A Study of Preschool Teachers' Stress

And Their Turnover Intention

in Selangor, Malaysia.

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A Research Project

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Acknowledgement

Declaration

I declare that the material in this paper is the result of my 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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Approval Form

This research paper attached here, entitled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia" prepared and submitted by Chiang Kai Lin in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.

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Abstract

The well-being of preschool teachers is critical to the quality of early childhood education. Yet, their professional environment often exposes them to high-stress levels, which may lead to an increased intention to leave their jobs. This study investigates the relationship between preschool teachers' stress and their turnover intention in Selangor, Malaysia. Utilising a quantitative research design, data were collected from a sample of preschool teachers using the Teacher Stress Scale (TSS) (Chen et al., 2022) and the Turnover Intention Scale (TIS-6) (Roodt, 2004). The study aims to quantify the stress levels among preschool teachers and assess how these stress levels correlate with their intention to leave the profession. The findings are expected to provide valuable insights into the specific stressors that contribute to turnover intention, thereby guiding policymakers and administrators in developing targeted interventions to improve job satisfaction and retention among preschool teachers. This research not only contributes to the growing body of literature on teacher well-being but also addresses a significant gap in understanding the factors influencing teacher turnover in the context of early childhood education in Malaysia. The results could have broader implications for improving the overall quality of preschool education by ensuring a stable and satisfied teaching workforce.

Keywords: Preschool Teachers, Stress, Turnover Intention, Early Childhood Education, Selangor, Malaysia

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List of Abbreviations

ECE   Early Childhood Education

POS   Perceived Organizational Support

SPSS   Statistical Package for Social Sciences

TIS-6   Turnover Intention Scale

TSS   Teacher Stress Scale

Chapter I

Introduction

Introduction

The final year project titled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia" aims to explore the critical issues affecting preschool educators in this region. As Early Childhood Education (ECE) is foundational to a child's development, the well-being of teachers plays a pivotal role in the quality of education provided. This study focuses on understanding the levels of stress experienced by preschool teachers in Selangor and how these stress levels may influence their intentions to leave their positions. By analysing these factors, the research seeks to uncover underlying causes and offer insights that could inform strategies to enhance teacher retention and overall job satisfaction within the preschool education sector.

Background of Study

Preschool education plays a pivotal role in the foundational development of young children, shaping their cognitive, social, and emotional growth during the critical early years. In Malaysia, particularly in the state of Selangor, the quality and stability of preschool education are intrinsically linked to the well-being and effectiveness of preschool teachers. However, preschool teachers often face significant challenges that contribute to heightened levels of stress and a consequential turnover intention, threatening the sustainability and quality of ECE in the region.

Teaching, especially at the preschool level, has long been recognized as one of the most stressful professions. Zhang et al. (2020) highlight that the multifaceted demands of teaching contribute to its high-stress nature. In the context of Selangor, preschool teachers grapple with several stressors that exacerbate their professional challenges. Large class sizes, as noted by

Sultana and Aurangzeb (2022), place immense pressure on teachers to provide individualized attention, often leading to diminished job satisfaction and increased fatigue. Additionally, inadequate resources, including limited access to educational materials and facilities, further strain teachers, impeding their ability to deliver effective instruction and foster a conducive learning environment.

Administrative tasks also contribute significantly to teacher stress. The increasing bureaucratic responsibilities, such as paperwork and compliance with regulatory standards, divert time and energy away from core teaching activities, intensifying feelings of overwhelm and burnout (Sultana & Aurangzeb, 2022). The COVID-19 pandemic has further aggravated these stress levels, as highlighted by Eadie et al. (2021) and Souto-Manning and Melvin (2021). The pandemic introduced new challenges, including the rapid shift to online teaching, heightened health concerns, and the need to adapt to ever-changing public health guidelines, all of which have compounded existing stressors and led to higher instances of burnout among preschool teachers.

The high levels of stress experienced by preschool teachers have tangible repercussions on their turnover intentions. Koch et al. (2015) found that nearly 56 percent of preschool teachers exhibit signs of burnout, a critical predictor of turnover intention. Burnout not only affects teachers' mental and physical health but also diminishes their commitment to the profession, increasing the likelihood of them seeking employment elsewhere. This trend is reflected in broader national statistics, where the annual staff turnover rate for preschool teachers in the United States ranges between 24 percent and 40 percent (Totenhagen et al., 2016). While specific data for Malaysia may vary, the global patterns suggest a concerning trend that warrants attention within the Malaysian context.

High turnover rates among preschool teachers can disrupt the continuity and quality of education, negatively impacting children's learning experiences and outcomes. Furthermore, the financial and administrative burdens associated with recruiting and training new teachers strain educational institutions, diverting resources away from essential educational activities. In Selangor, where the demand for quality preschool education is burgeoning, addressing the factors contributing to teacher stress and turnover is imperative for sustaining and enhancing early childhood education standards.

Problem Statements

Despite extensive research in various countries such as Pakistan, Australia, the United States, China, and Germany on the stressors faced by preschool teachers (Eadie et al., 2021; Koch et al., 2015; Souto-Manning & Melvin, 2021; Sultana & Aurangzeb, 2022; Totenhagen et al., 2016; Zhang et al., 2020), there is a significant gap in localised studies addressing these issues in Selangor, Malaysia. Furthermore, much of the existing research on early childhood education focuses on curriculum development, pedagogy, and child outcomes, while studies on teacher well-being, particularly stress and turnover intention, remain limited. This gap hinders a comprehensive understanding of the specific factors contributing to stress among preschool teachers in this region and the subsequent impact on their job retention.

The body of research in early childhood education in Malaysia tends to prioritize children's learning outcomes and developmental progress, leaving gaps in exploring the professional challenges faced by teachers. While these are essential areas of study, the limited focus on teachers' occupational stress, job satisfaction, and turnover intention creates an incomplete understanding of the early childhood education ecosystem. This lack of research hinders efforts to identify and address the factors that could improve teacher well-being and retention in preschool settings.

Despite the critical role that preschool teachers play in shaping early childhood development, there is a noticeable lack of effective policies and interventions tailored to address their stress and turnover intention in Selangor, Malaysia (Mohd et al., 2023). Preschool policies in Malaysia often focus on enhancing educational standards and child welfare, but they fail to adequately consider the well-being of teachers. This lack of targeted support leaves teachers vulnerable to burnout and dissatisfaction, which may lead to higher turnover rates, further jeopardizing the quality of early childhood education in the region.

Local research addressing the specific stressors and turnover intention of preschool teachers in Selangor is notably lacking, despite the growing demands placed on these educators. The absence of region-specific data limits the ability to formulate evidence-based policies that cater to the needs of preschool teachers in Selangor, making it difficult to implement effective interventions. Understanding the unique challenges faced by preschool teachers in this area is crucial for developing relevant strategies to enhance teacher retention and ensure the sustainability of quality early childhood education.

Research Objectives

The purpose of this study was to investigate preschool teachers' stress levels and intentions regarding turnover in Selangor, Malaysia. This was expressed in two distinct research objectives:

1. To assess the stress levels among preschool teachers in Selangor, Malaysia.
2. To determine the relationship between stress levels and turnover intention among preschool teachers in Selangor, Malaysia.
   a) To determine the relationship between stress levels caused by inadequate school-based support and turnover intention among preschool teachers in Selangor, Malaysia.

b) To determine the relationship between stress levels caused by teaching-related demands and turnover intention among preschool teachers in Selangor, Malaysia.

Research Questions

The research questions guiding this study are as follows:

1. What are the stress levels among preschool teachers in Selangor, Malaysia?

2. Is there any significant relationship between preschool teachers' stress and turnover intention in Selangor, Malaysia?

   a) Is there any significant relationship between preschool teachers' stress caused by inadequate school-based support and turnover intention in Selangor, Malaysia?

   b) Is there any significant relationship between preschool teachers' stress caused by teaching-related demands and turnover intention in Selangor, Malaysia?

Research Hypothesis

No hypothesis was constructed for Research Objective 1 because it is descriptive. Past research shows teachers' stress is often significantly correlated to turnover intention. Therefore, to answer the Research Question 2, three hypotheses were constructed:

H_1: There is a positive significant relationship between preschool teachers' stress and turnover intention in Selangor, Malaysia.

H_2: There is a positive significant relationship between preschool teachers' stress caused by inadequate school-based support and turnover intention in Selangor, Malaysia.

H_3: There is a positive significant relationship between preschool teachers' stress caused by teaching-related demands and turnover intention in Selangor, Malaysia.

Significance of Study

This study aims to enhance preschool teachers' well-being and job satisfaction in Selangor, Malaysia, by focusing on the relationship between stress levels and turnover intentions. Utilizing the Teacher Stress Scale (TSS) (Chen et al., 2022), this research will provide a comprehensive understanding of how stress impacts turnover intentions among preschool teachers. These findings will contribute to the field of ECE by offering practical solutions for improving teacher retention and well-being in the region.

The relevance to Selangor, Malaysia, is particularly significant, as Selangor is one of the most developed and populous states in the country, hosting a diverse and expanding network of preschool institutions. The region's dynamic socio-economic landscape necessitates a robust and stable workforce of qualified preschool teachers to meet the educational needs of its growing population. Understanding the turnover intentions of preschool teachers in Selangor is crucial for developing targeted interventions and support systems. By investigating these dynamics, this study aims to provide valuable insights that can inform policy-making, enhance teacher support mechanisms, and ultimately improve the quality and retention of preschool educators in Selangor, Malaysia.

This study will contribute to the existing literature by providing statistical evidence on whether preschool teachers' stress is associated with their turnover intention in Selangor, Malaysia. By filling a critical gap in the literature, this research will confirm whether stress is a significant variable influencing turnover intention. Additionally, the study will explore whether different locations within Selangor may yield diverse outcomes, providing important insights into the local context. These findings will not only contribute to local studies on teacher stress and turnover but also validate and strengthen research within the field of ECE. By offering insights tailored to the Selangor region, this study will support efforts to develop

policies and interventions that ensure a more stable, satisfied, and effective preschool teaching workforce.

Definition of Terms

Preschool teachers. Preschool teachers are educators who work with young children aged 3 to 5 years old, facilitating learning and development through play-based and structured activities in various early learning settings. They create a foundation for children's cognitive, social, and emotional development by employing age-appropriate teaching strategies. According to the National Association for the Education of Young Children (2019), preschool teachers play a crucial role in shaping young learners' experiences, fostering their curiosity, and preparing them for formal schooling.

For this study, preschool teachers are defined as individuals employed full-time in preschools across Selangor, Malaysia, excluding those working in special needs schools. These teachers are responsible for implementing educational activities that support the developmental needs of children aged 3 to 5 years. Their duties also include nurturing children's growth, managing classroom environments, and ensuring a safe and conducive learning space.

Stress. Stress is an emotional state characterized by psychological, physical, and behavioural responses to environmental factors (Cox, 1995). It manifests when an individual perceives environmental influences as threats to their well-being or survival (Selye, 1950). In the context of preschool teachers, stress can arise from various sources, including workload, emotional demands, and lack of support within the school environment.

In this study, stress will be measured using the TSS developed by Chen et al. (2022). This scale specifically assesses stressors relevant to preschool teachers. It includes seven items that evaluate the stress level caused by inadequate school-based support and teaching-related

demands. The responses to these items will help quantify the extent of stress experienced by preschool teachers in Selangor, Malaysia.

Turnover intention. Turnover intention refers to an employee's deliberate decision to leave their current job and seek alternative employment opportunities, whether in a different company, industry, or career path (McInerney et al., 2015). It is influenced by various organizational and individual factors that affect the employee's physical and psychological well-being, ultimately contributing to their desire to exit their current role (Kim, 2015).

In this study, the Teacher Stress Scale (TIS-6), originally developed by Roodt (2004), is employed to measure the turnover intention of preschool teachers. This scale was later refined into a 6-item measure by Nashwan et al. (2021). The TIS-6 is designed to assess the strength of an individual's intention to remain with or leave their current organization, providing insights into their future employment plans (Orpina et al., 2022).

Conclusion

In conclusion, Chapter 1 has laid the foundation for understanding the critical issues surrounding preschool teachers' stress and turnover intention in Selangor, Malaysia. By highlighting the significance of early childhood education and the vital role preschool teachers play in shaping young minds, this chapter underscores the urgency of addressing the stressors that these educators face. The exploration of existing literature has illuminated the multifaceted challenges contributing to teacher stress, as well as the potential repercussions on turnover intentions. Furthermore, the chapter has identified key gaps in localized research and policies that this study aims to address, thereby emphasizing the relevance of this research in the context of Selangor. The research objectives, questions, and hypotheses presented in this chapter provide a clear direction for the study, which seeks to contribute valuable insights into enhancing the well-being, job satisfaction, and retention of preschool teachers in the region. As

we move forward, the subsequent chapters will delve deeper into the methodologies and

analyses required to achieve these objectives, ultimately aiming to support the development of

targeted interventions that can sustain and improve the quality of ECE in Selangor, Malaysia.

Chapter II

Literature Review

Introduction

This literature review examines the relationship between stress and turnover intention among preschool teachers, focusing on empirical studies that highlight the impact of stress on teacher retention. The studies reviewed provide insights into the various dimensions of stress, its correlation with turnover intention, and the implications for Early Childhood Education (ECE) settings.

Stress Among Preschool Teachers

Preschool teachers face a complex set of challenges that contribute to high levels of stress, directly influencing their well-being and job satisfaction. However, most studies in the education field primarily focus on stress among primary, secondary, or higher education teachers ((Asaloei et al., 2020; Maarof et al., 2022; Samad et al., 2011; Zhang et al., 2023). These studies explore the impact of workload, student behaviour, and administrative support, often overlooking the unique stressors faced by preschool educators (Jain, 2021; K. & Hassan, 2018; Tsubono & Ogawa, 2022). This creates a gap in the literature, as preschool teachers experience stress differently due to the developmental needs of young children and the emotional labour involved in ECE.

There are only a few research efforts that focus specifically on the preschool or Malaysian context. Studies like Jeon et al. (2019) and Farewell et al. (2021) provide valuable insights into the preschool setting, emphasizing the importance of addressing stress among early childhood educators. In the Malaysian context, research on preschool teachers' stress is even more limited, making this study essential for understanding the specific challenges faced by teachers in this region. This scarcity of research highlights the need for localized studies to

generate data that can inform targeted interventions for stress management among preschool teachers in Malaysia.

From the limited findings available, most research indicates that preschool teachers tend to experience high stress levels, particularly in environments with insufficient support and resources. The high levels of stress reported are often attributed to factors such as emotional labour, workload demands, and inadequate recognition of the challenges faced in early childhood education. Jeon et al. (2019) found that preschool teachers often face a higher degree of emotional labour, which is a significant component of stress. Emotional labour involves managing one's own emotions while attending to the emotional needs of children, creating a constant emotional strain. This stress is compounded by the fact that preschool teachers frequently receive less professional recognition compared to their counterparts in primary or secondary education, contributing to feelings of undervaluation and burnout.

Koch et al. (2015) further add that burnout, a direct result of prolonged stress, is prevalent among preschool teachers. Their study shows that burnout significantly predicts turnover intention, with a strong correlation. Preschool teachers, dealing with both the physical and emotional demands of their role, are particularly susceptible to burnout. The constant physical activity, managing classroom dynamics, and meeting the developmental needs of young children create an overwhelming workload that is often unsustainable without proper support.

Turnover Intention

Turnover intention, or the likelihood of employees leaving their jobs, is closely linked to the stress experienced in the workplace. While the issue of teacher turnover has been extensively studied in the broader educational field, the focus on preschool teachers is still relatively rare. Most studies highlight turnover among teachers in primary and secondary

schools, often ignoring the unique challenges faced by early childhood educators. The limited research on preschool teachers' turnover intention suggests that the factors contributing to turnover in this sector are distinct, and require specific attention.

Farewell et al. (2021) explore the relationship between workload stress and turnover intention among early childhood educators, demonstrating that high levels of workload stress are strongly correlated with turnover intention. Preschool teachers often face overwhelming workloads, balancing classroom management, developmental assessments, and administrative tasks. In the Malaysian context, where resources in ECE can be limited, teachers may face additional stress from inadequate support systems. This is especially true in underserved areas where preschool programs may lack the resources or infrastructure to adequately support both teachers and students.

From the limited findings available, it is evident that most preschool teachers report high levels of turnover intention. This trend is largely driven by the persistent job stress they experience. High workloads, emotional labour, and insufficient administrative support all contribute to an increased desire to leave the profession. Teachers in this context often cite the lack of recognition and limited career progression as factors exacerbating their intention to leave. This indicates the need for more robust retention strategies tailored specifically to preschool educators, particularly in regions like Selangor, Malaysia, where turnover intention among teachers is a growing concern.

Relationship Between Stress and Turnover Intention

The relationship between stress and turnover intention is well-established, particularly in the field of ECE. Studies across various educational contexts indicate that as stress levels increase, so too does the likelihood that teachers will leave their jobs. In the broader education literature, this relationship has been extensively explored, yet research focusing on preschool

teachers remains limited. This gap is significant, as preschool educators face distinct stressors compared to their counterparts in other educational levels.

In the limited research available, such as that by Hindman & Bustamante (2019), stressful environments in ECE are strongly correlated with higher turnover intentions. This finding suggests that as the work environment becomes more stressful—due to factors such as workload, emotional labour, and lack of support—preschool teachers are more likely to consider leaving their positions. The high stress levels identified in the limited studies are often due to the emotional demands of working with young children, the pressure of maintaining a nurturing yet structured environment, and the lack of adequate professional development opportunities.

From the limited findings, most research indicates high stress levels among preschool teachers. This is due to the unique demands of ECE, which require educators to manage not only academic instruction but also the social and emotional development of young children. Moreover, the limited resources and support available to preschool teachers, particularly in contexts like Malaysia, exacerbate these stress levels. The findings highlight the critical need for emotional support systems, stress management programs, and administrative reforms to address the causes of stress and reduce turnover intention among preschool teachers.

Theoretical Framework

In the realm of organizational behaviour, Social Exchange Theory provides a compelling framework for understanding the dynamics of interpersonal relationships and resource exchanges within an organization. This theory, originally developed by George Homans in 1958, posits that social interactions and relationships are governed by the principles of reciprocity and mutual benefit. Over the years, scholars such as Peter Blau, John Thibaut,

and Harold Kelley have expanded and refined this theory, enhancing its applicability to various organizational contexts.

In the field of ECE, where the well-being and job satisfaction of preschool teachers are critical, Social Exchange Theory can offer valuable insights into the factors influencing teachers' stress and turnover intentions. Preschool teachers often engage in emotionally demanding work and are expected to contribute significantly to the educational and developmental outcomes of young children. However, when the support and resources provided by their organization do not meet their expectations, it can lead to increased stress and a heightened intention to leave their positions.

This theoretical framework aims to explore how the principles of Social Exchange Theory apply to the study of preschool teachers' stress and turnover intentions in Selangor, Malaysia. By understanding how perceived organizational support and the balance of costs and benefits affect teachers' experiences, we can gain insights into the factors driving their stress levels and decisions to remain or leave their roles.

Figure 1

Social Exchange Theory
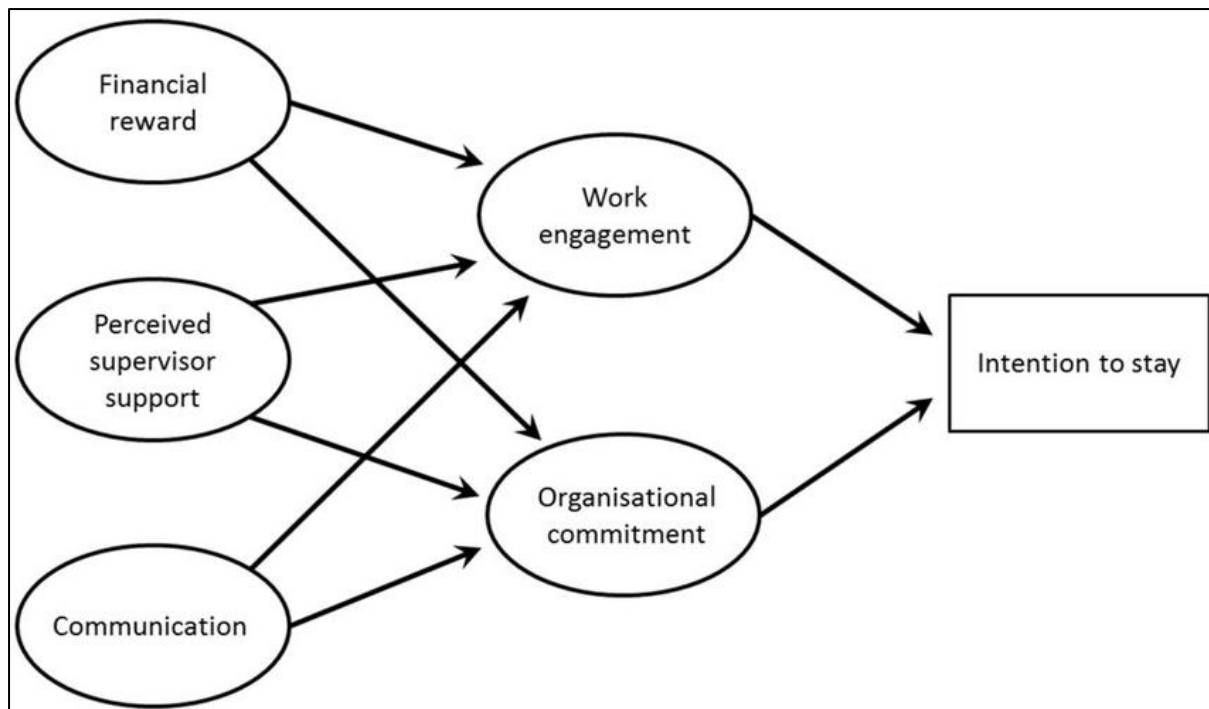
Note. Source from Reasons for Staying with Your Employer: Identifying the Key Organizational Predictors of Employee Retention Within a Global Energy Business - Scientific Figure on ResearchGate.

Key concepts. *Reciprocity.* Reciprocity refers to the mutual exchange of benefits and resources between parties. In the context of social exchange theory, individuals engage in interactions with the expectation that their contributions will be reciprocated in some form. This mutual exchange forms the basis of relationships and influences individuals' satisfaction and commitment within an organization.

Trust and loyalty. The level of trust and loyalty between individuals and their organizations determines the quality and stability of the exchange relationship. High levels of trust and loyalty often lead to stronger, more positive exchanges, while a lack of trust can undermine relationships and reduce organizational commitment.

Perceived Organizational Support (POS). POS introduced by Eisenberger et al. in 1986, pertains to employees' perceptions of how much the organization values their

contributions and cares about their well-being. High POS is associated with greater employee satisfaction and commitment, as employees feel more valued and supported by their organization.

Cost-benefit analysis. Employees engage in a cost-benefit analysis to evaluate the advantages and disadvantages of staying with or leaving an organization. This analysis involves weighing the perceived benefits of remaining in the organization (such as job security, satisfaction, and career opportunities) against the costs (such as stress, lack of support, and inadequate compensation).

The primary aim of Social Exchange Theory is to explain social behaviour through the exchange of resources between individuals and groups. The theory seeks to understand how the dynamics of exchange influence individuals' decisions, behaviours, and relationships. In organizational contexts, it helps explain how support from an organization can impact employee satisfaction, stress levels, and turnover intentions.

In the context of preschool teachers' stress, Social Exchange Theory can be applied to examine how inadequate support and recognition from the organization contribute to teachers' stress levels. When preschool teachers perceive that their efforts are not reciprocated with adequate resources, support, or recognition, they experience increased stress. The imbalance in the exchange—where teachers give more than they receive—can lead to feelings of undervaluation and frustration, heightening stress levels.

Social Exchange Theory also provides insights into why stressed preschool teachers might have a higher intention to leave their positions. If teachers feel that the organization is not fulfilling its part of the exchange (e.g., through inadequate pay, lack of emotional support, or insufficient recognition), they may perceive the costs of staying as outweighing the benefits.

This perception can lead to a higher likelihood of turnover as teachers seek more supportive and rewarding work environments.

Conceptual Framework

Figure 2

Conceptual Framework of the Study

Preschool Teachers' Stress	←——————————→	Turnover Intention

The conceptual framework for this study is grounded in the premise that there is a significant relationship between the stress levels experienced by preschool teachers in Selangor, Malaysia, and their intention to leave their positions. This framework is structured around the central hypothesis that higher stress levels among these teachers are positively correlated with increased turnover intentions.

The two primary variables in this study are preschool teachers' stress levels and turnover intention. Preschool teachers' stress levels, the independent variable, reflect the degree of stress experienced by these educators and will be measured using the Teacher Stress Scale (TSS) (Chen et al., 2022). Turnover intention, the dependent variable, indicates the likelihood of preschool teachers leaving their positions and will be measured using the Turnover Intention Scale (TIS-6) (Roodt, 2004).

The hypothesis guiding this study is that "Higher stress levels among preschool teachers in Selangor, Malaysia, are positively correlated with increased turnover intentions." This hypothesis is informed by existing research that highlights the link between workplace stress and turnover intentions within the teaching profession. Research by Farewell et al. (2021) and Hindman & Bustamante (2019) provides critical insights into this relationship, revealing that

elevated stress levels among teachers are strongly associated with a higher likelihood of leaving their positions. These findings are grounded in social exchange theory, which posits that employees evaluate their relationship with their organization based on the perceived balance between what they give (e.g., effort, commitment) and what they receive in return (e.g., support, recognition). When this balance is disrupted, such as through high levels of stress with inadequate support, employees may feel compelled to leave the organization, leading to increased turnover intentions.

Conclusion

In conclusion, Chapter 2 of this literature review has provided a comprehensive exploration of the relationship between preschool teachers' stress and their turnover intention within the context of Selangor, Malaysia. The literature examined demonstrates a consistent and significant correlation between high levels of stress and an increased likelihood of turnover among preschool educators. Various factors contributing to stress, such as emotional labour, workload, and burnout, have been identified as critical determinants of turnover intention. Studies reviewed in this chapter underscore the multifaceted impact of stress on teachers' well-being, job satisfaction, and the broader educational environment.

The theoretical framework, grounded in Social Exchange Theory, offers a valuable lens through which to understand the dynamics at play in preschool settings. It highlights the importance of reciprocity, perceived organizational support, and cost-benefit analysis in shaping teachers' experiences and decisions. The application of this theory in the research suggests that when preschool teachers perceive an imbalance in the exchange relationship—particularly when their efforts are not adequately reciprocated by their organization—they are more likely to experience stress and consider leaving their positions.

The conceptual framework further reinforces the study's central hypothesis that higher stress levels among preschool teachers are positively correlated with increased turnover intentions. This relationship, as supported by the literature, emphasizes the critical need for targeted interventions to mitigate stress and enhance teacher retention. By addressing the identified stressors through organizational support, effective workload management, and burnout prevention strategies, educational institutions in Selangor can foster a more supportive work environment, ultimately contributing to the stability and effectiveness of ECE.

Chapter III

Research Methodology

Introduction

This chapter outlines the research methodology adopted for the study titled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia." The chapter is organized to provide a comprehensive understanding of the procedures and techniques used to achieve the research objectives. It begins by detailing the research design, which serves as the blueprint for the entire study. Following this, the sampling methods and the criteria for selecting respondents are discussed, ensuring the study's population is adequately represented. The chapter then describes the data analysis methods employed to interpret the collected data accurately. Additionally, the research procedures that were followed to maintain the integrity and reliability of the study are elaborated upon. Finally, the scales used to measure the key variables, including the Teacher Stress Scale (TSS) and the Turnover Intention Scale (TIS-6), are introduced, highlighting their relevance and appropriateness for this research.

Research Design

This study adopts a quantitative research design, which systematically investigates relationships, behaviours, and phenomena through the collection and analysis of numerical data. This approach enables the testing of hypotheses and making predictions about the relationships between variables (Creswell, 1996; Muijs, 2011; Neustadtl & Babbie, 1989). The study will use structured questionnaires to gather data from preschool teachers in Selangor, Malaysia. The TSS (Chen et al., 2022) and the TIS-6 (Roodt, 2004) will be employed to measure the levels of stress and turnover intentions among the participants. The data collected will then be subjected to statistical analysis to identify trends, relationships, and patterns relevant to the research objectives. This design is chosen for its ability to provide quantifiable evidence that supports

the study's hypotheses, contributing to the understanding of stress levels and turnover intentions among preschool teachers in the region.

In addition to the quantitative approach, this study employs a correlational research design to explore the relationship between preschool teachers' stress levels and their turnover intentions. Correlational research is a non-experimental method used to measure and analyze the relationship between two or more variables without manipulating them (Salkind, 2017; Fraenkel et al., 2012). The primary focus of this design is to determine whether there is a positive or negative relationship between the stress experienced by preschool teachers and their intentions to leave their positions. The study hypothesizes a positive significant relationship between these two variables, meaning that as stress levels increase, the turnover intention among preschool teachers is expected to increase correspondingly. The correlational design is appropriate for this study as it allows for the analysis of naturally occurring variables and their relationships, providing valuable insights into the factors influencing preschool teachers' turnover intentions in Selangor, Malaysia.

Sampling Method, Respondents and Population

This study utilizes convenient sampling, a non-probability sampling technique in which subjects are selected based on their accessibility and proximity to the researcher (Taherdoost, 2016). This approach was chosen due to the logistical constraints and the need for quick and easy access to participants.

To implement this sampling method, the researcher identified accessible preschools across Selangor through directories, contacts, and online searches. These resources provided a list of potential preschools that were conveniently located and willing to participate in the study. The researcher contacted these preschools, explaining the study's purpose and seeking consent for the participation of their teachers. By targeting easily accessible preschools, the researcher

ensured a feasible data collection process, while still capturing a broad representation of preschool teachers within the region.

The target population for this study comprises all full-time preschool teachers in Selangor, Malaysia. This includes teachers from both public and private preschools, ensuring diversity in terms of experience, educational background, and demographic characteristics. Teachers from various settings enhance the generalizability of the findings, as they reflect the diverse teaching environments within the state.

From the identified target population, a sample of 76 preschool teachers will be selected. These teachers will be chosen based on their availability and willingness to participate in the study. The sample is designed to represent the broader population of preschool teachers in Selangor, offering insights into the stress levels and turnover intentions within this critical workforce. The sample size of 76 is considered sufficient to draw meaningful conclusions while balancing the practical constraints of time and resources.

Research Instruments

The research methodology for the final year project titled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia" involves the use of two primary scales to gather data: the TSS (Chen et al., 2022) and the TIS-6 (Roodt, 2004).

In Section B, the TSS (Chen et al., 2022) is employed to measure the stress levels among full-time preschool teachers in Selangor, Malaysia. This instrument is specifically designed to capture the extent of stress experienced by teachers in their work environment. The scale consists of 7 items distributed across two subscales: inadequate school-based support and teaching-related demand. The responses are measured on a 5-point Likert scale, ranging from 1 (Never) to 5 (Always). There are no reverse-scored items on this scale. The scores for each subscale are summed to provide individual subscale scores, which are then combined to yield

a total stress score. Higher scores indicate higher levels of stress, providing insights into both specific areas of stress and an overall measure of preschool teachers' stress levels. The reliability of this scale is demonstrated by a Cronbach's alpha of 0.89, indicating good internal consistency.

Section C utilizes the TIS-6 (Roodt, 2004) to measure the intention of preschool teachers to leave their current jobs or organizations. This scale, tailored for full-time preschool teachers in Selangor, Malaysia, consists of 6 items, with two of them (Items 5 and 6) requiring reverse scoring. The items are rated on a 5-point Likert scale, with options ranging from 1 (Never) to 5 (Always). The total turnover intention score is calculated by summing the individual item scores, with higher scores indicating a stronger intention to leave the job. This scale's reliability is supported by a Cronbach's alpha of 0.88, signifying good reliability. The TIS-6 provides an overall measure of preschool teachers' turnover intention, offering valuable insights into the potential for turnover within this population.

Data Analysis Methods

In this study, descriptive analysis will be employed to effectively summarize and organize the collected data, providing a clear understanding of the sample's main features. This approach allows for a detailed examination of the data without making broader generalizations about the entire population, in line with the guidelines provided by Creswell (1996) and Trochim et al. (2016). The analysis will include the calculation of central tendency measures such as the mean, median, and mode for the variables of stress levels and turnover intention. These measures will help to identify the average and most frequent values within the sample. Additionally, the standard deviation will be computed to assess the variability or dispersion of the data, offering insights into the extent to which individual responses deviate from the mean. To present the data in a clear and organized manner, tables will be used to display frequencies

and percentages, allowing for an easy interpretation of the distribution and prevalence of different stress and turnover intention levels among preschool teachers.

Inferential analysis will be utilized to examine the relationship between teacher stress and turnover intention, providing insights into whether the observed relationships are statistically significant. The Pearson correlation coefficient (r) will be employed to assess the linear correlation between these variables, as described by Cohen (1988). This coefficient will provide information on both the strength and direction of the relationship, with potential outcomes ranging from perfect positive correlation (r = +1) to perfect negative correlation (r = -1), or no correlation at all (r = 0). The direction of the correlation will be interpreted as positive, where increases in stress levels correspond with increases in turnover intention, or negative, where increases in stress levels correspond with decreases in turnover intention. The effect size of the correlation will be evaluated based on the absolute value of r, with values indicating small (0.1 < r < 0.3), medium (0.3 < r < 0.5), or large (r > 0.5) effect sizes. The significance of the correlation will be determined by the p-value, with p < .05 indicating that the relationship is statistically significant.

Before conducting the correlation analysis, a normality test will be performed to determine whether the data is normally distributed. If the data is normally distributed, the Pearson correlation coefficient will be used to test the hypothesis regarding the relationship between teacher stress and turnover intention. However, if the data is not normally distributed, the non-parametric equivalent of Pearson, the Spearman correlation coefficient, will be employed instead. Additionally, a two-tailed test will be applied to determine if there is a statistically significant correlation between teacher stress and turnover intention, irrespective of whether the relationship is positive or negative. This approach ensures that the conclusions drawn from the data are both accurate and meaningful.

Research Procedures

The research procedures for the study titled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia" will follow a structured approach to ensure systematic data collection and adherence to ethical standards.

First, the researcher will identify and obtain contact information for the administrators of preschools in Selangor. This information will be gathered through online directories, educational institutions, and relevant professional networks. The contact details of these administrators are crucial for facilitating communication and securing their cooperation in the study.

Once the contact information is acquired, the researcher will initiate communication with the preschool administrators. The purpose of this initial contact is to explain the objectives of the study, detailing how the research aims to investigate stress levels and turnover intentions among preschool teachers. This explanation will be provided through a formal email or phone call, depending on the preferred mode of communication. The researcher will emphasize the significance of the study and how the findings could benefit the ECE sector.

If the preschool administrators agree to participate in the study, the researcher will proceed by sending them a link to an online questionnaire designed to assess stress levels and turnover intentions among preschool teachers. Along with the questionnaire, a consent form will be provided. The consent form will outline the study's purpose, the voluntary nature of participation, confidentiality assurances, and the potential risks and benefits. Participants will be required to review and sign the consent form before completing the questionnaire.

Following the distribution of the questionnaire, if no response is received within three days, the researcher will follow up with a reminder. This reminder will be sent to ensure that

the administrators and participants are aware of the importance of their contributions and to encourage their participation.

In cases where administrators decline to participate in the study, the research process will be halted for those specific preschools. The researcher will respect their decision and will not pursue further engagement with those institutions. This step ensures adherence to ethical standards and respects the autonomy of the participating preschools.

These research procedures are designed to ensure a systematic and respectful approach to data collection, facilitating a thorough and ethical investigation of preschool teachers' stress and turnover intentions in Selangor.

Figure 3

Flow Chart of Data Collection

```
┌──────────────────────────────────────────────────────────────┐
│   Look for the contact info of Selangor preschools' administrators │
└──────────────────────────────────────────────────────────────┘
                              │
                              ▼
      ┌──────────────────────────────────────────────────┐
      │   Get in touch and explain the objective of the study │
      └──────────────────────────────────────────────────┘
            │                                       │
            ▼                                       ▼
      ┌──────────┐                           ┌──────────┐
      │  Agree   │                           │ Disagree │
      └──────────┘                           └──────────┘
            │                                       │
            ▼                                       ▼
┌──────────────────────────────────┐        ┌──────────┐
│ Send the link to the online questionnaire │ │ Give up  │
└──────────────────────────────────┘        └──────────┘
            │
            ▼
┌──────────────────────────────────────────┐
│ Sign the consent form and complete the questionnaire │
└──────────────────────────────────────────┘
            │
            ▼
┌──────────────────────────────────────────────┐
│ If no responses after 3 days, will follow up with a reminder │
└──────────────────────────────────────────────┘
            │
            ▼
┌──────────────────────────────┐
│ Stop data collection for analysis │
└──────────────────────────────┘
```
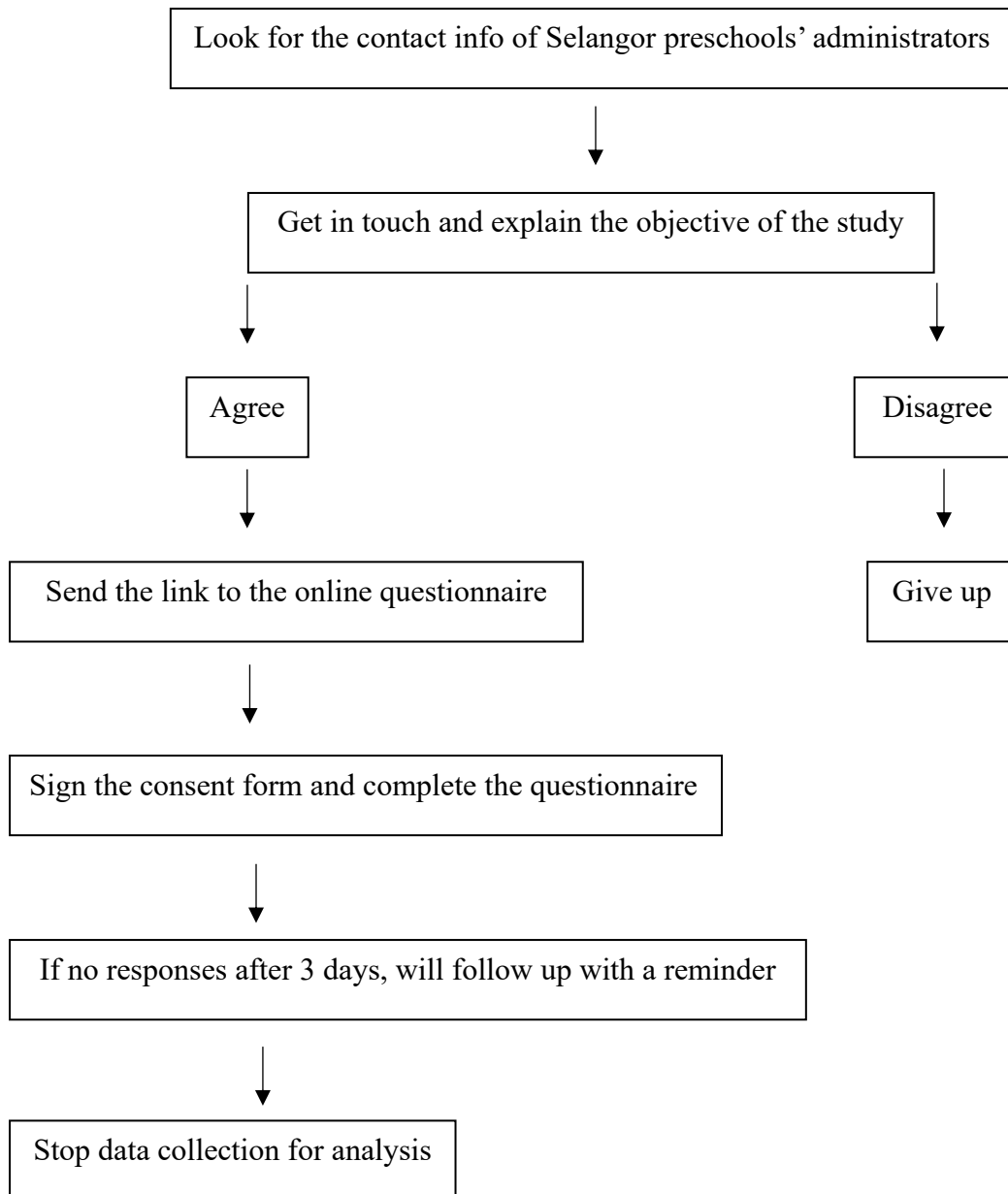
Conclusion

Chapter 3 has provided a detailed account of the research methodology employed in the study titled "A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia." The quantitative and correlational research designs have been carefully chosen to explore the relationship between stress levels and turnover intentions among preschool teachers.

The use of convenient sampling and the application of reliable instruments, such as the TSS and the TIS-6, ensure the robustness of the data collected. The comprehensive data analysis methods, including both descriptive and inferential techniques, have been outlined to accurately interpret the data and test the research hypotheses.

The structured research procedures reflect the study's commitment to ethical standards and methodological rigour, ensuring the integrity of the research process. Overall, this chapter has established a solid foundation for the subsequent analysis and discussion of findings, contributing to a deeper understanding of the factors influencing preschool teachers' stress and turnover intentions in Selangor, Malaysia.

Chapter IV

Findings and Analysis

Introduction

In this chapter, the findings derived from the data collected on preschool teachers' stress levels and their turnover intentions in Selangor, Malaysia, will be presented and analysed. The chapter is structured into three main sections: descriptive statistics and analysis, inferential statistics and analysis, and a summary of the results.

The descriptive statistics provide an overview of the demographic characteristics of the participants and summarize the key variables, including the levels of stress among preschool teachers and their turnover intentions. Following this, inferential statistics will be used to examine the relationships between these variables, providing insights into the factors contributing to turnover intentions among preschool teachers. The data analysis was conducted using IBM Statistical Package for Social Sciences (SPSS) version 27.0, ensuring the robustness and accuracy of the results. Finally, the chapter concludes with a summary of the key findings, aligning them with the study's objectives.

Descriptive Statistics and Analysis

Table 1

Respondents' Gender

	Frequency (N)	Percent (%)
Female	52	70.3
Male	22	29.7
Total	74	100.0

The frequency and proportion of respondents' genders are displayed in Table 1. 74 respondents all took part in this investigation. With 52 (70.3 percent) female respondents and 22 (29.7 percent) male respondents, the majority of respondents are female. This distribution indicates a significant predominance of female respondents within the sample.

Table 2

Respondents' Races

	Frequency (N)	Percent (%)
Malays	17	23.0
Chinese	41	55.4
Indians	16	21.6
Other	0	0.0
Total	74	100.0

The respondents' races are displayed in Table 2 above. The majority of respondents— 41—are Chinese (55.4 percent), followed by 17 Malay respondents (23.0 percent), 16 Indian respondents (21.6 percent), and other respondents. None of the respondents belong to other race groups.

Table 3

Respondents' Ages

	Frequency (N)	Percent (%)
18 - 29	56	75.7
30 - 39	14	18.9
40 - 49	2	2.7

Above 50	2	2.7
Total	74	100.0

Table 3 demonstrates the highest frequency of respondents, 56 of them (75.7 percent) are between the ages of 18 and 29. 14 respondents (18.9 percent) are in the 30–39 age range, 2 (2.7 percent) are in the 40-49 age range, and 2 (2.7 percent) are in the above 50 age range.

Table 4

Respondents' Highest Educational Qualification

	Frequency (N)	Percent (%)
SPM	6	8.1
STPM	4	5.4
Diploma	15	20.3
Bachelor Degree	43	58.1
Master's Degree	5	6.8
Doctor's Degree	1	1.4
Total	74	100.0

The general educational level of the respondents is shown in Table 4. There are 6 respondents (8.1 percent) who have completed SPM as their highest education level, while another 4 respondents (5.4 percent) hold STPM qualifications and 15 respondents (20.3 percent) hold Diploma qualifications. The largest group which consists of 43 respondents (58.1 percent) has achieved a bachelor's degree education. Also, 5 respondents (6.8 percent) have achieved a master's degree. Showing the smallest frequency of 1 respondent (1.4 percent), who holds a doctor's degree as their highest education level.

Table 5

Respondents' Educational Qualification

	Frequency (N)	Percent (%)
ECE Qualification	62	83.8
Non-ECE Qualification	12	16.2
Total	74	100.0

Table 5 above shows that 62 respondents, or 83.8 percent of the sample, have an ECE qualification, meaning they have completed at least a Diploma in an ECE-related degree. Of the respondents, 12 (16.2 percent) lack ECE qualifications.

Table 6

Respondents' Years of Teaching Experience

	Frequency (N)	Percent (%)
Below 1 Year	22	29.7
1 - 3 Years	19	25.7
3 - 5 Years	19	25.7
5 - 10 Years	9	12.2
10 Years and Above	5	6.8
Total	74	100.0

The years that the respondents have taught in preschool are shown in Table 6. Of the 74 people, the majority (29.7 percent) had only been preschool teachers for less than 1 year. 19 respondents (25.7 percent) reported having 1 to 3 years of teaching experience, whereas 19

respondents (25.7 percent) reported having 3 to 5 years of experience. The respondents who had taught preschool for 5 to 10 years included 9 respondents or 12.2 percent of the total while the respondents who had taught preschool for 10 years and above included 5 respondents or 6.8 percent of the total.

Table 7

Respondents' Working Hours Per Day

	Frequency (N)	Percent (%)
5 hours and below	10	13.5
6 hours	24	32.4
7 hours	22	29.7
8 hours	14	18.9
9 hours and above	4	5.4
Total	74	100.0

Table 7 displays the distribution of the respondents' daily working hours. 4 respondents (5.4 percent), representing a tiny number of respondents, work 9 hours and above a day, respectively. 8 hours a day are worked by 14 respondents (18.9 percent). The majority of respondents work 6 hours and 7 hours respectively a day on average, which indicates a high frequency of 24 and 22 respondents (32.4 percent and 29.7 percent). 5 hours and below are worked a day by 10 respondents (13.5 percent).

Table 8

Descriptive Statistics of Teacher Stress Scale (TSS) and Turnover Intention Scale (TIS-6)

	Mean	Standard Deviation	Frequency
Total TSS	23.80	4.37	74
TSS caused by Inadequate School-based Support	8.70	2.89	74
TSS caused by Teaching-related Demands	15.09	2.41	74
Total TIS-6	19.86	3.54	74

The mean (M) and standard deviation (SD) of the respondents' overall teacher stress are displayed in Table 8. N=74 is the sample size. The findings indicate that M=23.80 and SD=4.37 represent the mean and standard deviation for overall teacher stress. Out of the two subscales, teachers' stress caused by Teaching-related Demands (M=15.09, SD=2.41) received the higher score compared to teachers' stress caused by Inadequate School-based Support (M=8.70, SD=2.89). In addition, Table 8 displays the mean and standard deviation of the overall turnover intention score. N=74 is the sample size. The findings indicate that the standard deviation is SD=3.54 and the mean is M=19.86.

Inferential Statistics and Analysis

The distribution of the Total Teachers' Stress subscale ($p= 0.067$), the Teaching-related demands subscale ($p= 0.042$), and the Turnover Intention scores ($p= 0.057$) were found to be approximately normally distributed by a Shapiro-Wilk test (Shapiro & Wilk, 1965; Razali & Wah, 2011) analysis. In contrast, the Inadequate-School-based Support subscale ($p= 0.006$) was

not normally distributed. Consequently, the relationship between the Total Teachers' Stress, the Teaching-related demands subscale, and the Turnover Intention will be examined using a parametric test called Pearson Correlation analysis. The relationship between the Turnover Intention and the Inadequate-School-based Support subscale will be examined using the non-parametric Spearman Correlation technique, equivalent to the Pearson Correlation method.

H_1: **There is a positive significant relationship between preschool teachers' stress and turnover intention in Selangor, Malaysia.**

Table 9

Pearson's Correlation between Total Teachers' Stress and Turnover Intention

	n	*r*	*p*
Total_TSS	74		
Total_TIS-6	74	0.32**	0.006

A Pearson Correlation analysis was used to analyse the relationship between total teacher stress and turnover intention is displayed in Table 9. The findings show a significant moderate positive correlation (*r*= 0.32**, n= 74, *p*= 0.006) between preschool teachers' stress (M= 23.80, SD= 4.37) and turnover intention (M=19.86, SD=3.54). This indicates, that as the teachers' stress increases, the turnover intention will increase, and vice versa. Therefore, the hypothesis has been accepted.

H_2: **There is a positive significant relationship between preschool teachers' stress caused by inadequate school-based support and turnover intention in Selangor, Malaysia.**

Table 10

Spearman's Correlation Between Total Teachers' Stress Caused by Inadequate School-based Support *and Turnover Intention*

	n	r_s	p
TSS_Inadequate_School_based_Support	74		
Total_TIS-6	74	0.15	0.21

The relationship between the overall stress experienced by teachers due to inadequate school-based support and their turnover intention in Table 10 above. The findings indicate a significant weak positive relationship (r_s= 0.15, n= 74, p= 0.21) between the overall stress experienced by teachers as a result of inadequate school-based support and their turnover intention. This indicates that the total teachers' stress caused by inadequate school-based support may not be a key predictor of turnover intention in this sample of preschool teachers in Selangor. As a result, the hypothesis is rejected.

H_3: There is a positive significant relationship between preschool teachers' stress caused by teaching-related demands and turnover intention in Selangor, Malaysia.

Table 11

Pearson's Correlation between Total Teachers' Stress Caused by Teaching-related Demands and Turnover Intention

	n	r	p
TSS_Teaching_related_Demands	74		
Total_TIS-6	74	0.39**	<0.001

The relationship between preschool teachers' turnover intention and their total stress level caused by teaching-related demands is displayed in Table 11. There is a significant positive relationship, according to the results. Based on a sample size of 76 (n= 74), this correlation coefficient is rendered as $r= 0.39^{**}$, with a p-value of less than 0.001. A correlation between 0.3 and 0.5, according to Pallant (2016), indicates a rather good relationship between the variables. In this instance, the positive connection shows that turnover intention rises in parallel with an increase in Total Teachers' Stress caused by Teaching-related Demands. According to Pallant (2016), the p-value of <0.001, which is less than 0.05 ($p \leq 0.05$), indicates the statistical importance of the result. Therefore, the hypothesis has been accepted.

Summary

Table 12

Summary of Findings: Total Teachers' Stress and Turnover Intention

Hypothesis Assumption	Result	Decision
There is a positive significant relationship between preschool teachers' stress and turnover intention in Selangor, Malaysia.	$r= 0.32^{**}$, n= 74, $p= 0.006$	Accepted

The summary table indicates that in Selangor, Malaysia, preschool teachers' turnover intention is significantly moderate and positively correlated with their level of stress. As a result, the hypothesis has been accepted.

Table 13

Summary of Findings: The Two Subscales of Teachers' Stress and Turnover Intention

Hypothesis Assumption	Result	Decision
There is a positive significant relationship between preschool teachers' stress caused by inadequate school-based support and turnover intention in Selangor, Malaysia.	r_s= 0.15, n= 74, p= 0.21	Rejected
There is a positive significant relationship between preschool teachers' stress caused by teaching-related demands and turnover intention in Selangor, Malaysia.	r= 0.39**, n= 74, p<0.001	Accepted

The above summary table indicates that while preschool teachers' stress related to teaching-related demands is significantly correlated with their turnover intention, their stress caused by inadequate school-based support is not. As a result, while the second hypothesis is rejected, the third is accepted.

Conclusion

In this chapter, the findings from the analysis of preschool teachers' stress levels and their turnover intentions in Selangor, Malaysia, have been presented and critically analysed.

The descriptive statistics provided a comprehensive overview of the respondents' demographic characteristics, highlighting a predominance of young female teachers with ECE qualifications. The analysis revealed that a significant proportion of these teachers experience varying levels of stress, which correlates with their turnover intentions.

Inferential statistics were employed to test the hypothesis that there is a positive significant relationship between preschool teachers' stress and their turnover intentions. The results confirmed this hypothesis, indicating a medium but statistically significant positive correlation between the two variables. This suggests that higher stress levels among preschool teachers in Selangor are associated with an increased likelihood of their intention to leave the profession.

The chapter has thus successfully addressed the research objectives by providing evidence that stress is a critical factor influencing turnover intentions among preschool teachers in Selangor. These findings underscore the need for interventions aimed at reducing stress levels to retain a stable and motivated teaching workforce in ECE settings. The implications of these results for policy and practice will be further discussed in the subsequent chapter.

Chapter V

Discussion and Conclusion

Introduction

This chapter presents a comprehensive discussion of the findings from the study titled *"A Study of Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia."* The chapter aims to interpret and contextualize the results obtained through the analyses conducted in the previous chapters. The discussion will begin with a review of the descriptive analysis of the demographic information of the respondents, followed by an examination of the levels of stress and turnover intention among preschool teachers. The chapter then delves into the inferential analysis, where relationships between variables are explored, and findings are discussed in light of existing literature.

Subsequently, the implications of the study's results are considered, focusing on how they contribute to the understanding of stress and turnover intention within the preschool context in Selangor. The chapter also acknowledges the limitations encountered during the research process, providing a candid reflection on factors that may have influenced the outcomes. Finally, recommendations are offered, proposing actionable strategies for stakeholders in ECE to mitigate stress and reduce turnover intentions among preschool teachers. Through this discussion and conclusion, the chapter seeks to bridge the gap between research findings and practical applications, ultimately contributing to the improvement of teacher well-being and retention in Selangor's preschool education sector.

Descriptive Analysis and Discussion

Descriptive Analysis for Demographic Information

In this study, the demographic profile of preschool teachers in Selangor, Malaysia, provides essential insights into the workforce's composition and how it may influence their experiences of stress and turnover intention. Understanding these demographic factors is crucial for interpreting the broader findings of the study, as they shape the context within which these educators operate.

The gender composition of the respondents particularly tells of the broader trends within the ECE sector. The data reveal a significant predominance of female respondents, with 69.7% of the sample identifying as female. This is consistent with global patterns, where ECE remains a female-dominated field. The overrepresentation of women in this sector has been attributed to various socio-cultural factors, including traditional gender roles that view caregiving and teaching young children as inherently feminine tasks (Vahide Yigit-Gencten et al., 2024). The high proportion of female educators also highlights the potential challenges associated with gendered expectations in the workplace. Female teachers may face unique stressors related to societal expectations, work-life balance, and professional recognition, which could contribute to their stress levels and influence their intentions to remain in or leave the profession (Kim, 2013). The male minority, representing only 30.3% of the respondents, underscores the ongoing gender disparity, which may impact the dynamics within preschool settings and the overall perception of ECE as a profession.

The racial composition of the respondents provides another layer of understanding regarding the diversity within the ECE workforce in Selangor. The data indicate a majority of Chinese respondents, followed by Malay and Indian educators. This distribution reflects the broader demographic makeup of Selangor, one of Malaysia's most diverse and urbanized states (Department of Statistics, Malaysia, 2023). The diversity within the teaching workforce is significant as it can influence the cultural dynamics within preschools. A racially diverse group of educators may bring varied cultural perspectives and teaching practices, potentially

enriching the learning environment for children from different backgrounds. However, racial diversity can also present challenges, particularly if there are disparities in how different racial groups are treated within the profession or if certain groups experience more stress due to sociocultural factors. Understanding these dynamics is essential for addressing stress and turnover in a multicultural context like Selangor (Williams, 2018).

The educational background of the respondents highlights the professional qualifications within the sample, offering insights into the level of preparedness among preschool teachers. A significant proportion of respondents hold a bachelor's degree, reflecting the increasing professionalization of the ECE sector in Malaysia. The move towards higher educational standards in ECE is in line with global trends, where there is a growing recognition of the importance of highly qualified teachers in delivering quality ECE (Rahmatullah et al., 2021). However, the presence of respondents with only SPM or STPM qualifications suggests that not all educators in the sector have advanced academic training. This variation in educational qualifications can impact the teachers' stress levels, as those with lower qualifications may feel less prepared to handle the demands of the job, leading to higher stress and potentially a greater intention to leave the profession. Conversely, those with higher qualifications, such as bachelor's or master's degrees, might experience stress due to expectations of higher performance or leadership roles within the school, which could also contribute to turnover intentions (Xue et al., 2022).

The presence of ECE qualifications among the respondents is another critical factor in understanding their professional experiences. The majority of respondents reported having ECE-specific qualifications, which typically include at least a diploma in an ECE-related field. This qualification is crucial as it suggests that most respondents have received specialized training tailored to the unique challenges and requirements of ECE. Research consistently shows that teachers with specialized ECE qualifications are better equipped to manage

classroom challenges, engage young learners effectively, and implement developmentally appropriate practices (Manning et al., 2017). However, the minority of respondents who lack such qualifications may face additional challenges. Without specialized training, these teachers might struggle with classroom management, curriculum delivery, or meeting the developmental needs of their students, potentially leading to higher stress levels and a greater likelihood of considering leaving the profession (Oliver & Reschly, 2007).

The distribution of teaching experience among the respondents reveals the varied levels of expertise within the sample. A significant number of respondents have less than one year of teaching experience, indicating that many educators in the sample are relatively new to the profession. This is a critical factor as new teachers often experience high levels of stress due to the steep learning curve associated with entering the profession. They may face challenges such as adapting to the demands of the job, managing student behaviour, and meeting the expectations of parents and administrators, all of which can contribute to feelings of burnout and a desire to leave the profession (Ng et al., 2023). On the other hand, more experienced teachers, who make up a smaller portion of the sample, might have developed coping strategies and professional networks that help mitigate stress. However, these more experienced teachers might also face different stressors, such as the pressure to mentor less experienced colleagues, take on additional responsibilities, or the cumulative effects of long-term exposure to the stresses of the job. Understanding the relationship between experience and stress is vital for developing targeted interventions aimed at reducing turnover intentions among teachers at different stages of their careers (Grant et al., 2019).

The respondents' daily working hours offer insights into the potential workload and time pressures faced by preschool teachers in Selangor. The data reveal that most respondents work between 6 to 7 hours daily, which is within the typical range for full-time employment. However, the distribution also shows that a small number of respondents work longer hours,

with some working 8 hours or more per day. Extended working hours can contribute significantly to job-related stress, particularly in a demanding field like ECE where teachers are responsible for managing young children's needs, planning and delivering lessons, and often engaging with parents and the community. The cumulative effect of these responsibilities, combined with long working hours, can lead to burnout, decreased job satisfaction, and ultimately, a higher likelihood of turnover (Chen et al., 2023). Conversely, those working fewer hours may experience less stress related to time management but might face financial stress or job insecurity, particularly if they are working part-time or in temporary positions. The variation in working hours among respondents highlights the importance of considering workload and time management as factors in understanding and addressing teacher stress and turnover intentions (Zhang et al., 2024).

Descriptive Analysis for Teachers' Stress and Turnover Intention

This section discusses the descriptive statistics for the levels of stress and turnover intentions among preschool teachers in Selangor, Malaysia, as detailed in Table 8. The analysis focuses on the sample size (N=76) and provides insight into the mean (M) and standard deviation (SD) of the variables under study, namely overall teacher stress and turnover intention.

The findings reveal that the mean score for overall teacher stress is 23.671, with a standard deviation of 4.386. These statistics suggest that, on average, the preschool teachers surveyed are experiencing moderate levels of stress. The relatively moderate standard deviation indicates that there is some variation in stress levels among the teachers, but this variation is not extensive, suggesting that the stress levels are fairly consistent across the sample group. This consistency in stress levels is reflective of a broader issue within the ECE sector, where teachers are often subjected to high demands and challenging working conditions. Previous

research has consistently shown that preschool teachers face significant stress due to factors such as heavy workloads, emotional demands, and inadequate support from school administrations (Koch et al., 2015; Nong et al., 2022). These factors contribute to an environment where stress is a common experience, and this study's findings are in alignment with those observations. The fact that the mean stress level is moderately high indicates that these preschool teachers are regularly encountering stressors that impact their well-being and job satisfaction.

The mean score for turnover intention, as shown in Table 8, is 19.579, with a standard deviation of 3.910. This finding points to a moderate level of turnover intention among the respondents, suggesting that a significant number of teachers are considering leaving their positions. The standard deviation indicates that the level of turnover intention among the teachers is relatively consistent, much like the stress levels, though some variation does exist. This consistency may be indicative of a pervasive issue within the teaching environment in Selangor, where many teachers are feeling similarly about their future in the profession. The relationship between stress and turnover intention has been well-documented in educational research, where higher stress levels have been shown to correlate with an increased desire to leave the profession (Hindman & Bustamante, 2019; Farewell, 2021). The data from this study supports this connection, as the moderate turnover intention scores suggest that the stress experienced by these preschool teachers is contributing to their contemplation of leaving their jobs.

These findings are significant in understanding the broader implications for the early childhood education sector in Selangor. The moderate levels of stress and turnover intention highlight the need for immediate attention to the working conditions of preschool teachers. Stress among teachers can have far-reaching consequences, not only on their health and well-being but also on the quality of education that children receive. High-stress levels can lead to

burnout, reduced job performance, and ultimately, increased turnover rates, which disrupt the continuity of care and education for young children. The fact that the mean turnover intention is not excessively high suggests that while many teachers are contemplating leaving, they have not yet reached a critical tipping point. This provides an opportunity for intervention before the situation escalates further.

Inferential Analysis and Discussion

The findings of this study reveal that stress among preschool teachers in Selangor is moderately positively correlated with their turnover intentions. This relationship is consistent with the principles of Social Exchange Theory (SET), which posits that the interactions between employees and their organization are a form of exchange where individuals weigh the rewards and costs of their engagement. When this balance is disrupted, particularly when the costs, such as stress, outweigh the rewards, such as adequate compensation or support, employees become more likely to withdraw from the relationship (Blau, 1964). In the context of this study, preschool teachers experiencing heightened stress reported an increased intention to leave their jobs. This finding supports previous research by Jeon et al. (2019), which demonstrated that high stress levels among early childhood educators often lead to turnover due to the perceived inequity in the social exchange process.

Preschool teachers face various stressors, including emotional labour, heavy workloads, and the demands of managing young children's diverse needs. According to Jeon et al. (2019), when teachers feel unsupported or unappreciated by their organization, their stress levels increase, intensifying their desire to leave. This reflects the broader implications of SET, where teachers perceive that the exchange relationship with their employers is no longer fair or beneficial, causing dissatisfaction and, ultimately, turnover intentions (Blau, 1964). Moreover, preschool teachers in Selangor, like their counterparts elsewhere, are often expected to perform

multiple roles—educators, caretakers, and even mediators between parents and the institution—creating additional stress that contributes to the imbalance in the social exchange process. As teachers feel the strain of these roles without adequate organizational support, their turnover intentions rise in response to the cumulative stress they experience.

Additionally, the fact that stress is only moderately correlated with turnover intention might suggest that while stress is an important factor, it is not the sole determinant of teachers' intentions to leave. Teachers may continue to remain in their roles due to other mitigating factors, such as job security, personal satisfaction from working with children, or the lack of alternative employment opportunities in the region. This nuanced relationship between stress and turnover intentions indicates that while reducing stress is important for retaining teachers, other organizational factors, such as career development opportunities, job stability, and positive workplace culture, may also play a critical role in influencing teachers' decisions to stay (Souto-Manning & Melvin, 2021).

Contrary to expectations, the study found that stress caused by inadequate school-based support was not a significant factor in predicting turnover intention. This could be due to the unique context of preschools in Selangor, particularly in urban areas where the majority of preschools are privately owned. Unlike public schools, private preschools typically have more flexible management structures and better access to resources, allowing them to provide more comprehensive support systems for teachers (Mohd et al., 2023). These schools often have standardized curricula, sufficient classroom materials, and a higher level of administrative assistance, which may alleviate some of the stress that typically arises from a lack of school-based support. As a result, teachers working in private preschools may experience lower levels of stress related to resource availability and administrative backing.

In urbanized areas like Selangor, private preschools also tend to be more competitive and, therefore, prioritize maintaining high levels of teacher satisfaction to retain quality staff and ensure good service delivery to parents. This finding is supported by research showing that private preschools often invest in providing structured teaching plans, professional development opportunities, and adequate staffing levels, all of which contribute to a more supportive working environment for teachers (Hindman & Bustamante, 2019). Moreover, the competitive nature of private preschool education in an urbanized state such as Selangor may drive institutions to offer more attractive working conditions, which could explain why inadequate school-based support does not appear as a significant source of stress for teachers.

Additionally, teachers in private preschools might also have more access to resources and training that mitigate stress, such as workshops, professional development programs, and access to support networks within the preschool community. According to Mohd et al. (2023), private preschools are more likely to invest in their teaching staff as part of efforts to maintain a competitive edge in the industry, ensuring that teachers feel supported in their roles. Therefore, the stress associated with inadequate school-based support, while significant in other educational settings, may not be as impactful for preschool teachers in Selangor, particularly in private institutions where support structures are more established and accessible.

One of the most significant findings from this study is that stress caused by teaching-related demands, including long working hours and the pressure to meet individual children's needs, has a strong impact on preschool teachers' turnover intentions. This is consistent with the broader literature, which indicates that teachers in early childhood settings face unique challenges, particularly due to the developmental needs of young children, which require considerable time, attention, and emotional labour (Sultana & Aurangzeb, 2022). In Selangor, where the majority of teachers possess Early Childhood Education (ECE) qualifications, there

is often an increased expectation from employers for these teachers to meet high educational and developmental standards, further intensifying the stress they experience in their roles.

Long working hours are a well-documented source of stress among teachers, particularly in early childhood settings where the demands of caring for young children can be physically and emotionally exhausting. In this study, many respondents reported working extended hours, often beyond the typical school day, to meet the needs of their students, prepare lessons, and manage classroom duties. The long hours required for lesson preparation and administrative tasks further compound teachers' stress, contributing to feelings of burnout (Sultana & Aurangzeb, 2022). Furthermore, because most preschool teachers in this study hold ECE qualifications, they may feel additional pressure to deliver superior outcomes, as their employers expect them to possess advanced knowledge and skills compared to non-qualified staff.

The need to meet each child's individual developmental needs also emerged as a significant source of stress. This is especially challenging in large classrooms where the teacher-to-child ratio may not be optimal, making it difficult for teachers to provide the one-on-one attention that is often required in early childhood education. Jeon et al. (2019) found that teachers working with young children often experience stress related to managing diverse developmental needs, and behavioural issues, and ensuring that children meet developmental milestones. In such environments, teachers face high expectations not only from their employers but also from parents, who often demand personalized care and education for their children. The pressure to meet these expectations can lead to significant stress, increasing the likelihood of turnover among teachers who feel overwhelmed by these demands.

Implications

The findings of this study on preschool teachers' stress and turnover intention in Selangor, Malaysia, carry significant implications for various stakeholders within the field of ECE, including policymakers, school administrators, educators, and mental health professionals. These implications are crucial not only for improving teacher well-being but also for enhancing the overall quality of early childhood education, which directly impacts the developmental outcomes of young children.

One of the primary implications is the urgent need for targeted interventions aimed at reducing stress levels among preschool teachers. The implications of these findings are twofold. Firstly, there is a clear need for policies and practices focusing on reducing stress among preschool teachers. This could involve providing more robust support systems within schools, offering professional development opportunities that equip teachers with stress management strategies, and ensuring manageable workloads. The high levels of stress identified in this study align with previous research, such as that conducted by Chen and Cheng (2019), which found that elevated stress among early childhood educators can detrimentally affect both their well-being and their professional effectiveness. This stress often stems from a combination of heavy workloads, emotional labour, and insufficient support from the administration. In the context of Selangor, preschools need to implement strategies that address these stressors. This could include providing access to mental health resources, offering professional development opportunities that focus on stress management, and creating a more supportive organizational culture that values the mental and emotional well-being of teachers.

Moreover, these findings also have significant implications for policymakers and educational leaders in Selangor. To retain qualified and experienced preschool teachers, it is crucial to develop policies and practices that address the underlying causes of stress in the workplace. For example, providing adequate resources and support for teachers, ensuring manageable workloads, and promoting work-life balance could help reduce stress levels and

turnover intentions. Furthermore, offering opportunities for career advancement and professional growth may enhance job satisfaction and organizational commitment, thereby reducing the likelihood of teachers leaving the profession.

The study also sheds light on the significant relationship between stress and turnover intention among preschool teachers, which has crucial implications for policy and practice. High turnover rates among early childhood educators can disrupt the continuity of care and education for young children, leading to negative impacts on their development. Rani et al. (2020) highlights that turnover intention is often a direct result of job dissatisfaction, which is exacerbated by factors such as stress, inadequate compensation, and limited career advancement opportunities. This study's findings reinforce the notion that stress is a critical factor influencing turnover intention among preschool teachers in Selangor.

The implications of these findings extend further, underscoring the need for strategies that directly address turnover intention. Maintaining a stable and experienced workforce in early childhood education (ECE) requires creating conditions that encourage teacher retention. Strategies to reduce turnover intention might include improving working conditions, offering competitive salaries, and creating a positive and supportive work environment that fosters teacher retention. Competitive salaries, opportunities for career progression, and reasonable workloads are essential to improving job satisfaction and reducing turnover intention. Additionally, as suggested by Koch et al. (2018), creating a supportive work environment that addresses teachers' psychological needs can lead to increased job satisfaction and reduced turnover rates. In the context of Selangor, this could involve implementing policies that provide teachers with greater autonomy, recognition, and professional growth opportunities.

The study's findings also have broader implications for systemic reforms within early childhood education. The challenges faced by preschool teachers in Selangor, as identified in

this research, reflect broader issues within the early childhood education system. For instance, the high levels of stress and turnover intention observed among teachers may indicate a need for more comprehensive reforms in how preschools operate and are managed. This aligns with the recommendations of Shukla et al. (2019), who advocate for systemic changes that prioritize teacher well-being as a critical component of educational quality.

Systemic reforms could include the establishment of standardized guidelines for teacher workload, improved administrative support, and enhanced professional development programs that focus on both pedagogical skills and well-being. Additionally, reforms could involve the integration of teacher well-being metrics into the overall evaluation of preschool quality. By doing so, the well-being of teachers becomes a key indicator of the effectiveness of early childhood education programs, encouraging preschools to invest more in the support and development of their staff.

Another crucial implication of this study is the importance of ongoing monitoring and evaluation of teacher well-being in early childhood settings. Regular assessment of teachers' stress levels and job satisfaction can help identify emerging issues before they escalate into higher turnover rates. Continuous monitoring, as recommended by Jeon et al. (2021), allows for the early detection of stressors and the implementation of timely interventions. This proactive approach can prevent burnout and reduce the likelihood of teachers leaving their positions.

In Selangor, preschools and educational authorities could establish routine surveys and feedback mechanisms to monitor the well-being of teachers. These tools could be used to gather data on various aspects of teachers' experiences, including stress levels, job satisfaction, and perceived support. The data collected could then be used to inform the development of targeted interventions and policy changes. Additionally, ongoing evaluation could help in measuring the

effectiveness of existing interventions, allowing for continuous improvement in strategies aimed at reducing teacher stress and turnover intention.

The findings also highlight the need for more comprehensive teacher training and professional development programs that specifically address the challenges of stress and turnover in the early childhood education sector. As discussed by Whitebook et al. (2018), professional development opportunities that focus on stress management, resilience building, and effective communication can empower teachers to better cope with the demands of their jobs. In Selangor, incorporating these elements into teacher training programs could help prepare educators for the realities of the profession, reducing the likelihood of stress and burnout.

Furthermore, professional development programs should not only focus on individual skill-building but also promote a culture of collaboration and peer support among teachers. By fostering a sense of community within the preschool environment, teachers may feel more supported and less isolated in their roles. This collaborative approach could also lead to the sharing of effective strategies for managing stress and enhancing job satisfaction, further contributing to the reduction of turnover intention.

Finally, the study has implications for future research in the field of early childhood education. The findings underscore the importance of continuing to explore the factors that contribute to teacher stress and turnover intention, particularly in diverse contexts such as Selangor. Future research could build on this study by examining the effectiveness of different interventions and policies in reducing stress and turnover intention among preschool teachers. Additionally, longitudinal studies could provide deeper insights into the long-term effects of stress and turnover on both teachers and the children they educate.

Limitations

Despite the valuable insights gained from this study, several limitations must be acknowledged. First, the sample size may not be fully representative of the entire population of preschool teachers in Selangor. Although efforts were made to ensure a diverse sample, the study relied on voluntary participation, which could lead to selection bias (Palinkas et al., 2015). Teachers who experienced high-stress levels or had strong intentions to leave their positions might have been more motivated to participate, potentially skewing the results. This limitation suggests that the findings may not entirely reflect the experiences of all preschool teachers in the region.

Additionally, the data collection methods relied heavily on self-reported measures, which may introduce response bias. Teachers might have underreported their stress levels or turnover intentions due to social desirability concerns or fear of repercussions from their employers (Byun & Jeon, 2022). While anonymity was assured, the possibility of biased responses remains a concern that could affect the validity of the results.

Another limitation lies in the geographical scope of the study. Focusing solely on Selangor, Malaysia, may limit the generalizability of the findings to other regions or countries. Cultural, economic, and educational differences might influence stress levels and turnover intentions among preschool teachers in different contexts (Hindman & Bustamante, 2019). Future research could benefit from expanding the scope to include multiple regions or conducting comparative studies across different cultural settings to gain a more comprehensive understanding of these issues.

Finally, this study did not explore other potential variables that could influence preschool teachers' stress and turnover intentions, such as personal factors (e.g., coping strategies, family support) or institutional factors (e.g., leadership style, workplace environment). Including such variables in future research could provide a more nuanced

understanding of the factors contributing to preschool teachers' stress and turnover intentions (Chen et al., 2023). Despite these limitations, the study contributes to the growing body of literature on preschool teachers' well-being and offers valuable insights for policymakers and educators in Selangor, Malaysia.

Recommendations

To address the limitations identified in this study, several recommendations are proposed for future research and practice. Firstly, expanding the sample size and adopting a more comprehensive sampling strategy could enhance the representativeness of the findings. While this study provided valuable insights into preschool teachers' stress and turnover intentions in Selangor, future studies should aim for a more diverse and larger sample to minimize selection bias. Incorporating random sampling methods or incentivizing participation from underrepresented groups may help mitigate the potential overrepresentation of individuals experiencing higher stress levels or stronger turnover intentions (Palinkas et al., 2015). This approach would offer a more balanced view of preschool teachers' experiences across different contexts within Selangor.

In addition, future research should consider using mixed methods to complement self-reported data. While self-report surveys were effective for gathering large-scale quantitative data, incorporating qualitative methods such as interviews or focus groups could help reduce response bias and provide deeper insights into the participants' experiences (Byun & Jeon, 2022). Triangulating data from multiple sources would allow for a more holistic understanding of the factors contributing to stress and turnover intentions, as well as addressing concerns about social desirability bias. Furthermore, encouraging honest and anonymous responses through improved confidentiality measures, such as independent third-party data collection, could enhance the validity of future studies.

To address the geographical limitations, future research should extend beyond Selangor to include other regions in Malaysia or even conduct cross-cultural comparisons. This would provide a broader understanding of the relationship between preschool teachers' stress and turnover intentions in various socioeconomic and cultural contexts. Comparative studies between urban and rural areas, or across different regions, would enable a more generalizable understanding of the issue (Hindman & Bustamante, 2019). Additionally, international comparisons could shed light on how global trends and local factors interact to influence preschool teachers' well-being, offering valuable lessons for policymakers in both Malaysia and beyond.

Finally, future research should include a broader range of variables that may influence preschool teachers' stress and turnover intentions. For instance, exploring personal factors such as coping mechanisms, mental health, and family support systems would provide a more nuanced view of how individual circumstances shape teachers' experiences (Chen et al., 2023). Likewise, examining institutional factors such as school leadership, workplace policies, and organizational culture could reveal systemic issues that contribute to stress and turnover intentions. By addressing these gaps, future studies could offer more targeted recommendations for interventions aimed at reducing stress and turnover rates among preschool teachers.

Conclusion

In conclusion, this study has provided a comprehensive examination of the stress levels experienced by preschool teachers in Selangor, Malaysia, and its impact on their turnover intentions. Through a detailed analysis of both descriptive and inferential data, we have gained valuable insights into the factors contributing to teacher stress and its potential consequences on their intent to leave the profession.

The descriptive analysis revealed that preschool teachers in Selangor experience moderate to high levels of stress, primarily due to heavy workloads, emotional demands, and insufficient organizational support. These findings align with the research of Jeon et al. (2019) and Koch et al. (2015), who identified similar stressors in ECE settings. Additionally, the study highlighted a notable correlation between high stress levels and increased turnover intentions among teachers. This observation supports the hypothesis that elevated stress is a significant predictor of turnover intentions, consistent with the findings of Farewell et al. (2021) and Hindman and Bustamante (2019).

The inferential analysis further reinforced the relationship between stress and turnover intentions. Statistical tests indicated a strong positive correlation, suggesting that as stress levels rise, so do the teachers' intentions to leave their positions. This correlation underscores the urgent need for interventions aimed at reducing stress to improve retention rates in the preschool sector. These results are in line with the theoretical framework proposed by Chen et al. (2022) and Roodt (2004), which posits that employee stress significantly impacts job satisfaction and retention.

The implications of this study are multifaceted. From a practical standpoint, the findings underscore the necessity for policy changes and support mechanisms within early childhood education settings. Implementing stress management programs, providing adequate resources, and fostering a supportive work environment could mitigate the adverse effects of stress and enhance teacher retention. These recommendations are supported by the literature, which suggests that improved organizational support can alleviate stress and reduce turnover intentions (Jeon et al., 2019; Koch et al., 2015).

However, this study has limitations that should be acknowledged. The cross-sectional design limits the ability to establish causality between stress and turnover intentions.

Additionally, the sample was restricted to preschool teachers in Selangor, which may not be representative of other regions or contexts. Future research could benefit from longitudinal studies and a broader sample to validate and extend these findings.

In summary, this study highlights the critical issue of teacher stress and its influence on turnover intentions within the context of preschool education in Selangor, Malaysia. Addressing the identified stressors and implementing supportive measures are essential steps toward improving the well-being of preschool teachers and ensuring the stability of the ECE workforce. Future research should continue to explore these dynamics and develop strategies to foster a more supportive and sustainable work environment for educators.

Conclusion

This study aimed to explore the relationship between preschool teachers' stress and their turnover intention in Selangor, Malaysia, contributing to a better understanding of these critical factors within the context of ECE. The findings reveal a significant correlation between high levels of stress and increased turnover intention among preschool teachers, consistent with the research by Jeon et al. (2019) and Koch et al. (2015), who identified similar patterns in different settings. Elevated stress levels, primarily stemming from heavy workloads, emotional labour, and inadequate organizational support, were found to significantly impact teachers' intent to leave their positions, aligning with the hypothesis that stress directly influences turnover intention (Chen et al., 2022; Roodt, 2004).

The results underscore the urgent need for interventions aimed at mitigating stress among preschool teachers to reduce turnover rates. Effective stress management strategies and enhanced support systems within educational institutions could potentially alleviate the factors contributing to high stress levels. This aligns with Farewell et al. (2021), who advocated for improved organizational practices to support teachers and retain them in the profession. Implementing targeted professional development programs and creating a more supportive work environment could help address these issues and contribute to greater job satisfaction and stability among preschool educators.

Furthermore, this study highlights the importance of regular assessments and updates to policies and practices in ECE settings. Ongoing research and policy evaluation are crucial to understanding and addressing the evolving challenges faced by preschool teachers. By focusing on these areas, stakeholders can foster a more supportive and stable working environment for educators, ultimately benefiting both teachers and the children they serve.

In conclusion, addressing the stress and turnover intention of preschool teachers is vital for improving the quality of ECE. The insights gained from this study provide a foundation for future research and practical interventions aimed at enhancing the well-being of preschool teachers and ensuring their continued commitment to the profession.

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Appendices

Appendix A: Questionnaire

Figure 4

Questionnaire – Informed Consent Letter

Questionnaire on Preschool Teachers' Stress and Their Turnover Intention in Selangor, Malaysia.

Dear preschools teachers in Selangor, Malaysia,

You are invited to participate in a study titled above. You are required to answer a series of questions which covers

1. Stress
2. Turnover Intention

regarding you yourself in teaching young children in preschool.

Purpose: The purpose of this research is a study to investigate preschool teachers' stress and their turnover intention in Selangor, Malaysia.

Procedure: This is a self-reported questionnaire consisting of Part A (Demographic Information), Part B (Teacher Stress) and Part C (Turnover Intention).

Participation to this survey is voluntary and will take approximately 5 minutes, if you fulfill the following criteria:
- Full-time Malaysian preschool teachers
- Work with preschool children in Selangor.
- Not work with students who have special needs.

You have the right to stop this questionnaire at any point of time if you do not feel comfortable.

Potential risks and benefits:
This is an academic study, hence the risk is minimal.
Through this study, the perspective of preschool teachers' stress and their turnover intention in teaching young children in Selangor, Malaysia is discovered.

Confidentiality: Rest assured that the information that you will provide will be treated with utmost confidentiality. The data collected will be stored in code and access by immediate research team.

Sincerely,
Chiang Kai Lin
(kellinckl@1utar.my)

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* Indicates required question

I have read and understand the provided information. I understand that my   *
participation is voluntary and I am free to withdraw at any time during the study
without giving reason and without cost. I voluntarily agree to take part in this
study.

○ Yes, I agree.

○ No, I disagree.

Figure 5

Questionnaire – Google Form (1)

Part A: Demographic Information

The information is collected to gain a brief insight into the population who respond to the questionnaire.

Gender *

◯ Female

◯ Male

Races *

◯ Malays

◯ Chinese

◯ Indians

◯ Other: _____

Age Ranges *

◯ 18 - 29

◯ 30 - 39

◯ 40 - 49

◯ Above 50

Figure 6

Questionnaire – Google Form (2)

Figure 7

Questionnaire – Google Form (3)

Part B: Teacher Stress Scale (TSS)

This section consists of 7 questions. The questionnaire is designed to help gaining a better understanding on Selangor, Malaysia preschool teachers' stress. Please choose an answer for each question that comes closest to reflecting your opinion about it.

Factor/Construct #1: Inadequate School-based Support (3 items) *
Please choose only ONE (1) answer for each question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt stressed for not having support from the administrators at my school.	○	○	○	○	○
I felt stressed for not having support from colleagues at my school.	○	○	○	○	○
I felt stressed for having to manage student behaviors.	○	○	○	○	○

Factor/Construct #2: Teaching-related Demands (4 items) *
Please choose only ONE (1) answer for each question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt stressed for having too much teaching work to do.	○	○	○	○	○
I felt stressed for not having enough time to complete my teaching work (e.g., preparing, teaching the curricular content).	○	○	○	○	○
I felt stressed for not being able to meet the diverse learning needs of my students.	○	○	○	○	○
I felt stressed about not doing a good job with my teaching.	○	○	○	○	○

Figure 8

Questionnaire – Google Form (4)

Part C: Turnover Intention Scale (TIS-6)

This section consists of 6 questions. The questionnaire is designed to help gaining a better understanding on Selangor, Malaysia preschool teachers' turnover intention. Please choose an answer for each question that comes closest to reflecting your opinion about it.

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

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

	1	2	3	4	5	
Never	○	○	○	○	○	Always

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

	1	2	3	4	5	
Highly Unlikely	○	○	○	○	○	Highly Likely

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

	1	2	3	4	5	
Always	○	○	○	○	○	Never

Appendix B: Original Data

Figure 9

SPSS Output of Descriptive Statistics – Respondents' Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	52	70.3	70.3	70.3
	Male	22	29.7	29.7	100.0
	Total	74	100.0	100.0	

Figure 10

SPSS Output of Descriptive Statistics – Respondents' Races

Races

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malays	17	23.0	23.0	23.0
	Chinese	41	55.4	55.4	78.4
	Indians	16	21.6	21.6	100.0
	Total	74	100.0	100.0	

Figure 11

SPSS Output of Descriptive Statistics – Respondents' Age Ranges

Age_Ranges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29	56	75.7	75.7	75.7
	30-39	14	18.9	18.9	94.6
	40-49	2	2.7	2.7	97.3
	Above 50	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

Figure 12

SPSS Output of Descriptive Statistics – Respondents' Highest Educational Qualification

Highest_Educational_Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	6	8.1	8.1	8.1
	STPM	4	5.4	5.4	13.5
	Diploma	15	20.3	20.3	33.8
	Bachelor Degree	43	58.1	58.1	91.9
	Master's Degree	5	6.8	6.8	98.6
	Doctor's Degree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

Figure 13

SPSS Output of Descriptive Statistics – Educational Qualification

Educational_Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ECE Qualification	62	83.8	83.8	83.8
	Non-ECE Qualification	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

Figure 14

SPSS Output of Descriptive Statistics – Years of Teaching Experience

Years_Of_Teaching_Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	22	29.7	29.7	29.7
	1-3 years	19	25.7	25.7	55.4
	3-5 years	19	25.7	25.7	81.1
	5-10 years	9	12.2	12.2	93.2
	10 years and above	5	6.8	6.8	100.0
	Total	74	100.0	100.0	

Figure 15

SPSS Output of Descriptive Statistics – Working Hours Per Day

Working_Hours_Per_Day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 hours and below	10	13.5	13.5	13.5
	6 hours	24	32.4	32.4	45.9
	7 hours	22	29.7	29.7	75.7
	8 hours	14	18.9	18.9	94.6
	9 hours and above	4	5.4	5.4	100.0
	Total	74	100.0	100.0	

Figure 16

SPSS Output of Descriptive Statistics – Mean and Standard Deviation of Total Stress Scale

(TSS), its subscales and Turnover Intention (TIS-6)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TSS_Sum	74	16.00	33.00	23.7973	4.37295
TIS_Sum	74	10.00	28.00	19.8649	3.54356
TSS_Inadequate_School _based_Support	74	3.00	15.00	8.7027	2.88942
TSS_Teaching_related_ Demands	74	10.00	20.00	15.0946	2.41098
Valid N (listwise)	74				

Appendix C: Result

Figure 17

SPSS Output of Inferential Statistics – Shapiro-Wilk Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TSS_Inadequate_School_based_Support	.150	74	<.001	.954	74	.009
TSS_Teaching_related_Demands	.106	74	.039	.968	74	.056
TSS_Sum	.090	74	.200*	.973	74	.109
TIS_Sum	.120	74	.010	.980	74	.297

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 18

SPSS Output of Inferential Statistics – Pearson's Correlation Result for Total Stress Scale (TSS) and Turnover Intention (TIS-6)

Correlations

		TSS_Sum	TIS_Sum
TSS_Sum	Pearson Correlation	1	.317**
	Sig. (2-tailed)		.006
	N	74	74
TIS_Sum	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.006	
	N	74	74

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

Figure 19

SPSS Output of Inferential Statistics – Spearman's Correlation Result for Total Stress due to

School-based Support and Turnover Intention (TIS-6)

Correlations

			TSS_Inadequate_School_based_Support	TIS_Sum
Spearman's rho	TSS_Inadequate_School_based_Support	Correlation Coefficient	1.000	.147
		Sig. (2-tailed)	.	.211
		N	74	74
	TIS_Sum	Correlation Coefficient	.147	1.000
		Sig. (2-tailed)	.211	.
		N	74	74

Figure 20

SPSS Output of Inferential Statistics – Spearman's Correlation Result for Total Stress due to

Teaching-related Demands and Turnover Intention (TIS-6)

Correlations

		TSS_Teaching_related_Demands	TIS_Sum
TSS_Teaching_related_Demands	Pearson Correlation	1	.393**
	Sig. (2-tailed)		<.001
	N	74	74
TIS_Sum	Pearson Correlation	.393**	1
	Sig. (2-tailed)	<.001	
	N	74	74