et al., 2019).

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However, looking into local studies in Malaysia, despite high reported turnover intentions, there is still a limited investigation into the relationship between job satisfaction and turnover intentions specifically within the preschool teacher. This is because previous local literature shows that the majority of research and concerns tend to concentrate on primary, secondary, and higher education levels. For instance, the study carried out by Orpina et al. (2022) indicated that there is a negative significant relationship between job satisfaction and turnover intention among academics in Malaysian private universities. These results show that higher job satisfaction among academics decreases the possibility of them thinking about quitting their jobs. Based on Saad et al. (2022), the study emphasizes the significance of addressing many factors affecting primary school teachers' turnover intention in Selangor. The findings indicated that educational institutions could ensure a stable and productive teaching staff by focusing on enhancing work-life balance, regulating workload, delivering competitive compensation, creating professional development opportunities, and improving the work environment. Both of these researchers showed that there was research literature, on teacher job satisfaction and turnover intention in other education fields, but less in the ECE field. It also indicates that there is still an underexplored area to be investigated on job satisfaction and turnover intention in the Malaysian preschool field. Therefore, there is a gap in understanding the job satisfaction and issues faced by preschool teachers as well as their turnover intention.

On the other hand, previous studies have often examined job satisfaction more broadly or focused on only a few factors. For example, Alam and Asim (2019) conducted a study with 400 employees in Karachi and identified a significant correlation between overall job satisfaction and turnover intention. However, this research did not provide a detailed analysis of how various aspects of job satisfaction relate to turnover intention. Similarly, Chin (2018) focused on the negative relationship between job satisfaction in nature of work,

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supervision, pay and turnover intention. Although the study used the Job Satisfaction Survey (JSS) as its primary tool, its scope was limited to a few subscales, thereby missing other potentially significant factors influencing turnover intention.

However, the researcher focused on examining both job satisfaction and each of the 9 specific subscales of job satisfaction in this study. The goal was to identify the particular factors contributing to turnover intention among preschool teachers, providing insight into which aspects of job satisfaction are most strongly associated with turnover intention within this group. Therefore, the study aimed to examine the relationship between overall job satisfaction, with each factor, and turnover intention among preschool teachers.

1.4 Research Objectives

This study aimed to investigate preschool teacher's job satisfaction and their turnover intention in Cheras:

1. To investigate the relationship between job satisfaction and turnover intention among preschool teachers in Cheras.

1.5 Research Questions

To achieve the objectives stated above, the following research questions have been developed:

1. Is there any relationship between job satisfaction and turnover intention among preschool teachers in Cheras?
2. Is there any relationship between job satisfaction in pay and turnover intention among preschool teachers in Cheras?
3. Is there any relationship between job satisfaction in promotion and turnover intention among preschool teachers in Cheras?

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4. Is there any relationship between job satisfaction in supervision and turnover intention among preschool teachers in Cheras?
5. Is there any relationship between job satisfaction in fringe benefits and turnover intention among preschool teachers in Cheras?
6. Is there any relationship between job satisfaction in contingent rewards and turnover intention among preschool teachers in Cheras?
7. Is there any relationship between job satisfaction in operating procedures and turnover intention among preschool teachers in Cheras?
8. Is there any relationship between job satisfaction in coworkers and turnover intention among preschool teachers in Cheras?
9. Is there any relationship between job satisfaction in nature of work and turnover intention among preschool teachers in Cheras?
10. Is there any relationship between job satisfaction in communication and turnover intention among preschool teachers in Cheras?

1.6 Hypothesis

The research hypotheses are shown below:

Ha1: There is a significant relationship between job satisfaction and turnover intention among preschool teachers in Cheras.

Ha2: There is a significant relationship between job satisfaction in pay and turnover intention among preschool teachers in Cheras.

Ha3: There is a significant relationship between job satisfaction in promotion and turnover intention among preschool teachers in Cheras.

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Ha4: There is a significant relationship between job satisfaction in supervision and turnover intention among preschool teachers in Cheras.

Ha5: There is a significant relationship between job satisfaction in fringe benefits and turnover intention among preschool teachers in Cheras.

Ha6: There is a significant relationship between job satisfaction in contingent rewards and turnover intention among preschool teachers in Cheras.

Ha7: There is a significant relationship between job satisfaction in operating procedures and turnover intention among preschool teachers in Cheras.

Ha8: There is a significant relationship between job satisfaction in coworkers and turnover intention among preschool teachers in Cheras.

Ha9: There is a significant relationship between job satisfaction in nature of work and turnover intention among preschool teachers in Cheras.

Ha10: There is a significant relationship between job satisfaction in communication and turnover intention among preschool teachers in Cheras.

1.7 Significance of study

The study is to provide potential benefits to preschool operators, preschool teachers, and future researchers. Firstly, preschool operators stand to benefit significantly from this research. This is because the operators can understand the issues happening in the early childhood field and the demands as well as the concerns of preschool teachers. This study provides information on how various job satisfaction factors will link to high and low turnover intention. For instance, preschool teachers are more likely to quit their jobs if dissatisfied with the professional cooperation (Bakotic & Babic, 2013). Thus, this study enables operators to

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take meaningful initiatives to improve the workplace environment. For instance, this includes improving support systems, providing professional development opportunities, and acknowledging and appreciating teachers' achievements. By encouraging high job satisfaction, operators can reduce turnover intention rates, improve preschool education quality, and boost their institutions' reputation.

For preschool teachers, this study could help them to improve their general well-being and professional satisfaction. This is because, from the findings, preschool teachers could make use of the information to further understand the role of job satisfaction, in guiding them to make informed decisions about whether to continue in their existing roles or seek new opportunities. According to the Quiroz (2021), it shows that dissatisfaction with pay, or salary is significantly related to the turnover intentions of teachers. Therefore, it provides preschool teachers with the knowledge they need to effectively communicate their concerns to preschool operators or administrators which in turn could promote a collaborative environment that improves their job satisfaction (Judge & Kammeyer-Mueller, 2012).

Furthermore, the study is expected to be highly beneficial to future researchers. It can raise awareness of the critical issues of preschool teachers' job satisfaction and intention to leave their jobs, emphasising the significance of these elements in early childhood education. The results can spark interest in related areas of study and inspire researchers to look into more facets of job satisfaction, turnover intention, and how this affects education. Furthermore, the study offers recent information and insights that are an invaluable resource for upcoming research, directing studies in different fields or areas and advancing the comprehension of the variables affecting job satisfaction and turnover intention in a variety of contexts. For example, a study shows a high relationship between rewards and job satisfaction, it is motivating teachers to stay and perform better (Baroudi et al, 2022). Therefore, future researchers can continue to

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study the relationship in deep such as investigating the reason why rewards contribute to high job satisfaction and affect the turnover rate.

1.8 Definition of terms

1.8.1 Conceptual definition

Job Satisfaction:

Job satisfaction is the level to that people are pleased and fulfilled in their employment positions and work environments (Ali, 2016). It considers a variety of aspects, including the nature of the work, compensation, prospects for growth, and the quality of relationships with coworkers and supervisors. Job satisfaction is an important part of workplace psychology since it can influence employee performance, retention, and overall organizational efficiency (Meier & Spector, 2015).

Turnover Intention:

Turnover intention refer to a worker's avowed and deliberate desire to quit the current job (Lazzari et al., 2022). It serves as a precursor to actual turnover and includes the employee's thoughts and plans for leaving their job. Several factors influence turnover intention, including job satisfaction, organisational commitment, stress, and alternative career prospects (Tett & Meyer, 1993).

Preschool Teachers:

Preschool teachers refer to educators who specialise in early childhood education, usually educating children from two to six years old. The major responsibility of preschool teachers is to support the growth of young children such as language, cognitive, social,

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emotional, and physical development (Indeed, 2023). Preschool education in Malaysia establishes the groundwork for children to prepare enter to primary school.

1.8.2 Operational definition

Job Satisfaction:

In this study, a Job Satisfaction Survey was used to measure the level of job satisfaction among preschool teachers. According to Spector (1985), the Job Satisfaction Survey is used to measure employees' job satisfaction in various dimensions. It provides an in-depth understanding of employees' level of job satisfaction by evaluating their attitudes towards many facets of their jobs and workplace. The Job Satisfaction Survey (JSS) includes nine subscales, each of which is intended to measure different aspects of job satisfaction. These subscales include pay, nature of work, contingent rewards, promotion, supervision, coworkers, fringe benefits, operating procedures and communication.

Pay:

According to Noe et al. (2010), pay is a tool for earning company goals that are divided into pay levels and job structures. Bonus, wages, and salaries are all terms used to describe pay. Job structure refers to the relative pay of occupations within an organisation.

Promotion:

Promotion is the process of moving up to a more challenging, powerful, and responsible role. Promotion satisfaction is a good indicator of how they feel about their prospects for growth within the organization. This includes possibilities for professional advancement and the equity of promotion procedures (Sumedho, 2015).

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Supervision:

Spector (1985) defined supervision as supervisors, which are the individuals who work in an organisation (apart from coworkers). aspect emphasises the quality of the relationship between employees and their supervisors. The main elements include recognition, assistance, feedback, support, and the ability of the supervisor to handle the issues. Effective supervision is critical for creating a positive working environment and increasing worker satisfaction.

Fringe Benefits:

According to Sumedho (2015), fringe benefits include both financial and non-financial compensation. Financial compensation includes both direct and indirect such as bonuses and retirement plans. Furthermore, nonfinancial compensation includes the job itself, the job environment and workplace flexibility such as autonomy, working conditions as well as part-time employment.

Contingent Rewards:

Contingent rewards are defined as promises and exchanges of incentives and recognition for excellent performance. This element emphasises employee satisfaction based on performance rewards and recognition, such as commissions, bonuses, and awards. It reveals whether employees perceive their contributions and accomplishments are sufficiently recognised and rewarded (Spector, 1985).

Operating Procedures:

Operating procedure refers to the series of steps required to complete tasks while adhering to standards set by work requirements, regulations, laws, or standards. These

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procedures can include guidelines, regulations, and standards, such as a one-minute response time or the steps involved in assembling a product (Sumedho, 2015).

Coworkers:

Co-workers are individuals working within an organization, excluding supervisors, who can impact job satisfaction. Colleagues who share similar values, attitudes, and philosophies can enhance job satisfaction (Noe et al., 2010).

Nature of Work:

The term "nature of work" describes variety of the work that is performed, including responsibilities, duties, and engagement in daily tasks. Employee satisfaction in this area is frequently correlated with how fulfilling, challenging, and pleasurable their employment is for them (Sumedho, 2015).

Communication:

According to Spector (1985), communication refers to the flow and quality of communication within the organization. It includes the exchange of information between management and employees, the clarity of communications, and the accessibility of channels for the expression of opinions and concerns.

Turnover Intention:

The Turnover Intention Scale (TIS-6) was applied in this study to measure individual turnover intention. This instrument was developed by Gert Roodt in 2004, and it can measure an employee's likelihood of considering leaving their position in the near future. Organisations need to differentiate and address factors that could contribute to employee turnover because it can be expensive and disruptive to their operations (Griffeth et al., 2000). Aside from that, the

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Turnover Intention Scale (TIS-6) consists of six items, each of which is designed to capture a different facet of an employee's feelings and ideas towards leaving their current position. These items are rated on a Likert scale; therefore, respondents could indicate how strongly they intend to leave by rating the items. This instrument offers a nuanced picture of an employee's intention to leave, ranging from those who are adamant about staying to those who are seriously considering it (Roodt, 2004).

Preschool Teachers:

In this study, preschool teachers are defined as individuals who teach children aged 4 to 6 years in the Cheras area.

1.9 Conclusion

In summary, this research explores the relationship between job satisfaction and turnover intention among preschool teachers in Cheras. It provides a thorough overview of the study's background, highlighting the existing knowledge gap regarding how job satisfaction affects turnover intention. It outlines the research objectives, questions, and hypotheses, providing a clear framework for the investigation. Additionally, the chapter addresses the study's significance, noting its potential benefits for preschool operators, teachers, and future researchers. Key conceptual and operational definitions of terms used in the study are also highlighted.

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Chapter 2

Literature Review

2.1 Introduction

This chapter offers a discussion of job satisfaction and turnover intention based on relevant journal articles. This provides a detailed review of existing research on these topics and outlines the theoretical and conceptual frameworks discussed in the research study.

2.2 Subtopics

Job satisfaction

According to Locke (1976), job satisfaction refers to a positive emotional state resulting from an individual's assessment of their job and work experiences. Bulińska-Stangrecka and Bagieńska (2021) similarly describe job satisfaction as a positive emotional condition that arises when one's expectations are met, and they find value in their work. Job satisfaction encompasses more than just performing tasks such as data entry, client interaction, and report creation. Robbins and Judge (2012) highlight that a job involves various activities, including communication with colleagues and supervisors, and adherence to business regulations, procedures, and performance standards. Consequently, an employee's perception of their job is shaped by their individual circumstances, including their expectations, values, and needs (Locke, 1976).

Furthermore, Ali and Anwar (2021) define job satisfaction as a person's thoughts about their current employment, reflecting their level of enjoyment or dissatisfaction. Various factors can influence job satisfaction, including both internal and external elements such as benefits, equal employment opportunities, relationships with coworkers, and satisfaction with promotion opportunities. Asegid (2014) highlights that employee job satisfaction encompasses

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feelings of happiness, contentment, and enjoyment derived from one's work, emphasizing that motivation is primarily driven by internal benefits such as personal growth and fulfilment rather than external rewards like salary or bonuses. Extrinsic rewards like pay, bonuses, and promotions can provide short-term motivation, but they don't necessarily lead to long-term engagement and commitment (Cerasoli et, al., 2014).

Job satisfaction among educators

Job satisfaction is a critical factor in the retention and performance of educators. Teachers and other school staff who feel a sense of satisfaction with their jobs will consider remaining in their profession, demonstrate higher levels of commitment and engagement, and provide a better educational experience for students. Several factors impact job satisfaction among educators. A consistent finding is the importance of autonomy and self-efficacy. Educators who feel they have control over their classroom environment and the ability to make meaningful decisions tend to report higher job satisfaction (Skaalvik & Skaalvik, 2014). Besides that, the quality of relationships with colleagues, school leadership, and the broader school community also plays a key role that influencing job satisfaction. Supportive, collaborative work environments where educators feel valued and respected are related to greater job satisfaction (Collie et, al., 2012).

According to McDonald et al. (2018), this study found that when teachers feel their fundamental needs are unmet due to inadequate pay, they will feel a sense of dissatisfaction with their job. This dissatisfaction often leads to frustration and instability, as teachers face challenges in securing necessities like housing, food, and financial security. Furthermore, communication plays an integral role in determining job satisfaction. Petković and Rapajić (2021) highlight the impact of poor communication on employee satisfaction. For example, clear and consistent communication is essential for ensuring that educators understand their

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roles, expectations, and any policy changes that may affect their work. When communication is unclear or inconsistent, it can result in confusion and frustration. Teachers, especially those in early childhood settings, such as preschool educators, are particularly vulnerable to these challenges. Unclear communication regarding their roles or expectations can erode their confidence, making it difficult for them to perform their duties effectively. This frustration compounded by vague or constantly shifting expectations can lead to decreased job satisfaction, ultimately affecting their performance and commitment to their roles.

Turnover intention

Ramadhani (2014) defines turnover as the opposite of retention, representing the percentage of employees who leave a company for various reasons. This includes movements within the labour market such as job changes, career shifts, and transitions between employment and unemployment. High employee turnover poses a significant challenge for many businesses, particularly impacting costs in minimum-wage positions (Ahmad et al., 2022). Saeed et al. (2014) stated that turnover rates are impacted by a range of factors from both employees and employers. Additionally, Asrar-ul-Haq et al. (2019) identify factors such as wages, benefits, pay, and job analysis as contributors to turnover. Mobley (2011), as cited in Dewi and Nurhayati (2021), highlights that high turnover rates can have detrimental effects on both the company and its employees, leading to increased workload, higher recruitment and training costs, reduced work quality, decreased efficiency, and elevated stress among remaining staff.

Turnover intention among educators

The early childhood education sector has the highest staff turnover rate compared to other areas of education, such as primary teaching (Schaack et al., 2019). This turnover is

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frequently linked to issues such as job burnout, excessive workload, and job satisfaction related to the demands of the role. According to Grant et al. (2019), there is a strong connection between preschool educators' working conditions and intentions to leave the profession. The study shows that the emotional demands of working with young children, combined with long hours and a lack of adequate planning time, add to the pressures preschool teachers face, which can result in a higher turnover intention (Grant et al., 2019). Besides that, Schaack et al. (2020) this previous study explores how work demands, and work resources impact turnover intentions among early childhood education staff in Finland. Based on the results, this research investigated the job demand and job resources among a sample of 273 early childhood educators in Colorado. The results suggest that high job demands, such as workload and emotional demands, can lead to increased occupational burnout and turnover intentions among early childhood education staff. According to Cumming et al. (2020), the research examined educators' well-being from the survey component with 73 participants in Australia. The results indicate that stress caused by challenging work environments, unclear communication, and inadequate resources also contribute to burnout among preschool teachers, further feeling their turnover intentions. For instance, factors like high student-to-teacher ratios, lack of classroom support, and demanding administrative tasks can create a stressful work environment for preschool teachers (Cumming et al., 2020).

The Association between Job Satisfaction and Turnover Intention

According to Zhao et al. (2022), 313 preschool teachers from rural areas were took part in this study. The research reveals a negative significant relationship ($p < 0.01$) between job satisfaction and intention to leave their job. The study highlighted that organizational trust can positively affect employees' attitudes and behaviours, thus enhancing job satisfaction. Such positive settings contribute to improved work attitudes and performance, while also reducing

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turnover intentions among educators. Additionally, Hom et al. (2017) conducted a comprehensive study to examine the various predictors of employee turnover. Their analysis confirmed that job satisfaction is the most influential impact in determining an employee's intention to quit their job. By aggregating data across numerous studies from different industries, the researchers were able to establish a correlation between job satisfaction and turnover. The results showed a strong negative relationship, with a correlation coefficient of $r = -0.58$. The relationship was found to be highly statistically significant ($p < 0.01$). This indicates that as employee job satisfaction increases, their likelihood of intending to leave the organization decreases significantly. Furthermore, this study suggests that organizations focused on reducing costly employee turnover should prioritize initiatives aimed at improving overall job satisfaction among their workforces.

Furthermore, Saidu's (2018) research examined the drivers of employee turnover in the Malaysian context through a qualitative study and document analysis. This study found that career development opportunities had a negative relationship with turnover intentions. In other words, employees were less likely to leave organizations that provided clear paths for professional growth and promotion. Similarly, higher levels of compensation were associated with reduced turnover, suggesting that competitive pay packages can help retain talent. Additionally, the research highlighted the role of individual factors. Employees with more positive personality traits and greater satisfaction in their personal lives tended to experience higher job satisfaction and lower intention to leave their jobs. The findings indicated that the degree of fit between an employee's skills and abilities as well as their job responsibilities was an important consideration. When workers felt satisfied to their roles, they were significantly less likely to have intentions to quit the organization.

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According to Chin (2018), a quantitative research study examines the impact of job satisfaction on turnover intention among employees in the manufacturing industry of Malaysia. The objectives of the study were to examine the relationship between factors of job satisfaction (nature of work, supervision and pay) and employee turnover intention, and to determine which factor of job satisfaction contributes most to employee turnover intention. The study's findings reveal a negative relationship between supervision, and turnover intention, meaning that as job satisfaction in these areas increases, employees are less likely to consider leaving their jobs. Additionally, the negative correlation between supervision and turnover shows that effective leadership plays a key role in job satisfaction. Workers who feel satisfied with their supervisors are considered to stay, while poor supervision increases the chances of them leaving.

Moreover, McDonald et al. (2018) highlighted the impact of low salaries on teachers' job satisfaction. When teachers feel that their financial compensation is insufficient to meet essential needs like housing, food, and financial security, their dissatisfaction with their jobs rises sharply. This dissatisfaction creates a growing sense of frustration and instability, as teachers face ongoing financial stress. The study suggests that this dissatisfaction doesn't just affect teachers' performance but also influences their career decisions. As their frustration builds, they are more likely to contemplate leaving their positions in search of better-paying opportunities.

In addition, Rahman (2020) conducted a study involving 550 respondents to examine the relationship between job satisfaction and employee's intention to leave their positions. The analysis showed that multiple job satisfaction factors were negatively correlated with turnover intention, such as nature of work, promotion, compensation, relationship with coworkers, and job security were all negatively correlated with turnover intention. This means that when employees feel secure in their jobs, are satisfied with their pay, have opportunities

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for promotion, and have good relationships with coworkers, they are less likely to consider leaving their jobs. This study also showed that employees' socioeconomic conditions, emotional health, and personal circumstances may also lead to high turnover intentions. This suggests that external factors such as financial pressure or emotional stress may further motivate employees to seek other opportunities even if their job satisfaction is relatively high in terms of aspects such as compensation or work environment.

2.3 Theoretical Framework

Figure 1

Maslow's Hierarchy of Needs



Note. Source from Simply Psychology

<https://www.simplypsychology.org/maslow.html>

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Maslow's Hierarchy of Needs was introduced by American psychologist Abraham Maslow in 1943. This theory, part of humanistic psychology which emphasizes individual growth and self-fulfilment (Simons & Drinnien, 1987), aims to explain human motivation. Maslow stated that human needs are organized in a hierarchical structure, starting from basic physiological requirements and progressing to more complex psychological and self-fulfilment needs (Zalenski & Raspa, 2006). According to McLeod (2024), the theory posits that individuals must first meet lower-level needs before advancing to higher levels, ultimately striving for self-actualization, where they can realize their full potential.

In this study, Maslow's Hierarchy of Needs is a useful framework for comprehending the association between job satisfaction and turnover intention among preschool teachers. The theory posits that human requirements are structured in a hierarchical order (McLeod, 2024). Consequently, meeting these needs in workplace can influence job satisfaction, which in turn may affect the turnover intentions of preschool teachers, potentially leading to either higher or lower rates of turnover.

Physiological Needs

Physiological needs are basic needs for human survival (McLeod, 2024). The needs are critical for preserving life and health, and if they are not met, the individual's body cannot function effectively. For example, basic needs include food, drink, sleep, and shelter. Meeting these physiological needs is critical to an individual's survival and well-being (Hopper, 2024). After these basic needs are addressed, the individual can concentrate on higher-level needs like safety, social belonging, esteem, and self-actualization. However, unmet physiological needs can have significant physically and mental effects, limiting a person's capacity to progress up the hierarchy of need

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Safety Needs

Safety needs are the second level of Maslow's Hierarchy of Needs once the physiological needs are addressed. These needs include a desire for a safe, secure, and predictable environment (Hopper, 2024). For instance, job security, a safe working environment, benefits and health insurance are considered safety needs. Therefore, meeting these needs is critical for people to feel safe and protected.

Love and Belonging Needs

The third level in Maslow's Hierarchy of Needs is love and belonging. Once physiological and safety demands are addressed, social wants for love and belonging take precedence. Humans have a natural urge to belong and be accepted in social groupings (Wahome, 2022). These needs include relationships with family, friends, and coworkers, as well as a sense of community. As a result, satisfying these needs is critical for individuals to acquire self-esteem and progress towards higher degrees of personal growth and self-actualization. Individuals without a sense of love and belonging can feel feelings of loneliness, sadness, and anxiety.

Esteem Needs

According to Abraham Maslow's hierarchy of needs theory, the fourth stage is esteem needs. These needs include both internal and external components that are critical to a person's self-esteem and social recognition. Internally, esteem needs to entail cultivating self-esteem, confidence, and faith in one's talents. Externally, they include obtaining the respect of people, receiving acknowledgement for accomplishments, and establishing a social position.

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Self-Actualization Needs

Self-actualization is at the top of Maslow's hierarchy of needs. After basic wants like esteem, safety, love, belonging, and physiology are adequately satisfied, these needs become apparent. Self-actualization refers to the achievement of one's full potential when people work to become the best versions of themselves (McLeod, 2024). Pursuing personal development, creativity, and realising one's special abilities and potential are all parts of this process. People who have self-actualized possess a strong feeling of purpose, independence, and a comprehensive comprehension of who they are and where they fit in the world. They frequently partake in activities that are genuinely fulfilling, motivated more by a desire for personal development than by material gain or approval from others.

Application of Maslow's Hierarchy of Needs to the Current Study

Maslow's Hierarchy of Needs provides a useful framework for comprehending the factors influencing job satisfaction and turnover intention among preschool educators. At the foundational level, physiological needs represent essential elements such as fair wages and acceptable working conditions. If teachers perceive that their basic needs are unmet due to inadequate salaries or poor working environments, their job dissatisfaction can escalate, leading to a heightened turnover intention as they seek better-paying jobs to fulfil their basic needs (McDonald et al., 2018). Besides that, safety needs which include job security and access to necessary benefits, also play a crucial role. Teachers who feel secure in their positions and have access to health benefits and other safety nets can increase job satisfaction. Conversely, job insecurity and unsafe working conditions can foster anxiety and discontent, driving up turnover intentions (Hameed et al., 2018). Moving up the hierarchy, love and belonging needs emphasize the importance of positive workplace relationships and a supportive environment. Teachers who feel part of a collaborative and supportive team feel satisfied with their work and

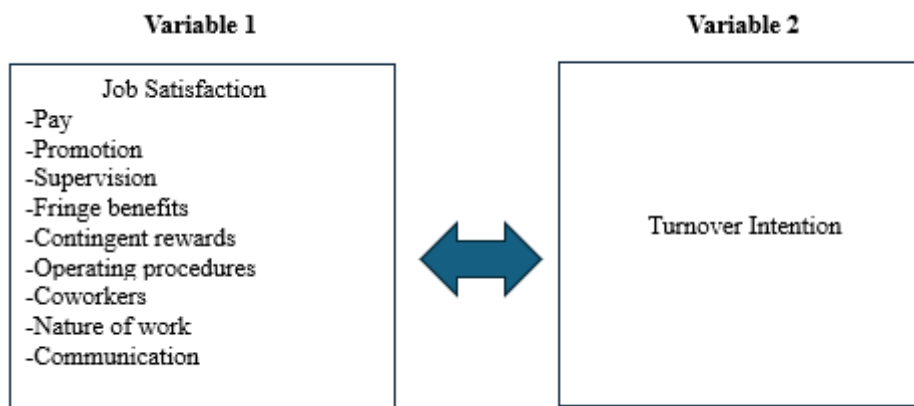
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show higher job satisfaction (Idowu Abe & Mason, 2016). Moreover, esteem needs to focus on the recognition of teachers' efforts, respect from supervisors, and opportunities for professional growth. Recognition and respect enhance job satisfaction, and opportunities for professional development can significantly boost teachers' morale and commitment to their roles (Baroudi et al., 2022). At the pinnacle of Maslow's hierarchy is self-actualization, which in a work context relates to opportunities for personal and professional growth. Teachers who feel they can develop and advance in their careers will less consider leaving their jobs, as their roles provide them with the fulfilment they seek (Yeon & Park, 2023).

2.4 Conceptual Framework

Figure 2

Conceptual Framework of the Study



In this study, variable 1 is job satisfaction and variable 2 is turnover intention, which it mainly investigates the relationship between job satisfaction and turnover intention. Besides that, this study will focus on exploring each of the 9 subscales of job satisfaction such as communication, contingent rewards, fringe benefits, operating conditions, supervision, coworkers, nature of work, promotion, and pay. It provides a clearer direction on which aspects

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of job satisfaction are most highly correlated to turnover intention among preschool teachers. According to previous research, Bakotic and Babic (2013) found that preschool teachers often felt unmotivated in their classroom performance due to insufficient professional collaboration among their coworkers. It leads to a high turnover intention rate because preschool teachers are more likely to resign if they are dissatisfied with their working conditions. Besides that, a study indicates that there is a significant negative relationship between job satisfaction in promotion and employee turnover intention (Saidu, 2018). It can show that when preschool teachers' job satisfaction in promotion increases, their turnover intention decreases. Moreover, according to McDonald et al. (2018), the study indicates that when teachers feel their basic needs are not sufficiently addressed due to low pay or inadequate compensation, their job dissatisfaction tends to grow. As a result, teachers will consider leaving their positions in favour of better-paying opportunities that offer the financial stability needed to meet these basic needs (McDonald et al., 2018). Hence, these past studies show job satisfaction increases, and turnover intention decreases among preschool teachers.

2.5 Conclusion

In this chapter, a detailed literature review was conducted, focusing on relevant journal articles related to job satisfaction and turnover intention. This review provided a thorough examination of existing research in this area. The chapter also outlined the theoretical and conceptual frameworks used in the study and discussed how these frameworks were applied to the current research.

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Chapter 3

Methodology

3.1 Introduction

This chapter provides an overview of the informative methods to conducting the current study as a methodology. In this chapter, the researchers will focus on the research methods, sampling and respondents. Furthermore, the researcher will explain the tools to collect data which is a research instrument. Besides that, this chapter also included data analysis and research procedures.

3.2 Research Design

This research will use a quantitative research design to investigate the correlation between preschool teachers' job satisfaction and their turnover intention. Quantitative research design involves the organized study of phenomena through measurable data and the use of statistical, mathematical, or computational techniques (Trigueros, 2017). This type of study uses structured instruments such as questionnaires to generate numerical data that may then be analysed using a variety of statistical methods. The primary objective of quantitative research is to identify patterns and averages, make predictions, and investigate relationships between variables (Creswell & Creswell, 2018). Besides that, the reason to use this research design is because of this methods for collecting data in quantitative research are standardized to ensure uniformity and accuracy, and it using closed-ended questions that limit answers to predetermined possibilities to make data analysis simpler and more precise. After data collection, the data undergo various statistical tests and procedures, including multivariate analysis, inferential statistics, and descriptive statistics, to identify patterns, trends, and relationships within the data set (Borgstede & Scholz, 2021).

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Furthermore, there are three types of quantitative research designs which include causal-relationship, cross-sectional, and correlational designs. In a cross-sectional design, data is gathered all at once to investigate the correlations between various variables in a specific population (Mann, 2003). On the other hand, correlational design is concerned with studying the relationship between two or more variables. This design can help determine if and how strongly pairs of variables are associated (Creswell & Creswell, 2018). Furthermore, causal-relationship design refers to manipulating one or more independent variables to find out how they affect a dependent variable. It takes this type of design to develop relationships between cause and effect (Shadish et al., 2002).

The correlational design is one of the quantitative research designs suitable for this study. Correlational research aims to determine the relationship between two or more variables. This design is suitable for utilisation in this study because it enables researchers to examine the relationship between job satisfaction among preschool teachers using the Job Satisfaction Survey and their turnover intention using the Turnover Intention Scale (TIS-6). When experimental manipulation is impractical or unethical, correlational studies are helpful as they provide important insights into plausible relationships and predictions in practical contexts (Curtis et al., 2016). Moreover, structured questionnaires such as the Job Satisfaction Survey (JSS) by Spector (1985) and the Turnover Intention Scale (TIS-6) by Roodt (2004) will be utilised for collecting data for this study.

3.3 Sampling & Respondents

Probability sampling refers to selecting respondents so that each individual in the population has a known opportunity of being chosen (Stratton, 2023). This method improves the representativeness of the sample and allows for generalization to the broader population. Common probability sampling techniques include simple random sampling, stratified sampling,

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and cluster sampling (Bhardwaj, 2019). On the other hand, non-probability sampling does not guarantee that every member of the population has a known chance of selection. This approach is often employed when studying specific traits or when random sampling is not feasible (Singh et al., 2023). Examples of non-probability sampling methods include quota sampling, snowball sampling, convenience sampling, and purposive sampling.

The non-probability sampling was used for this study because it is practical and feasible in the context of the available resources. Convenience sampling was chosen because it is cost-effective, time-efficient, and simple. This method enables researchers to rapidly and conveniently collect information from readily available subjects. It is one of the samplings that are usually less expensive than other methods. Besides that, it is based on the availability and accessibility when the researchers are needed anytime to implement the data-gaining process (Elfil & Negida, 2017). For example, the data collection will be taking 2 weeks. Furthermore, this method might be useful when interacting with individuals in a narrow geographic area, where logistical constraints and quick availability are important considerations (Etikan et al., 2016), especially with a specific and accessible demographic, such as preschool teachers.

The target group of this study is approximately 80 preschool teachers working in private kindergartens in Cheras. Besides that, Cheras was chosen because it is familiar to the researcher, making it easier to navigate and approach potential respondents. The researcher also has existing contacts in the area due to conducting previous assignment projects, microteaching, and internships in the Cheras area.

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3.4 Research Instruments

According to Trigueros (2017), a tool used to gather, and analyse information and data on the research study can be defined as research instruments. In the questionnaire, there are divided into 3 parts which are Part A, Part B, and Part C. Firstly, Part A included the demographic information of the respondents. The purpose of demographic questions is to obtain data regarding the traits of a population or a specific group of individuals such as preschool teachers. These inquiries are frequently utilised in surveys and research to gain insight into the background and individual characteristics of respondents. Hence, the researchers can examine trends, and draw comparisons based on various demographic factors with the use of the gathered data. The demographic information will include age, race, gender, level of education, teaching experience, working hours per day, working days per week, and personal income.

For Part B, the research instrument used to measure Variable 1 is the Job Satisfaction Survey (JSS). The author of Job Satisfaction is Paul E. Spector. He is a renowned psychologist who created the Job Satisfaction Survey (JSS) in 1985, and he is renowned for his contributions to the field of industrial and organizational psychology. Although there have been various versions of the JSS since it was first developed, the 1985 original is still the most widely used version. The Job Satisfaction Survey (JSS) aims to evaluate job satisfaction among employees by examining various aspects of their work. It is intended to gauge employees' feelings toward different facets of their job and workplace environment. Many countries across the world such as Canada, the United States, the United Kingdom, Australia, and several European and Asian nations have adopted the Job Satisfaction Survey (JSS). There is numerous research has affirmed its cross-cultural applicability (Spector, 1985).

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Besides that, there are nine subscales in the Job Satisfaction Survey, and each of them represents a distinct aspect of job satisfaction. These subscales include coworkers (items 7, 16, 25, 34), pay (items 1, 10, 19, 28), communication (items 9, 18, 26, 36), supervision (items 3, 12, 21, 30), nature of work (items 8, 17, 27, 35), fringe benefits (items 4, 13, 22, 29), promotion (items 2, 11, 20, 33), operating conditions (items 6, 15, 24, 31), and contingent rewards (items 5, 14, 23, 32). Besides that, there are 36 items in total and 4 items per subscale. The Job Satisfaction Survey (JSS) employs a 6-point Likert scale, allowing respondents to express their level of agreement with each statement. The scale ranges from 1 to 6 such as 1=Disagree very much, 2=Disagree moderately, 3=Disagree slightly, 4=Agree slightly, 5=Agree moderately, and 6=Agree very much. There are 19 items on the JSS that are reverse scored including items 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. The method to calculate the total job satisfaction score is to sum the scores for all items. The total score can range from 36 to 216. After that, the responses can be summed as the scores for the items within each subscale. In this research instrument, a general scoring interpreting was used where lower scores refer to lower job satisfaction and higher scores refer to higher job satisfaction. According to Spector (1985), the overall Cronbach's alpha for the JSS reaching 0.91.

Moreover, the second research instrument in this Part C is the Turnover Intention Scale (TIS-6) in order to measure Variable 2. The Turnover Intention Scale (TIS-6) was developed by Gert Roodt in 2004. The TIS-6 is a condensed version of the original Turnover Intention Scale, and it was developed to simplify the assessment process while preserving its reliability and validity. The main purpose of TIS-6 is to assess a person's intention to quit their current job. It measures the likelihood that an employee will think about leaving in the near future. Besides that, there are no distinct subscales in the Turnover Intention Scale (TIS-6). It consists of six items that measure turnover intention. The TIS-6 employs a 5-point Likert scale

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such as from 1= never to 5= always, from 1= totally dissatisfying to 5= very satisfying, from 1= highly unlikely to 5= highly likely. The higher scores represent a higher intention to leave the job while the lower scores represent a lower intention to leave the job. For instance, the median value of the scale is 18. A total score below 18 indicates an intention to stay, and a total score above 18 indicates an intention to leave. Furthermore, the Cronbach's alpha for the Turnover Intention Scale (TIS-6) is 0.91, indicating strong internal consistency and reliability.

3.5 Data Analysis Methods

Descriptive analysis and inferential analysis refer to types of data analysis methods. According to Sarmiento and Costa (2017), descriptive analysis involves summarizing and organizing data to enhance its clarity and understanding. This type of analysis focuses on outlining the basic characteristics of the data in a study. Descriptive statistics are employed in demographic analysis to gather information about the sample, such as age, gender, teaching experience, personal income, working hours, and education level. Examples of descriptive analysis include measures like mean, median, standard deviation, mode, and frequency distributions, which collectively offer a clear representation of the data set.

Moreover, inferential analysis is a statistical method used to make conclusions or generalizations about a population based on a sample of data. By applying inferential analysis, researchers can assess the probability that observed relationships or patterns in the sample also exist in the broader population. This type of analysis is guided by research questions and hypothesis testing (Bhattacharjee, 2012). Common techniques in inferential analysis include Spearman and Pearson correlations, t-tests, Chi-square tests, and ANOVA. For example, Pearson correlation assesses the strength and direction of the relationship between two

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continuous variables, t-tests are used to compare variables between two groups, and ANOVA is employed to compare variables across more than two groups.

In this study, the Pearson correlation coefficient was used to assess the relationship between job satisfaction and turnover intention among preschool teachers. Represented by the symbol r , the Pearson correlation coefficient measures the strength and direction of a linear relationship between two continuous variables, with values ranging from -1 to 1. A value of -1 indicates a perfect negative correlation, meaning that as one variable increases, the other decreases in direct proportion. A value of 1 signifies a perfect positive correlation, where both variables increase together in direct proportion. A value of 0 suggests no linear correlation between the variables. Effect sizes are interpreted as follows: $r = \pm 0.10$ to 0.29 indicates a small effect, $r = \pm 0.30$ to 0.49 indicates a moderate effect, and $r = \pm 0.50$ to 1.0 indicates a large effect (Pallant, 2016). Additionally, the p-value tests the alternative hypothesis that the true correlation between the variables is 0, with a value of ≤ 0.05 indicating statistical significance.

3.6 Research Procedures

The methods used for this study included several standardised processes that ensured an organised and systematic approach to data collecting and analysis. Firstly, a questionnaire and a consent letter were compiled. This is because the consent letter ensures that all ethical concerns are addressed and that participants are properly informed about the nature and objective of the study. To ensure the effectiveness and ethical integrity of this study, the researcher began by reaching out to preschool teachers whom the researcher had previously met and established connections with. Additionally, the researcher expanded the pool of respondents by using online platforms such as Facebook and Xiaohongshu to identify and engage with more participants. The following step is to collect contact information for

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preschool teachers. Once contact information had been gathered, the researchers needed to brief the principals and teachers about the study such as the objectives and procedures of this study. Following agreement among all preschool teachers, the questionnaire was distributed to respondents via a Google Form link. Respondents have two weeks to complete and submit their responses. After two weeks, the researchers can review the submissions to ensure that all responses have been received. Finally, the researcher used the Statistical Package for the Social Sciences (SPSS) to analyse the data.

3.7 Conclusions

In summary, this chapter showed an overview of the research design and sampling methods, detailing how respondents were selected from the larger population. It also described the research instruments used for data collection and the techniques employed for data analysis, including the processes for analyzing and interpreting the gathered information. Furthermore, it offered a clear summary of the research procedures followed.

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Chapter 4 Findings and Analysis

4.1 Introduction

In Chapter 4, it shows both descriptive and inferential statistics and summary of the research findings. The results align with the study's objective, which investigated overall job satisfaction among preschool teachers and all of the subscales in relation to turnover intention. Besides that, IBM's Statistical Package for Social Sciences (SPSS) was utilised for the data analysis.

4.2 Descriptive Statistics and Analysis Findings

The demographic information of 80 respondents such as their age, race, gender, level of education, teaching experience, working hours per day, working days per week, and personal income.

Table 1

Respondents' Gender

	Frequency (N)	Percentage (%)
Male	2	2.5
Female	78	97.5
Total	80	100.0

Table 1 displays the frequency and percentage of respondents by gender. Out of the 80 participants in the study, the majority were female, totalling 78 respondents (97.5%), while 2 respondents (2.5%) were male.

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Table 2

Respondents' Age

	Frequency (N)	Percentage (%)
18 - 29	42	52.5
30 - 39	20	25.0
40 – 49	12	15.0
50 and above	6	7.5
Total	80	100.0

Table 2 illustrates the age distribution of preschool teachers in the Cheras area who took part in the study. Most respondents, 42 out of 80 (52.5%), are aged between 18 and 29 years. The next largest group consists of 20 respondents (25.0%) who are between 30 and 39 years old. There are also 12 respondents (15.0%) in the 40 to 49 age range and 6 respondents (7.5%) who are 50 years old and above.

Table 3

Respondents' Ethnicity

	Frequency (N)	Percentage (%)
Chinese	41	51.2
Indian	29	36.3
Malay	10	12.5
Total	80	100.0

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The ethnicity of the respondents is listed in Table 3 above. Most of the respondents were Chinese, including 41 respondents (51.2%), 29 respondents were Indian (36.3%), and 10 respondents were Malay (12.5%).

Table 4

Respondents' Education Level

	Frequency (N)	Percentage (%)
Certificate (E.g. SPM, STPM, O-Level, A-Level)	8	10.0
Diploma	46	57.5
Bachelor's degree	20	25.0
Master	6	7.5
Total	80	100.0

Table 4 shows the general educational level of the respondents. There were 8 respondents (10.0%) had SPM, STPM, O-Level or A-Level as their highest educational level, while the largest number of 46 respondents (57.5%) had a diploma qualification. Besides that, 20 respondents had bachelor's degrees (25.0%). The lowest proportion of 6 respondents (7.5%) had a master's degree as their highest educational level.

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Table 5

Respondents' Qualification

	Frequency (N)	Percentage (%)
ECE	74	92.5
Others	6	7.5
Total	80	100.0

According to Table 5 above, most of respondents have ECE qualifications, which shows 74 out of 80 respondents (92.5%). Besides that, there were only 6 respondents (7.5%) did not have ECE qualifications such as accounting, business administration, Chinese studies, and fashion merchandising.

Table 6

Respondents' Years of Teaching Experience

	Frequency (N)	Percentage (%)
Below 1 year	12	15.0
1 – 5 years	37	46.3
5 – 10 years	15	18.8
10 years and above	16	20.0
Total	80	100.0

Table 6 shows the number of years that preschool teachers have taught in the early childhood education industry. Among the 80 respondents, there were 37 preschool

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teachers (46.3%) who have teaching experience for 1-5 years; followed by 16 preschool teachers (20.0%) who have taught for 10 years or more. There were 15 respondents (18.8%) who have teaching experiences for 5-10 years, while 12 respondents (15.0%) who have taught for less than 1 year.

Table 7

Respondents' Working Days per Week

	Frequency (N)	Percentage (%)
5 days	72	90.0
6 days	8	10.0
Total	80	100.0

Table 7 displays the number of days respondents work each week. Most respondents, totalling 72 work 5 days a week (90.0%). In contrast, only 8 respondents work 6 days (10.0%).

Table 8

Respondents' Working Hours per Day

	Frequency (N)	Percentage (%)
6 hours	9	11.3
7 hours	30	37.5
8 hours and above	41	51.2
Total	80	100.0

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The results of the respondents' daily working hours is shown in Table 8. Among them, there are relatively few respondents who work 6 hours a day, with 9 respondents (11.3%), while 30 respondents who work 7 hours a day (37.5%). Most respondents work for 8 hours or more a day, with 41 respondents (51.2%), which is a high frequency.

Table 9

Respondents' Personal Income

	Frequency (N)	Percentage (%)
RM 1501 – RM2000	3	3.8
RM 2001 – RM 2500	13	16.3
RM 2501 – RM3000	32	40.0
RM 3001 and above	32	40.0
Total	80	100.0

Table 9 above shows the personal income of the respondents. There are 32 respondents having the personal income RM3001 and above (40.0%). In a similar percentage, there were also 32 respondents (40.0%) who received personal income RM2501-RM3000. Besides that, 13 respondents (16.3%) earn between RM2001 and RM2500, while 3 respondents (3.8%) have incomes ranging from RM1501 to RM2000.

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Table 10

Descriptive Statistics of JSS and TIS

	Mean	Standard Deviation
Total JSS	115.21	37.255
JSS in Pay	11.09	4.976
JSS in Promotion	12.50	4.260
JSS in Supervision	14.43	3.837
JSS in Fringe Benefits	12.09	4.763
JSS in Contingent Rewards	13.42	4.603
JSS in Operating Procedures	10.79	3.867
JSS in Coworkers	14.06	4.387
JSS in Nature of Work	13.83	4.505
JSS in Communication	13.01	4.947
Total TIS	19.11	4.085

Table 10 displays the mean (M) and standard deviation (SD) for the total job satisfaction score of the respondents, as well as for each of the 9 subscales. The sample size for the study is N=80. The overall mean job satisfaction score is M=115.21, with a standard deviation of SD=37.255.

Among the nine subscales, job satisfaction in supervision (M=14.43, SD=3.837) and coworkers (M=14.06, SD=4.387) received the highest scores. This is followed by job satisfaction in nature of work (M=13.83, SD=4.505), contingent rewards (M=13.42,

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SD=4.603), communication (M=13.01, SD=4.947), and promotion (M=12.50, SD=4.260), which have moderate scores. Job satisfaction in fringe benefits (M=12.09, SD=4.763) is also in the moderate range. The lowest scores include job satisfaction in pay (M=11.09, SD=4.976) and operating procedures (M=10.79, SD=3.867).

Additionally, Table 10 presents the mean (M) and standard deviation (SD) for the total turnover intention score. The mean of turnover intention score is M=19.11, with a standard deviation of SD=4.085.

Table 11

Descriptive Statistics of Turnover Intention Scale (TIS)

	Frequency (N)	Percentage (%)
Below 18	35	44.1
Above 18	45	56.4
Total	80	100.0

Table 11 above shows the respondent's turnover intention. There are 35 respondents having a low intention to quit their job (44.1%). Besides that, there were shows 45 respondents having a high intention to leave their job (56.4%).

4.3 Inferential Statistics and Analysis

The responses from 80 preschool teachers in the Cheras area were analyzed using the Pearson correlation coefficient to test the study's hypothesis.

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Table 12

Correlation between Total Job Satisfaction and Turnover Intention

	N	r	P
Total JSS	80		
Total TIS	80	-.635**	<.001

Table 12 displays the correlation between overall job satisfaction and turnover intention. The findings reveal a significant negative correlation, $r = -0.635$, $N = 80$, $p < .001$. According to Pallant (2016), an r -value in the range of -0.50 to -1.0 indicates a large effect size. This suggests that lower job satisfaction is associated with higher turnover intention, and conversely, higher job satisfaction is linked to lower turnover intention. The p -value of 0.001 confirms the statistical significance of this result (Pallant, 2016). Therefore, H_{a1} is supported.

Table 13

Correlation between Job Satisfaction in Pay and Turnover Intention

	N	r	P
JSS in Pay	80		
Total TIS	80	-.937**	<.001

Table 13 illustrates the relationship between job satisfaction regarding pay and turnover intention. The results indicate a significant negative correlation, $r = -0.937$, $N = 80$, p

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< .001. According to Pallant (2016), an r-value between -0.50 and -1.0 reflects a strong correlation. Thus, the data show that lower job satisfaction in terms of pay is associated with higher turnover intention. Beacom (2023) notes that a significance level of 0.05 or lower ($p \leq 0.05$) confirms the statistical significance of the results. Consequently, Ha2 is supported.

Table 14

Correlation between Job Satisfaction in Promotion and Turnover Intention

	N	r	P
JSS in Promotion	80		
Total TIS	80	-.932**	<.001

Table 14 illustrates the relationship between job satisfaction related to promotion and turnover intention. The results reveal a significant negative correlation, $r = -0.932$, $N = 80$, $p < .001$. According to Pallant (2016), an r-value between -0.50 and -1.0 denotes a strong correlation. This finding suggests that lower job satisfaction regarding promotion is associated with higher turnover intention. The p-value of less than 0.001 confirms the statistical significance of the results. Therefore, Ha3 is accepted.

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Table 15

Correlation between Job Satisfaction in Supervision and Turnover Intention

	N	r	P
JSS in Supervision	80		
Total TIS	80	-.557**	<.001

Table 15 demonstrates the relationship between preschool teachers' job satisfaction in supervision and their turnover intention. The findings show a negative significant correlation between two variables, with a correlation coefficient of $r = -0.557$, $N = 80$ and a p-value of less than 0.001 ($p \leq 0.01$). This shows that the lower job satisfaction in supervision, the higher turnover intention. Therefore, H_{a4} is accepted.

Table 16

Correlation between Job Satisfaction in Fringe Benefits and Turnover Intention

	N	r	P
JSS in Fringe Benefits	80		
Total TIS	80	-.576**	<.001

In Table 16, the result shows the relationship between job satisfaction in fringe benefits and turnover intention. The results show a negative significant correlation ($r = -0.576$, $N = 80$), indicating that as job satisfaction with fringe benefits decreases, turnover intention increases. Based on (Beers, 2023), an r-value between -0.50 and -1.0 suggests a strong

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correlation. The p-value < 0.001 , confirms that the findings are statistically significant ($p \leq 0.05$). Consequently, Ha5 is accepted.

Table 17

Correlation between Job Satisfaction in contingent rewards and Turnover Intention

	N	r	P
JSS in Contingent Rewards	80		
Total TIS	80	-.576**	<.001

Table 17 above shows the relationship between job satisfaction in contingent rewards and turnover intention among preschool teachers. The result reveals a negative significant relationship between job satisfaction in contingent rewards and their intention to turnover ($r = -0.576$, $N = 80$). The p-value = < 0.001 , which is lower than 0.05 ($p \leq 0.05$) (Pallant, 2016). Thus, Ha6 is accepted.

Table 18

Correlation between Job Satisfaction in Operating Procedures and Turnover Intention

	N	r	P
JSS in Operating Procedures	80		
Total TIS	80	-.462**	<.001

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The data shown in Table 18 shows the correlation between job satisfaction in operating procedures and turnover intention. Based on the results, the findings show a negative significant correlation between job satisfaction in operating productions and turnover intention ($r = -0.462$, $N = 80$, $p < .001$). An r -value between -0.3 and -0.49 signifies a moderate correlation between the variables (Beers, 2023). The relationship is negative, meaning that job satisfaction in operating procedures increases, the turnover intention decrease, and vice versa. Additionally, the result is statistically significant, with a p -value less than 0.001 . Therefore, H_{a7} is accepted.

Table 19

Correlation between Job Satisfaction in Coworkers and Turnover Intention

	N	r	P
JSS in Coworkers	80		
Total TIS	80	-.658**	<.001

Table 19 illustrates the relationship between job satisfaction in coworkers and turnover intention among preschool teachers. The results reveal a negative significant correlation between job satisfaction with coworkers and turnover intention ($r = -0.658$, $N = 80$, p -value $< .00$). The p -value, being less than 0.05 ($p \leq 0.05$), confirms the statistical significance of the result. Therefore, H_{a8} is accepted.

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Table 20

Correlation between Job Satisfaction in Nature of Work and Turnover Intention

	N	r	P
JSS in Nature of Work	80		
Total TIS	80	-.643**	<.001

Table 20 shows the relationship between job satisfaction in nature of work and turnover intention. The findings indicate a negative significant correlation between preschool teachers' job satisfaction with the nature of their work and their turnover intention ($r = -0.643$, $N = 80$, $p < .001$). This suggests that as job satisfaction in the nature of work decreases, turnover intention increases, and vice versa. The result is statistically significant, with a p-value below 0.001, which is less than or equal to the 0.05 threshold ($p \leq 0.05$) (Pallant, 2016). Therefore, H_{a9} is accepted.

Table 21

Correlation between Job Satisfaction in Communication and Turnover Intention

	N	r	P
JSS in Communication	80		
Total TIS	80	-.654**	<.001

From Table 21, it shows the relationship between job satisfaction in communication and turnover intention. The results reveal a negative significant relationship between job satisfaction in communication and turnover intention, with $r = -0.654$, $N = 80$. Since the p-

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value is less than 0.001, therefore, the result is statistically significant (Beers, 2023). Therefore, H_{a10} is accepted.

Summary

Table 22

Summary of Findings

Hypothesis Assumption	Result	Decision
There is a significant relationship between job satisfaction and turnover intention among preschool teachers in Selangor.	$r = -0.635, N=80, p < 0.001$	Accepted
There is a significant relationship between job satisfaction in pay and turnover intention among preschool teachers in Selangor.	$r = -0.937, N=80, p < 0.001$	Accepted
There is a significant relationship between job satisfaction in promotion and turnover intention among preschool teachers in Selangor.	$r = -0.932, N=80, p < 0.001$	Accepted
There is a significant relationship between job satisfaction in supervision and turnover intention among preschool teachers in Selangor.	$r = -0.557, N=80, p < 0.001$	Accepted

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<p>There is a significant relationship between job satisfaction in fringe benefits and turnover intention among preschool teachers in Selangor.</p>	<p>$r = -0.576, N=80, p = <0.001$</p>	<p>Accepted</p>
<p>There is a significant relationship between job satisfaction in contingent rewards and turnover intention among preschool teachers in Selangor.</p>	<p>$r = -0.576, N=80, p = <0.001$</p>	<p>Accepted</p>
<p>There is a significant relationship between job satisfaction in operating procedures and turnover intention among preschool teachers in Selangor.</p>	<p>$r = -0.462, N=80, p = <0.001$</p>	<p>Accepted</p>
<p>There is a significant relationship between job satisfaction in coworkers and turnover intention among preschool teachers in Selangor.</p>	<p>$r = -0.658, N=80, p = <0.001$</p>	<p>Accepted</p>
<p>There is a significant relationship between job satisfaction in nature of work and turnover intention among preschool teachers in Selangor.</p>	<p>$r = -0.643, N=80, p = <0.001$</p>	<p>Accepted</p>

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There is a significant relationship between $r = -0.654$, $N = 80$, $p < 0.001$ Accepted
job satisfaction in communication and
turnover intention among preschool teachers
in Selangor.

In summary, the Pearson correlation coefficient was used to examine the relationship between total job satisfaction and each of the 9 specific subscales of job satisfaction among preschool teachers in Cheras, which include fringe benefits, pay, contingent rewards, promotion, coworkers, supervision, nature of work, operating conditions and communication. The results reveal a significant negative correlation between job satisfaction in the board and all nine subscales and turnover intentions. Thus, all the hypotheses are accepted.

4.4 Conclusion

In this chapter, it presents the findings showing both descriptive and inferential statistical analyses in table format for clarity and organization. The descriptive analysis summarizes the respondents' demographic information, while the inferential analysis examines the correlation between variables.

Chapter 5

Discussion and Conclusion

5.1 Introduction

This chapter reviews the inferential analyses covered in the previous chapter. It also addresses the limitations of the research and suggests recommendations for future studies, providing insights into potential areas for further exploration.

5.2 Inferential Analysis and Discussion

In this research, it revealed a significant negative correlation between overall job satisfaction and preschool teachers' intention to quit their jobs. The study also analyzed nine specific aspects of job satisfaction: promotion, communication, contingent rewards, pay, operating procedures, supervision, nature of work, fringe benefits and coworkers. Each of these aspects showed a significant negative relationship with turnover intention. This indicates that higher satisfaction in these areas was consistently linked to a lower intention to quit, and conversely, lower satisfaction was associated with a higher intention to leave.

Ha1: There is a significant relationship between job satisfaction and turnover intention among preschool teachers in Cheras.

Based on the findings, the researcher has found a significant relationship between total job satisfaction and turnover intention among preschool teachers based on the analysis of the Pearson correlation which $r = -0.635$. According to Zhao et al. (2022), this previous study showed a significant negative correlation ($p < 0.01$) between job satisfaction and turnover intention. It reveals that higher job satisfaction among preschool teachers leads to a reduction in turnover intention, primarily due to the positive impact job satisfaction has on their efficacy, motivation, and commitment to their roles. Besides that, the study also discusses how teachers

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with higher job satisfaction feel more confident in their abilities to meet job demands, which leads to boosts in their job motivation and job satisfaction (Zhao et al., 2022). It can foster a more positive work environment and strengthen teachers' commitment to their current positions, thereby reducing their desire to leave. When teachers experience a sense of efficacy and confidence in their skills, they will choose to stay in their positions. As a result, this stability can benefit preschools by reducing turnover rates, leading to a more consistent and enriched educational environment for the children. The positive cycle outlined by Zhao et al. (2022) demonstrates how job satisfaction not only improves individual teachers' experiences but also support the well-being and effectiveness of preschool teachers.

Ha2: There is a significant relationship between job satisfaction in pay and turnover intention among preschool teachers in Cheras.

The research findings indicate that there is a negative significant correlation between job satisfaction in pay and turnover intention ($r = -0.937$, $N = 80$, $p < .001$). According to the theory of Maslow's hierarchy of needs, at the foundation of the theory are physiological needs because these are the essential needs for human survival, such as food, water, and shelter. Hence, for preschool teachers, their pay is the primary means by which they secure these necessities. When their compensation is sufficient, they can comfortably afford to meet these needs, which contributes to a sense of well-being and satisfaction in their job. However, if their pay is inadequate, it affects their ability to meet these basic needs. This can lead to stress, anxiety, and dissatisfaction, as they may struggle to cover rent, groceries, utilities, and other essential living expenses (Hall-Kenyon et al., 2013). The pressure to meet these physiological needs is paramount, and if their current job does not provide the financial resources to do so, preschool teachers are likely to seek other jobs that can better fulfil these basic needs. As we know, the pay or salaries of ECE teachers in Malaysia are quite low and are considered one of the

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important variables that impact their job satisfaction and lead to teachers' intention to leave (Lydia et al., 2018), therefore, this finding strongly supports the findings of past studies and indirectly explains why salary increases are very important to the teachers in this study. This has been clearly seen as well in a past study by McDonald et al. (2018), which explained that when teachers perceive that their basic needs are not adequately met due to low salaries or insufficient compensation, their dissatisfaction with their current job tends to rise because this growing dissatisfaction can create a strong sense of frustration and instability, as teachers struggle to meet essential needs such as housing, food, and financial security. As a result, they become more inclined to consider leaving their positions in search of better-paying jobs that offer the financial stability necessary to fulfil these basic needs (McDonald et al., 2018).

Ha3: There is a significant relationship between job satisfaction in promotion and turnover intention among preschool teachers in Cheras.

In addition, the results show there is a negative significant correlation between job satisfaction in promotion and turnover intention among preschool teachers ($r = -0.932$, $N = 80$, $p < .001$). According to Maslow's hierarchy of needs, promotion is consistent with the pursuit of self-actualization, which is the highest level in Maslow's hierarchy of needs and involves realizing personal potential and career ambitions. Teachers who are offered promotion opportunities are more likely to feel that their career goals are being achieved and that they are growing professionally (Frei-Landau & Levin, 2023). For example, preschool teachers can get opportunities to high positions such as becoming senior teachers, which can increase a sense of accomplishment and appreciation. This sense of progress and accomplishment contributes to increased job satisfaction and a lower likelihood of leaving the job. Therefore, the results of this study strongly support the findings of past studies and indirectly explain that opportunities for promotion to higher levels are very important for the teachers in this study. According to a

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previous study in Malaysia (Saidu, 2018), a significant relationship was found between worker's job promotion and their intentions to leave their job. The study highlighted that when employees perceive their positions as highly aligned with their promotion potential within the organization, their sense of stability and belonging is enhanced. This is because this feeling of being well-positioned and valued within the company leads to higher job satisfaction as it provides educators with a sense of career development and recognition for their contributions (Razak et al., 2018). Hence, when preschool teachers see that there is a clear and attainable path to advancement, they can feel committed to their work. As a result, their intentions to leave the organization decrease, as they are motivated to stay and grow within the company. On the other hand, if teachers feel that promotional opportunities are limited or that their current position lacks potential for advancement, it can lead to dissatisfaction and frustration (Jeon & Wells, 2018). This lack of perceived growth or recognition can weaken their connection to the organization and increase their desire to seek opportunities elsewhere where their career aspirations might be better fulfilled.

Ha4: There is a significant relationship between job satisfaction in supervision and turnover intention among preschool teachers in Cheras.

The results show a significant relationship between job satisfaction in supervision and turnover intention ($r = -0.557$, $N = 80$, $p < 0.001$). Supervision refers to supervisors who work within an organization and supervisors who are distinct from coworkers. This aspect highlights the importance of the relationship quality between employees and their supervisors. These current findings are supported by a previous study by Heilala et al. (2021), this past research focused on examining job supervision and turnover intention among preschool teachers in Finland and the results show that positive leadership, characterized by supportive encouragement of employee participation, is crucial in reducing turnover rates. This past

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research emphasizes that when leaders create an inclusive and positive work environment where staff members feel involved in decision-making and supported by their supervisors, it significantly enhances job satisfaction (Heilala et al., 2021). In addition, according to Maslow's theory, after physiological needs and safety needs are met, individuals will seek to meet their needs for love and belonging needs. For preschool teachers, effective supervision can let the teachers feel security and support in the workplace. For example, good supervision provides guidance, feedback, and a supportive environment that helps teachers feel safe in their roles and confident in their performance. In addition, effective supervision meets esteem needs by recognizing teachers' achievements and providing opportunities for professional growth. When supervisors recognize teachers' efforts and provide constructive feedback, this enhances their self-esteem and professional confidence (Frei-Landau & Levin, 2023). This recognition and affirmation contribute to job satisfaction because teachers feel that their work is appreciated and that they are progressing in their careers (Baroudi et al., 2022). In contrast, poor supervision undermines safety and esteem needs and does not recognize or support teachers' contributions, leading to dissatisfaction. This dissatisfaction increases the likelihood of turnover because teachers may seek jobs in environments where they feel safer, more valued, and more supported. Therefore, supervision quality is crucial in satisfying preschool teachers' social and self-esteem needs, which in turn influences job satisfaction and intention to stay or quit the job.

H_{a5}: There is a significant relationship between job satisfaction in fringe benefits and turnover intention among preschool teachers in Cheras.

According to the current findings, there is a significant relationship between preschool teachers' job satisfaction in fringe benefits and turnover intention ($r = -0.576$, $N = 80$, $p < 0.001$). Fringe benefits play a vital role in job satisfaction, reflecting teachers' satisfaction with the additional perks they receive such as health insurance, retirement plans, paid leave, and other

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incentives. According to one of the past studies by Huh (2023), preschool teachers who often work in demanding environments with relatively low salaries, and fringe benefits become even more critical. When fringe benefits are sufficient, teachers can feel appreciated and supported by their employers, which can increase their job satisfaction. This sense of security and recognition can decrease their intention to leave the organization, as they perceive that their current job meets both their professional and personal needs. Conversely, if fringe benefits are insufficient or lacking, preschool teachers may feel undervalued and financially insecure (Hee et al., 2019). This dissatisfaction can lead to increased turnover intention, as teachers may seek other positions that offer better benefits and provide a stronger sense of security and appreciation.

Ha6: There is a significant relationship between job satisfaction in contingent rewards and turnover intention among preschool teachers in Cheras.

A significant relationship exists between preschool teachers' job satisfaction in contingent rewards and their turnover intention ($r = -0.576$, $N = 80$, $p < 0.001$). According to Maslow's theory, human needs are organized in a hierarchy, starting from basic physiological needs and progressing to higher-level psychological needs, including self-esteem and self-actualization. Contingent rewards, which include recognition, bonuses, and other forms of acknowledgement tied to performance, directly address the esteem needs in Maslow's hierarchy. Preschool teachers receiving contingent rewards not only fulfil their need for financial security but also their need for appreciation and recognition. When teachers feel that their efforts are recognised and rewarded appropriately, their sense of self-worth and belonging within the organisation is strengthened. This enhances their job satisfaction as they feel valued and respected by their employers. Buengeler et al. (2016) emphasized that contingent rewards are one of the strategies that involve offering incentives and recognizing employees' efforts,

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helping to boost their commitment and reduce turnover rates. However, if contingent rewards are lacking or perceived as inadequate, teachers may feel undervalued and overlooked, leading to dissatisfaction. This unmet need for recognition can create a sense of frustration and demotivation, causing teachers to question their worth within the organization. As a result, their commitment to the preschool diminishes, increasing their intention to seek employment elsewhere where their contributions might be better recognized and rewarded.

H_{a7}: There is a significant relationship between job satisfaction in operating procedures and turnover intention among preschool teachers in Cheras.

Moreover, there is a significant relationship between job satisfaction in operating procedures and turnover intention among preschool teachers ($r = -0.462$, $N = 80$, $p < 0.001$). According to Grant et al. (2019), the previous study indicates that educators who have a favourable outlook on enhanced working conditions and policies are generally more committed and engaged in their work, resulting in a lower intention to leave. When these procedures are clear, consistent, and well-implemented, teachers are likely to feel more supported and confident in their roles, knowing their expectations, having the necessary resources, and being able to perform their tasks without unnecessary challenges. This sense of order and fairness contributes to job satisfaction because teachers can focus on the primary goal of educating and developing children without getting bogged down by chaos or inefficiencies. However, if operating procedures are poorly defined, constantly changing, or perceived as unfair, it can create a chaotic and tense work environment. Teachers may become overwhelmed by unclear expectations, frustrated by a lack of support, or lose motivation if they perceive procedures as unfair (Thompson, 2020). This dissatisfaction can build over time, leading to burnout and a desire to quit.

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H_{a8}: There is a significant relationship between job satisfaction in coworkers and turnover intention among preschool teachers in Cheras.

The results show there is a significant relationship between job satisfaction in coworkers of preschool teachers and their turnover intention ($r = -0.658$, $N = 80$, $p < 0.001$). Coworkers refers to employees within an organization who exclude supervisors. Colleagues with shared values, attitudes, and beliefs can contribute to higher job satisfaction. Maslow's hierarchy of needs suggests that after satisfying basic physiological and safety needs, individuals naturally strive to fulfil their social needs, such as building meaningful relationships with others. In the context of a preschool environment, coworkers play a crucial role in fulfilling these social needs. When preschool teachers experience strong, positive relationships with their colleagues, it creates a supportive and cohesive work environment where they feel valued and understood. This sense of belonging not only enhances their job satisfaction but also fosters a greater emotional attachment to their workplace. Consequently, when these social needs are met, teachers are less likely to consider quitting their work, as they associate their workplace with positive interpersonal experiences. Lodisso (2019) highlights that promoting positive interpersonal relationships between coworkers is essential for improving job satisfaction of workers, as it helps create a positive work environment. On the other hand, if relationships with coworkers are strained or lacking, teachers may feel isolated or unsupported, leading to decreased job satisfaction and an increased likelihood of turnover. Thus, fostering strong coworker relationships is essential for reducing turnover intention among preschool teachers, as it directly impacts their sense of belonging and overall job satisfaction.

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H_{a9}: There is a significant relationship between job satisfaction in nature of work and turnover intention among preschool teachers in Cheras.

Additionally, a significant negative correlation exists between job satisfaction in nature of work and turnover intention among preschool teachers as a result ($r = -0.643$, $N = 80$, $p < 0.001$). The nature of work encompasses aspects like workload, tasks, responsibilities, and other factors that contribute to employees' job satisfaction and pride. According to Maslow's hierarchy of needs, self-esteem needs, which include the desire for respect, achievement, and recognition are crucial to an individual's sense of worth and accomplishment (Calisaan, 2023). The nature of work plays a vital role in satisfying preschool teachers' esteem needs. When their job tasks, responsibilities, and overall work environment enable them to have a positive impact on the children they teach, they feel strong of accomplishment and pride in their job (Herrity, 2022). This satisfaction of esteem needs leads to higher job satisfaction because teachers feel that their efforts are recognized and valued and that they contribute meaningfully to their professional identity. However, if their esteem needs are not met, the likelihood that they will leave their jobs to find a more fulfilling and supportive environment increases. In addition, based on the past research of Grant et al. (2019), this study discusses how individuals with strong intrinsic motivations, such as many preschool teachers are particularly sensitive to whether their work environment supports them in their ability to be effective. If the nature of their work is consistent with their intrinsic motivations, such as having a positive impact on children, then this can enhance their self-esteem because they see themselves as competent and successful in their roles (Grant et al., 2019). This consistency reduces their intention to leave because their need for self-esteem is met.

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H_{a10}: There is a significant relationship between job satisfaction in communication and turnover intention among preschool teachers in Cheras.

The results reveal a significant correlation between job satisfaction in communication and turnover intention among preschool teachers ($r = -0.654$, $N = 80$, $p < 0.001$). This current finding is supported by a previous study, Petković and Rapajić (2021) conducted a study that emphasized the influence of communication on job satisfaction. The past findings showed that employees generally had a positive view of communication in their organizations, recognizing its importance for job satisfaction and productivity. Besides that, the previous study also focuses on the critical of effective communication in fostering a positive work environment and increasing employee satisfaction as well as fostering a positive workplace culture where employees are more engaged, motivated, and satisfied with their roles (Petković and Rapajić, 2021). When employees feel that they are well-informed and that their voices are heard, it enhances their commitment to the company. This positive perception of communication contributes significantly to higher job satisfaction, as employees feel confident in their understanding of their tasks, responsibilities, and the overall direction of the organization (De Nobile & Bilgin, 2022). Besides that, when communication isn't clear, it leads to confusion, and disconnect among employees. For teachers, unclear communication about their roles, expectations, or changes in policy can erode their confidence and ability to perform their tasks effectively and this frustration can build over time, leading to decreased job satisfaction as they struggle to meet unclear or constantly shifting expectations (Petković and Rapajić, 2021). As job satisfaction declines due to poor communication, teachers may begin to consider leaving the organization. The uncertainty and stress caused by inadequate communication can push them to look for new employment that has clearer guidance and a more positive worker environment.

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5.3 Implications

The results show a significant relationship between overall job satisfaction, including all nine subscales, and turnover intention. This suggests a strong connection between job satisfaction and the likelihood of employees leaving their jobs. Furthermore, the findings highlight the importance of preschool management to enhance job satisfaction in each factor among preschool teachers to lower the turnover rate.

Interestingly, pay ($r = -0.937$) and promotion ($r = -0.932$) have been found to be highly correlated to turnover intention out of all 9 subscales. This implies that pay or salaries play a critical role in influencing preschool teachers' decisions to stay in or quit their current organization. Pay goes beyond the financial dimension of employment; it also signifies how much an organization appreciates and acknowledges employees' contributions (Iqbal et al., 2017). When preschool teachers feel that their pay is fair, competitive, and commensurate with their qualifications, experience, and role requirements, it significantly increases their job satisfaction, fostering loyalty and commitment to their current workplace. Similarly, promotion opportunities are closely tied to pay increases, making them equally important. A higher potential for promotion typically means higher future earnings, which can further motivate teachers to remain in their roles. The prospect of career advancement, along with the associated financial rewards. For example, when a teacher becomes a senior teacher, his/her salary will also increase with the promotion of position. Conversely, inadequate pay or limited promotion opportunities can lead to dissatisfaction, lack of motivation, and ultimately higher turnover rates (Rubenstein et al., 2017).

Hence, it is important for preschool management to consider these factors when increasing teachers' job satisfaction as preschool management can regularly review and adjust salary or compensation structures in order to ensure that they are in line with industry standards

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and reflect the current job market. For instance, this may involve comparing salaries offered by similar institutions, considering cost-of-living adjustments, and recognizing improvements in teacher qualifications and professional development. In addition, implementing a transparent and fair promotion system is critical. This is because preschool teachers need to see a clear career path that includes not only salary increments but also opportunities for professional growth and development. In addition, this approach helps build a strong organizational culture where preschool teachers feel valued and motivated to contribute their best efforts. It fosters a sense of belonging and professional fulfilment, which are the key factors in achieving long-term job satisfaction. Besides that, preschool management can establish clear criteria for promotion, such as performance evaluations, continued education, or leadership roles like senior teachers, which provide teachers with a sense of direction and achievement. For instance, offering mentorship and training programs as part of career development also helps to prepare teachers for these promotions, it can ensure that they feel supported and valued throughout the process. Thus, it fosters a sense of belonging and professional fulfilment, which are key factors in achieving long-term job satisfaction. Ultimately, by investing in fair compensation and promotion strategies, preschool management can ensure the retention of a dedicated and productive workforce, thereby improving the overall quality and efficiency of early childhood education.

In addition, based on the inferential findings, there is a negative significance between job satisfaction in nature of work ($r = -0.643$), operating procedures ($r = -0.462$), and turnover intention among preschool teachers in Cheras area. The nature of work includes elements such as workload, duties, responsibilities, and other factors that influence employees' job satisfaction and sense of pride in their work. When their tasks, responsibilities, and work environment allow them to positively influence the children they teach, teachers experience a deep sense of

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achievement and pride in their work (Herrity, 2022). Moreover, operating procedures are also can affect the level of teachers' satisfaction because clear and efficient procedures can ensure an organized work environment. When procedures are well-defined and easy to understand, teachers can perform their duties more smoothly without unnecessary stress or confusion such as including structure classroom management guidelines, and administrative tasks.

In terms of improving the nature of work, preschool management can provide opportunities for professional growth by offering training, workshops, and career development paths. Encouraging creativity in the classroom and granting autonomy in lesson planning helps teachers find deeper satisfaction in their roles. For instance, when teachers have the freedom to design lessons and creatively engage with students, they find greater joy and commitment in their roles (Ramazan, 2023). Besides that, to increase preschool teachers' satisfaction with operating procedures, management should establish clear and explicit guidelines for daily tasks, classroom management, and safety procedures. For example, management can create step-by-step guides for handling classroom transitions, such as moving children from playtime to snack time, it can help teachers to ensure smooth operations.

Moreover, the inferential findings show a negative significance between job satisfaction in fringe benefits ($r = -0.576$), contingent rewards ($r = -0.576$) and turnover intention. Improving these factors plays an important motivating role in improving the job satisfaction of preschool teachers, which directly affects their motivation and work performance. Fringe benefits like health insurance, retirement plans, and paid leave provide financial security and personal support, which are essential in a demanding profession like preschool teaching. These benefits help reduce burnout and stress by allowing teachers to manage personal and family needs (Hee et al., 2019). Besides that, contingent rewards include bonuses, merit-based raises, and recognition programs that can motivate teachers by acknowledging their hard work.

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Therefore, it is critical for preschool management to enhance satisfaction in fringe benefits by offering comprehensive health insurance, including mental health coverage in order to address the emotional demands of teaching. For example, preschool management can provide counselling services and wellness programs such as mindfulness workshops that can help teachers manage stress and support their well-being. For contingent rewards, preschool management is suggested to create a structured recognition system that includes bonuses, performance-based raises, and non-monetary rewards like additional paid leave or "Teacher of the Month" awards. This acknowledgement motivates teachers and makes them feel valued for their hard work (Jain & Kabra, 2015).

In addition, the inferential findings also show a significant between job satisfaction in coworkers ($r = -0.658$), supervision ($r = -0.557$), communication ($r = -0.654$) and turnover intention among preschool teachers. Job satisfaction with coworkers, supervision and communication are related to each other and all of these are crucial to increasing the job satisfaction of preschool teachers. Strong relationships between coworkers can foster a sense of teamwork, it essential in preschool settings where teamwork is key to managing classrooms and addressing children's needs. Positive interactions with colleagues can reduce stress, provide emotional support, and create a more enjoyable work environment (Houston, 2019). Besides that, supportive supervision provides guidance, feedback and encouragement that can make teachers feel valued and confident (Abd Kaiyom et al., 2021). Constructive feedback and recognition from supervisors such as lead teachers can increase the job satisfaction of preschool teachers. Furthermore, effective communication is essential for teachers to share ideas, resolve conflicts, and work efficiently. Clear communication improves coordination and problem-solving, leading to a smoother workflow. When teachers feel connected and communicate

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openly, it can enhance job satisfaction, and create a more positive environment for both teachers and students (Bucăța & Rizescu, 2018).

Thus, preschool management can organise team-building activities, such as workshops, social events, or group projects to strengthen colleague relationships among preschool teachers in order to increase the level of job satisfaction in coworkers. These initiatives help develop a more supportive and cohesive work environment, where teachers feel connected and valued as part of a team. To increase job satisfaction in supervision, management can implement several strategies. For instance, lead teachers should provide regular constructive feedback through one-on-one meetings and recognize teachers' achievements. Besides that, to improve communication, preschool management can encourage open dialogue by holding regular staff meetings where teachers can share ideas, discuss challenges, and voice concerns in order to create a positive atmosphere that boosts job satisfaction and team efficiency. Improving satisfaction in communication can also directly increase satisfaction in coworkers and supervision as it creates an open and supportive working environment for preschool teachers.

Furthermore, the descriptive findings from this study show that preschool teachers reported high levels of satisfaction with the supervision they receive, indicating a strong relationship between preschool teachers and their supervisors. This high satisfaction with supervision has significant implications for preschool management. This is because this research study found that preschool teachers were highly satisfied with their supervisory jobs, which has a profound impact on preschool management and the overall work environment. This level of satisfaction shows that teachers feel supported, valued, and respected by their supervisors, which is critical to a positive, productive work environment (Frosch et al., 2018). The relationship between supervision and preschool teachers is a key aspect of job satisfaction as the work can be emotionally and physically demanding. When preschool teachers feel their

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supervisors support and understand them, their morale improves, and they feel more engaged in their work. Therefore, it can lead to better job performance, increased motivation, and stronger loyalty to the preschool. In addition, positive supervisor relationships help teachers feel a sense of security and stability, which is critical to reducing turnover. This is because preschool teachers feel satisfaction with their supervisors and they are less likely to look for other employment opportunities, contributing to a more stable workforce.

For preschool management, these findings highlighted the need to invest in professional development programs that focus on improving supervisors' leadership and communication skills. This is because effective supervision involves not only managing tasks but also building trust, providing constructive feedback, and paying attention to preschool teachers' needs and concerns. According to Gnepp et al. (2020), when supervisors provide constructive and positive feedback regularly, it helps employees feel that their efforts are valued and recognized, which can significantly increase job satisfaction. Hence, by fostering a culture of open communication, where preschool teachers feel their opinions are valued and their professional growth is supported, preschool management can further improve job satisfaction. In addition, this research study highlights the critical of fostering a positive work environment that prioritizes teacher well-being. When supervisors actively engage with teachers and show empathy and understanding for the challenges they face, it creates a supportive atmosphere that encourages teachers to remain committed to their roles. This results in a more cohesive and collaborative team, which ultimately benefits the children in their care. By focusing on these areas, preschool management can not only improve teacher job satisfaction, but also ensure a more effective, and nurturing educational environment for children.

Moreover, the researcher found that operating procedures have a lower means showing by the respondents in this study ($M=10.79$) which displays respondents from all the 9

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subscales. In this study, respondents were found to be dissatisfied with operating procedures. This dissatisfaction shows that existing procedures might be perceived as too rigid, inefficient, or not aligned enough with the actual needs of preschool teachers. For example, current procedures may strictly adhere to schedules with little flexibility, which creates stress for preschool teachers who may need to manage personal commitments alongside their job responsibilities ((Hong et al., 2023). In addition, processes for daily tasks such as reporting or paperwork may be overly complex or time-consuming, leading to frustration and feelings of being overwhelmed (Grant et al. 2019).

Therefore, the preschool management must critically evaluate and revise their operating procedures to better meet the needs of employees. One area for improvement may be to introduce more flexible work arrangements. For example, allowing preschool teachers to stagger their shifts or choose to handle certain administrative tasks remotely can significantly improve work-life balance and reduce stress. In addition, by streamlining the process of daily tasks such as attendance tracking or lesson planning using digital tools or automated systems, therefore, time can be saved and the potential for errors can be reduced, and it can make daily workflows smoother and more efficient. Besides that, preschool management can provide ongoing training and development opportunities focused on guiding and adapting operational procedures, which can help preschool teachers feel more competent and confident in their roles. Preschool teachers can also voice their concerns and make suggestions for improvements which can also help ensure that procedures remain relevant and effective. Moreover, preschool management can increase staff engagement and satisfaction by implementing feedback loops, actively soliciting staff input and incorporating it into operational changes. As a result, preschool management can create a more positive and supportive work environment, improve

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staff morale, increase efficiency, and enhance the quality of care and education for children, ultimately benefiting the entire kindergarten community.

5.4 Limitations

One major limitation of this research study is that some participants declined to participate because the questionnaire was too long. According to Sharma (2022), the crucial factors in determining the quality of the data collected included the number and length of questions. In this study, the questions were divided into 9 demographic questions, 36 items from the Job Satisfaction Survey (JSS), and 6 items from the Turnover Intention Scale (TIS), and there are 51 questions in total. Hence, the length of the questionnaire can lead to respondent fatigue. As participants progress through the survey, they may begin to feel tired or lose interest, which can lead to disengagement. This disengagement may manifest as hastily completed responses, where participants do not fully consider their answers, or even partial completion, where participants abandon the survey before completing it. Both of these situations can compromise the reliability and validity of the data, as the answers may not accurately reflect the participants' true feelings or opinions (Rolstad et al., 2011). Additionally, the significant time commitment required to complete such a long questionnaire can be a significant barrier to participation. Nowadays, where people are often pressed for time, especially in professional settings, participating in lengthy surveys can make potential respondents unwilling to participate altogether (Galesic & Bosnjak, 2009). This hesitation can lead to lower response rates, which in turn reduces the sample size.

Moreover, another limitation of this study is the online survey method. Online survey methods are flexible to collect the data from the respondents. Therefore, the researcher relied

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on social media applications or platforms such as Facebook, and Xiaohongshu to distribute the survey link, using these channels to reach a diverse and wide range of respondents. However, online surveys become challenging, especially in the current environment of increased online fraud and public awareness. This is because the continued increase in online fraud activities has naturally made potential respondents more cautious due to the misusing of online survey methods. As a result, many people may be reluctant to click on survey links posted in public forums or shared through social media, fearing that these links may be scams or phishing attempts designed to steal their personal information (Buchanan & Hvizdak, 2009). This high level of suspicion can directly affect the effectiveness of online survey distribution. For this particular study, which required data from 80 respondents, such challenges could significantly delay the data collection process. The researchers may need to invest additional time and effort to reassure potential participants of the legitimacy of the survey. Hence, the additional time required to reach the expected number of respondents may strain the research timeline, delay deadlines, and complicate overall project planning. The need for repeated outreach efforts and the potential for slower responses also increase the logistical and administrative burden on researchers.

5.5 Recommendation for future study

Firstly, to address the limitation of participants refusing to participate the survey due to the lengthy questionnaire, therefore, it is suggested to consider using the simplest versions of the questionnaires such as reducing the number of items. This is because participants might be deterred by the extensive nature of the original questionnaire, which includes numerous items, leading to reduced engagement and potential dropout. For instance, future researchers are suggested to redesign the simplest version survey such as the simplest version of the Job Satisfaction Survey (JSS), therefore, the researchers can maintain the integrity of the study

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while making it more accessible and appealing to respondents. Simplest versions of questionnaires are beneficial because they minimize respondent fatigue, which often occurs when participants are faced with a long list of questions. Allen (2016) suggests that reducing the number of questions helps maintain participant engagement, which in turn leads to more accurate data. This engagement is essential for improving the collected data's validity and reliability. Additionally, shorter questionnaires take less time to complete, which can significantly boost potential respondents' willingness to participate in the study.

Furthermore, to address the challenges posed by people's skepticism about online surveys, one effective approach is to engage directly with potential respondents through face-to-face interactions. By approaching preschool teachers in person and collecting data using traditional paper-and-pencil methods, the researcher can completely bypass issues associated with digital trust. Not only does a field survey approach immediately clarify any concerns respondents may have, but it also fosters a sense of personal connection and trust between the researcher and participants. This approach can greatly reduce the likelihood that participants will worry that the survey is a scam, as they can see first-hand the legitimacy of the researcher and the study. In addition, conducting surveys in person enables researchers to ensure higher response rates, as they can guide respondents through the process in real time, immediately addressing any hesitations or questions. This approach also allows for a more controlled data collection environment, reducing the risk of incomplete or hasty responses that often occur with online surveys.

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5.6 Conclusion

In summary, this study focused on the relationship between preschool teachers' job satisfaction and their turnover intention in Cheras. It emphasizes on filling the gap in the local literature, which mainly focuses on other industries or different education levels such as higher education, secondary school, and primary school. Previous studies tend to emphasize overall or factor-specific job satisfaction, which limits a deeper comprehension of the unique job satisfaction issues that impact preschool teachers to leave their jobs. Factors such as low salary, lack of administrative support, limited professional development, heavy workload, insufficient recognition, poor work-life balance, job insecurity, and stress are believed to have a negative impact on preschool teachers' job satisfaction, which may lead to higher turnover rates. This study adopted a quantitative correlational design, using the Turnover Intention Scale (TIS-6) and Job Satisfaction Survey (JSS) to measure the relationship between job satisfaction and turnover. The findings showed that total job satisfaction and all nine subscales (contingent rewards, pay, communication, coworkers, promotion, supervision, operating procedures, nature of work, and fringe benefits) were significantly negatively correlated with turnover intention, indicating that with decreasing satisfaction, turnover intention increased. This study provides valuable insights into early childhood education in Cheras, suggesting that addressing key factors such as compensation can help reduce turnover among preschool teachers. However, it faces some limitations, such as participant hesitation due to the length of the questionnaire and potential online fraud. Future research could be improved by simplifying the survey and conducting face-to-face interviews to collect more accurate and comprehensive data and deepen the understanding of job satisfaction and turnover among preschool teachers in Cheras.

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Appendices

Appendix A: Questionnaire

Figure 3

Questionnaire – Informed Consent Letter

Informed Consent Form

You are invited to participate in a study conducted by the researcher, 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 further investigate the relationship between job satisfaction and turnover intention among preschool teachers.

Procedure: This is a self-reported questionnaire. It will take approximately 5 to 10 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 research team. The final results of this study will be presented in the class and written up in the 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.

Are you agree to continue this survey?

- Agree
- Disagree

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Figure 4

Questionnaire – Google Form 1

The image shows a screenshot of a Google Form questionnaire. It consists of three vertically stacked sections, each with a title and a list of radio button options.

- Gender ***
 - Male
 - Female
- Age ***
 - 18-29
 - 30-39
 - 40-49
 - 50 and above
- Race ***
 - Chinese
 - Indian
 - Malay
 - Other: _____

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Figure 5

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 'Level of education *' and lists five educational levels: Certificate (E.g. SPM, STPM, O-Level, A-Level...), Diploma, Bachelor's degree, Master, and PhD. The second section is titled 'Background in early childhood education (ECE) *' and lists two options: ECE and Other: followed by a horizontal line for text input. The third section is titled 'Teaching experience *' and lists four experience ranges: Below 1 year, 1 - 5 years, 5 - 10 years, and 10 years and above.

Level of education *

- Certificate (E.g. SPM, STPM, O-Level, A-Level...)
- Diploma
- Bachelor's degree
- Master
- PhD

Background in early childhood education (ECE) *

- ECE
- Other: _____

Teaching experience *

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

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Figure 6

Questionnaire – Google Form 3

The image shows a screenshot of a Google Form questionnaire. It consists of three vertically stacked sections, each with a title and four radio button options. The first section is titled 'Working days per week *' and has options: 'Below 5 days', '5 days', '6 days', and '7 days'. The second section is titled 'Working hours per day *' and has options: '5 hours and below', '6 hours', '7 hours', and '8 hours and above'. The third section is titled 'Personal income *' and has options: 'Below RM 1000', 'RM 1001 - RM 1500', 'RM 1501 - RM 2000', 'RM 2001 - RM 2500', 'RM 2501 - RM3000', and 'RM 3001 and above'. All radio buttons are currently unselected.

Working days per week *

Below 5 days

5 days

6 days

7 days

Working hours per day *

5 hours and below

6 hours

7 hours

8 hours and above

Personal income *

Below RM 1000

RM 1001 - RM 1500

RM 1501 - RM 2000

RM 2001 - RM 2500

RM 2501 - RM3000

RM 3001 and above

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Part C: Turnover Intention Scale (TIS-6)

Please choose only ONE (1) answer.

How often have you considered leaving your job? *

1 2 3 4 5

Never Always

How satisfying is your job in fulfilling your personal needs? *

1 2 3 4 5

Very satisfying Totally dissatisfying

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 Always

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Figure 14

Questionnaire – Google Form 11

The image shows a Google Form with three questions, each with a 5-point Likert scale. The questions are:

- Question 1: "How often do you dream about getting another job that will better suit your personal needs?" with a scale from 1 (Never) to 5 (Always).
- Question 2: "How likely are you to accept another job at the same compensation level should it be offered to you?" with a scale from 1 (Highly unlikely) to 5 (Highly likely).
- Question 3: "How often do you look forward to another day at work?" with a scale from 1 (Always) to 5 (Never).

At the bottom of the form, there are three buttons: "Back" (white), "Submit" (dark blue), and "Clear form" (grey).

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Appendix B: Original SPSS Data

Figure 15

SPSS output of Descriptive Statistics – Respondents' Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	78	97.5	97.5	97.5
	Male	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

Figure 16

SPSS output of Descriptive Statistics – Respondents' Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29	42	52.5	52.5	52.5
	30-39	20	25.0	25.0	77.5
	40-49	12	15.0	15.0	92.5
	50 and above	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Figure 17

SPSS output of Descriptive Statistics – Respondents' Ethnicity

		Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	41	51.2	51.2	51.2
	Indian	29	36.3	36.3	87.5
	Malay	10	12.5	12.5	100.0
	Total	80	100.0	100.0	

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Figure 18

SPSS output of Descriptive Statistics – Respondents' Education Level

		Level of education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	20	25.0	25.0	25.0
	Certificate (E.g. SPM, STPM, O-Level, A-Level...)	8	10.0	10.0	35.0
	Diploma	46	57.5	57.5	92.5
	Master	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Figure 19

SPSS output of Descriptive Statistics – Respondents' Qualifications

		Background in early childhood education (ECE)			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Account	1	1.3	1.3	1.3
	accounting	1	1.3	1.3	2.5
	accounting student	1	1.3	1.3	3.8
	Business Administration	1	1.3	1.3	5.0
	Chinese studies & education	1	1.3	1.3	6.3
	ECE	74	92.5	92.5	98.8
	Fashion Merchandising	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

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Figure 20

SPSS output of Descriptive Statistics – Respondents' Years of Teaching Experience

		Teaching experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 years	37	46.3	46.3	46.3
	10 years and above	16	20.0	20.0	66.3
	5 - 10 years	15	18.8	18.8	85.0
	Below 1 year	12	15.0	15.0	100.0
	Total	80	100.0	100.0	

Figure 21

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

		Working days per week			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 days	72	90.0	90.0	90.0
	6 days	8	10.0	10.0	100.0
	Total	80	100.0	100.0	

Figure 22

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

		Working hours per day			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 hours	9	11.3	11.3	11.3
	7 hours	30	37.5	37.5	48.8
	8 hours and above	41	51.2	51.2	100.0
	Total	80	100.0	100.0	

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Figure 23

SPSS output of Descriptive Statistics – Respondents' Personal Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM 1501 - RM 2000	3	3.8	3.8	3.8
	RM 2001 - RM 2500	13	16.3	16.3	20.0
	RM 2501 - RM3000	32	40.0	40.0	60.0
	RM 3001 and above	32	40.0	40.0	100.0
	Total	80	100.0	100.0	

Figure 24

SPSS output of Descriptive Statistics – Mean and Standard Deviation of Job Satisfaction Survey (JSS) and Turnover Intention Scale (TIS)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
JSS	80	55.00	189.00	115.2125	37.25475
Pay	80	4.00	22.00	11.0875	4.97638
Promotion	80	4.00	22.00	12.5000	4.26050
Supervision	80	7.00	23.00	14.4250	3.83777
Fringebenefits	80	5.00	23.00	12.0875	4.76324
Contingentrewards	80	5.00	23.00	13.4250	4.60263
Operatingconditions	80	4.00	20.00	10.7875	3.86708
Coworkers	80	6.00	23.00	14.0625	4.38739
Natureofwork	80	7.00	23.00	13.8250	4.50534
Communication	80	5.00	22.00	13.0125	4.94653
TurnoverIntention	80	7.00	28.00	19.1125	4.08453
Valid N (listwise)	80				

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Figure 25

SPSS output of Descriptive Statistics – Turnover Intention Scale (TIS)

TurnoverIntention					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	1	1.3	1.3	1.3
	9.00	1	1.3	1.3	2.5
	11.00	1	1.3	1.3	3.8
	13.00	2	2.5	2.5	6.3
	14.00	3	3.8	3.8	10.0
	15.00	7	8.8	8.8	18.8
	16.00	4	5.0	5.0	23.8
	17.00	9	11.3	11.3	35.0
	18.00	7	8.8	8.8	43.8
	19.00	9	11.3	11.3	55.0
	20.00	7	8.8	8.8	63.7
	21.00	7	8.8	8.8	72.5
	22.00	6	7.5	7.5	80.0
	23.00	6	7.5	7.5	87.5
	24.00	4	5.0	5.0	92.5
	26.00	2	2.5	2.5	95.0
	27.00	2	2.5	2.5	97.5
	28.00	2	2.5	2.5	100.0
Total		80	100.0	100.0	

Figure 26

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

Correlations			
		JSS	TurnoverIntention
JSS	Pearson Correlation	1	-.635**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.635**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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

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Figure 27

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

		Pay	JSS
Pay	Pearson Correlation	1	.937**
	Sig. (2-tailed)		<.001
	N	80	80
JSS	Pearson Correlation	.937**	1
	Sig. (2-tailed)	<.001	
	N	80	80

** . 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

		Promotion	JSS
Promotion	Pearson Correlation	1	.932**
	Sig. (2-tailed)		<.001
	N	80	80
JSS	Pearson Correlation	.932**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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

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Figure 29

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

		Supervision	TurnoverIntention
Supervision	Pearson Correlation	1	-.557**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.557**	1
	Sig. (2-tailed)	<.001	
	N	80	80

** . 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

		Fringebenefits	TurnoverIntention
Fringebenefits	Pearson Correlation	1	-.576**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.576**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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

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Figure 31

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

		Contingentrew ards	TurnoverIntenti on
Contingentrewards	Pearson Correlation	1	-.576**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.576**	1
	Sig. (2-tailed)	<.001	
	N	80	80

** . 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 Procedures and Turnover Intention

		Operatingcondi tions	TurnoverIntenti on
Operatingconditions	Pearson Correlation	1	-.462**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.462**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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

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Figure 33

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

		Coworkers	TurnoverIntention
Coworkers	Pearson Correlation	1	-.658**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.658**	1
	Sig. (2-tailed)	<.001	
	N	80	80

** . 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 Works and Turnover Intention

		Natureofwork	TurnoverIntention
Natureofwork	Pearson Correlation	1	-.643**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.643**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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

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Figure 35

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

		Communicatio n	TurnoverIntenti on
Communication	Pearson Correlation	1	-.654**
	Sig. (2-tailed)		<.001
	N	80	80
TurnoverIntention	Pearson Correlation	-.654**	1
	Sig. (2-tailed)	<.001	
	N	80	80

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