



A STUDY OF THE RELATIONSHIP BETWEEN INTRINSIC AND EXTRINSIC JOB
SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS

TAN PEI EN

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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A study of Preschool Teachers' Intrinsic and Extrinsic Job Satisfaction

And Their Turnover Intention in Klang Valley

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Tan Pei En

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Declaration

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

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Approval form

This research paper attached hereto, entitled “The Relationship Between Intrinsic And Extrinsic Job Satisfaction And Turnover Intention Among Preschool Teachers” prepare and submitted by Tan Pei En in partial fulfillment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.



Date: 6th May 2024

Supervisor

Pn. Wan Norfadillah Binti Wan Nawi

Abstract

This paper investigates the relationship between intrinsic and extrinsic job satisfaction among preschool teachers in the Klang Valley. It aims to explore various aspects of job satisfaction, specifically intrinsic factors such as autonomy, professional development, and social standing, as well as extrinsic factors such as working conditions, pay and workload, organizational policies, and colleagues, in relation to turnover intention. The study addresses the critical need to foster high job satisfaction among preschool educators to mitigate turnover intentions, considering the significant impact of preschool teachers on children's overall development. Despite existing research on job satisfaction among teachers in other educational levels, there is still a noticeable gap concerning these dynamics within early childhood education. To address this gap, the study focuses on determining the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley, Malaysia. With a quantitative research approach incorporating a correlation design the study used the MSQ Short Form and TIS-6. Convenience sampling was employed to gather the data from 70 preschool teachers in Klang Valley teaching children aged between 4 and 6 years old. The findings suggest a significant relationship between intrinsic and extrinsic factors and teachers' turnover intention. Implications of the study underscore the importance of addressing both intrinsic and extrinsic factors to enhance job satisfaction and reduce turnover intention among preschool teachers. Furthermore, the findings have significant implications for non-governmental organizations (NGOs) and early childhood education (ECE) professionals, emphasizing the importance of intrinsic motivation in fostering high job satisfaction and low turnover intention among preschool teachers. Recommendations include extending the data collection timeframe, increasing the number of questionnaires distributed, or switching to paper survey methods, employing mixed methods, and enlarging the sample size or utilizing probability sampling to address limitations.

Keywords: Intrinsic Job Satisfaction, Extrinsic Job Satisfaction, Turnover Intention,
Preschool Teachers

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List of Abbreviations

ECE Early Childhood Education

JSS Job Satisfaction Survey

MSQ Minnesota Satisfaction Questionnaire

NGOs Non-Governmental Organizations

TIS Turnover Intention Scale

Chapter I

Introduction

Introduction

In this chapter, the background of the study and problem statement were explained. Besides, research's objectives, research's questions, and research's hypothesis were stated. Moreover, the significant of study was defined and the definition of terms were described.

Background of the Study

Individuals whose employers recruit to execute particular jobs and contribute to an organization's workforce are called employees (Rahman, 2023). As claimed by BasuMallick (2021), employees are more motivated to perform at their best in organizations prioritizing their well-being. The critical connection between job satisfaction and turnover intention is underscored by the notion that job satisfaction reflects the emotional state of employees in relation to their employment (Bourne, 2023). However, issues within the work environment are ordinary. Jahan et al. (2023) highlighted that low wages, poor working conditions, lack of enthusiasm, and fewer prospects for professional advancement are some of the typical issues that arise in professions and act as the factors that contribute to reducing job satisfaction. For instance, many doctors in Malaysia express dissatisfaction and increased turnover intentions due to inadequate compensation and excessive workload (Iskandar, 2023). Teachers in Malaysia encounter similar challenges, further impacting their job satisfaction and contributing to greater turnover intentions (Egan, 2023). It is essential to acknowledge that these workplace issues extend beyond specific professions and even into the educational sector, affecting educators who are pivotal in shaping the future.

As mentioned by Ekici (2017), the teaching profession is determined to be a high-stress profession, often resulting in mental health issues, job dissatisfaction, poor health, or even burnout (Izani et al., 2023), thus causing teachers to shift into new fields (Gomez, 2022). Preschool teachers or Early Childhood Educators are certified educators who responsible for planning the environment, instructions, and evaluation of preschool children within the setting of their particular classrooms (Schriever, 2018; Prytuluk, 2019). The broad scope of their work also causes them to feel stressed, and their pressure should not be ignored (Yuan & Shuiping, 2018). This can bring job dissatisfaction among preschool teachers as they contend with the challenges posed by these stressors, impacting their overall well-being (Hoboubi et al., 2017). In addition, according to Noor (2022), preschool teachers are facing issues like lack of incentives, appreciation, and long working hours, causing them to have low job satisfaction and higher turnover intention as well. Job satisfaction can further be understood by considering its intrinsic and extrinsic components (Weiss et al., 1967) and how they relate to turnover. For example, the teachers' autonomy (one of the intrinsic factors) and working conditions (one of the extrinsic factors) that can strongly associated with improved job satisfaction and a greater intention to stay in teaching (Worth & Van Den Brande, 2020; Jahan et al., 2023).

In conclusion, recognizing the multifaceted challenges faced by preschool teachers and understanding the relationship between job satisfaction and turnover intention are pivotal in developing targeted interventions. It is, therefore, crucial to provide opportunities that support preschool teachers' well-being, enabling them to navigate their responsibilities effectively, safeguard their physical and mental health, and minimize potential negative impacts on children, especially their social-emotional development (Hindman & Bustamante, 2019). This research served as a dedicated investigation into the relationship between intrinsic and extrinsic job satisfaction and turnover intention among preschool teachers, aiming to contribute valuable

insights that enhance the overall well-being of educators, and, by extension, the quality of education provided to young children.

Problem Statement

According to Bronfenbrenner's Ecological System Theory, preschool teachers are included in the microsystem, which means they can directly interact with and influence children (Guy-Evans, 2024). A quality and stable teacher-child relationship is crucial to children's overall development, including social-emotional and academic performance (Narea et al., 2021). Considering the critical role of preschool teachers, preschool operators should be able to maintain consistent staff retention in order to avoid negative impacts on children, families, and the program's remaining teachers (Hylton & Vu, 2019). Nevertheless, the turnover intention rate among preschool teachers in Malaysia remains notably high (Foong et al., 2018). Adding to this concern, Kasinathan (2023) asserts that there is an insufficient number of quality preschool teachers who at least hold a diploma in early childhood education in Malaysia. This shortage not only intensifies the strain on existing teachers (Roseli & Isa, 2023) but also underscores the critical need to foster high job satisfaction among preschool educators. Insufficient numbers, coupled with potential dissatisfaction, pose a significant challenge to the retention of preschool teachers, emphasizing the importance of addressing factors influencing job satisfaction to mitigate turnover intentions.

Above all, it is important to investigate the relationship between job satisfaction and turnover intention among preschool teachers in order to reduce job dissatisfaction and turnover intention among preschool teachers, thereby ensuring stable staff retention and quality early childhood education in the early childhood context (Bryant et al., 2023). However, most of the research has investigated job satisfaction and turnover intentions among primary school teachers (Khun-Inkeeree et al., 2021; Mokhtar et al., 2021), secondary school teachers (Lee,

2017; Park & Johnson, 2019), and university teachers or lecturers (Lim et al., 2022; Orpina et al., 2022), and lack of research in the investigation of these aspects within the context of early childhood education. Due to this research gap, this research concentrated on investigating the relationship between job satisfaction and turnover intention among preschool teachers. This study expanded on the literature and contributed to existing knowledge by concentrating on the influence of preschool teachers' job satisfaction on turnover intention in Malaysia. Therefore, this study investigated the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley, Malaysia.

In addition, numerous studies have used the Job Satisfaction Survey (JSS) developed by Spector in 1985, which consists of nine subscales, which are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication (Spector, 1985), to study teachers' job satisfaction (GuiXia & Rashid, 2019; Jusoh, 2020; Erarslan, 2022). However, JSS only identifies associate elements of turnover but does not specify intrinsic and extrinsic aspects. Additionally, various research studies that used MSQ short form measured job satisfaction in general (Verma, 2021; Ibikunle et al., 2022; Rogowska & Meres, 2022; Alamdarloo & Mohsenifar, 2023), so it might neglect the importance of intrinsic and extrinsic factors. Findings from the research by Ismail and Nakkache (2014) and Baroudi et al. (2020) suggested that extrinsic factors had a stronger relationship to job satisfaction than intrinsic factors. Understanding these two satisfaction is crucial for investigating turnover intention in early childhood education. Therefore, this study utilized the MSQ short form to assess participants' intrinsic and extrinsic job satisfaction and their correlation with turnover intention. Unlike the JSS, which does not clearly describe how its nine subscales contribute to intrinsic and extrinsic factors, the MSQ divides satisfaction into intrinsic and extrinsic components, making it more suitable for this study.

Research Objectives

The following is the research's objectives:

- (i) To investigate the relationship between intrinsic job satisfaction and turnover intention among preschool teachers.
- (ii) To investigate the relationship between extrinsic job satisfaction and turnover intention among preschool teachers.

Research Questions

The following are the research questions of this research:

- (i) Is there a significant relationship between intrinsic job satisfaction and turnover intention among preschool teachers?
- (ii) Is there a significant relationship between extrinsic job satisfaction and turnover intention among preschool teachers?

Research Hypothesis

The following are the hypothesis of this research:

- H_{a1}: There is a significant relationship between intrinsic job satisfaction and turnover intention among preschool teachers.
- H_{a2}: There is a significant relationship between extrinsic job satisfaction and turnover intention among preschool teachers.

Significance of Study

This study will investigate preschool teachers' intrinsic and extrinsic job satisfaction and turnover intention. The study raises preschool operators' knowledge of the importance of job satisfaction and teacher well-being by addressing this relationship. The research also

encourages preschool operators to reflect on elements contributing to their teachers' satisfaction, such as extrinsic aspects like the working environment (Hee et al., 2019) that affect teacher satisfaction to discover opportunities for development. Preschool operators should improve extrinsic factors since they strongly affect teacher attrition. For instance, operators can actively create a good and safe workplace by making meaningful changes to the environment. This proactive participation helps preschool teachers maintain job satisfaction, as the working environment has a big impact (Basalamah & As'ad, 2021). Increased job satisfaction and retention help teachers provide high-quality education for children, improving their learning experiences. Gooze (2014) noted that a consistent and approachable relationship between teachers and children fosters stable, caring, and protective interactions. The positive stability resulting from satisfied and retained teachers significantly enhances cognitive and socio-emotional development in young children.

In addition, the study extends its contribution beyond preschool operators by providing valuable information about the levels of job satisfaction among preschool teachers. As educators become aware of the significant role satisfaction plays in their professional lives, they gain the knowledge needed to regulate and enhance their own job satisfaction levels. Furthermore, the teachers are able to understand which type of job satisfaction can relate to their turnover, like extrinsic factors that relate to job satisfaction with the working environment (Ceylan & Özbal, 2020), such as income, advancement, supervision, the behavior of coworkers, training, and job stability (Abdullah et al., 2023); whereas intrinsic factors that relate to job satisfaction with the occupation (Ceylan & Özbal, 2020), such as respect, acknowledgment, the quality of the work, and personal professional development and growth (Abdullah et al., 2023), thus making amendments to the particular elements to lower their turnover intention and remain in this field. This study underscored that job satisfaction arises from both extrinsic and intrinsic factors, emphasizing the importance of addressing both in order to retain teachers

and maintain a stable workforce in the preschool education sector. For instance, preschool operators should take action to ensure that the needs that cause satisfaction among the teachers will be fulfilled, such as salary, benefits, promotions, and so on (Nailissaadah & Suharnomo, 2022). As stated by Yean et al. (2022), schools may enhance working conditions and offer sufficient wages for teachers in order to reduce their job dissatisfaction effectively. Armed with this knowledge, operators can work towards creating a stable and experienced teaching staff, contributing not only to the professional satisfaction of teachers but also to the overall quality of early childhood education.

In addition, such findings give NGOs and ECE professionals, who are critical to the sector, critical implications. Using this study's findings, NGOs and ECE professionals can develop their services to better support preschool teachers. For example, the organization can deliver preschool educational seminars, invite experts to conduct training sessions, and create workshops that develop essential skills for teachers (Zou, 2019). NGOs that offer these interventions help teachers develop their competence and professional development which in turn contributes to the improvement of early childhood education quality. In addition, NGOs can offer crucial services such as counseling and training in ethical principles to advance mental health and intrinsic motivation of teachers (Zou, 2019). These initiatives are in line with the research that has revealed that intrinsic motivation (Zheng et al., 2021) overlaps with high job satisfaction and low turnover intention, therefore, demonstrating the possible advantage of such actions for creating a conducive and empowering working environment for preschool educators.

Last but not least, most studies on job satisfaction and turnover intentions have focused on primary, secondary, and university teachers (Khun-Inkeeree et al., 2021; Lee, 2017; Lim et al., 2022; Mokhtar et al., 2021; Orpina et al., 2022; Park & Johnson, 2019), and limited attention was given to preschool contexts in existing studies. This study serves as a valuable contribution by addressing and filling the gap in research focused on preschool environments.

By concentrating on preschool settings, this research offers insights into areas that have been relatively understudied. Moreover, it highlights the need to further explore the specific intrinsic and extrinsic factors that can influence teachers' job satisfaction and, thereby, their intention to stay in the job. As a result, future researchers and scholars can benefit from a more comprehensive understanding of the dynamics within preschool contexts. This study assists in bridging the existing gap, providing a foundation for further exploration and contributing to advancing knowledge in the early childhood education field.

In conclusion, the statements underscore the critical importance of providing preschool teachers with high job satisfaction. This research aims to aid preschool operators, NGOs and ECE professionals, and teachers in addressing their job satisfaction, thereby ensuring the physical and mental health of teachers, maintaining a stable human resource in the early childhood education field, and ultimately reducing negative impacts on children.

Definition of terms

Conceptual definition

Preschool Teachers. Preschool teachers are also known as early childhood educators (Indeed Editorial Team, 2022). They are responsible for preparing children for the possibilities and challenges they will face when they begin their school path or compulsory education (Peters, 2021). They are also in charge of planning activities and routines and observing and recording children's progress and development (Powers, 2020).

Job Satisfaction. Ramadhani and Marwa (2016) stated that job satisfaction can be described as a person's general attitude towards their work and their attitudes towards different areas or facets of it, as well as an attitude and perception that may subsequently affect how well the person and the organization match.

Turnover Intention. According to McInerney et al. (2015), turnover intention implies a worker's consideration or propensity to quit their present position. Building on this, Räsänen et al. (2020) note that teacher career turnover is a frequently used phrase to characterize shifts within the teaching profession. In essence, this term encompasses intentions to exit the education profession entirely.

Operational definition

Preschool Teachers. This research operationally defines preschool teachers as Malaysian preschool teachers who teach four- to six-year-old children and work in the Klang Valley area.

Job Satisfaction. Job satisfaction is operationally defined through the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) in this research. According to Weiss et al. (1967), the MSQ Short Form is a twenty-item questionnaire that evaluates workers' satisfaction with numerous distinct areas of the work environment. Moreover, job satisfaction can be measured and defined as general satisfaction or can be divided into two areas, which are intrinsic satisfaction and extrinsic satisfaction. As explained by Ramadhani and Marwa (2016), intrinsic job satisfaction relates to how individuals feel about the nature of their work duties, while extrinsic job satisfaction encompasses feelings about tasks beyond their job responsibilities.

Turnover Intention. Turnover intention is operationally defined in this research through the Turnover Intention Scale (TIS-6), which is adapted from Roodt's original 15-item scale established in 2004 (Bothma & Roodt, 2013). The TIS-6 comprises six items designed to measure participants' likelihood of leaving their current position during the past nine months,

with higher scores indicating a stronger inclination towards considering job departure (Abd- Ellatif et al., 2021).

Summary

In summary, this research was to investigate the relationship between job satisfaction and turnover intention among preschool teachers. This chapter clearly stated the research's objectives, research questions, and research hypothesis. The research background was defined in this chapter, and the problem statement on the relationship between job satisfaction and turnover intention was illustrated. Besides, the significant of this research and the definition of terms were stated and described.

Chapter II

Literature Review

Introduction

In this chapter, the articles, journals, and online resources related to this research's objectives were evaluated. Besides, the theory related to job satisfaction and turnover intention was explained. This chapter identified the relationship between job satisfaction and turnover intention among preschool teachers.

Literature Review/ Subtopics

Job Satisfaction

According to Ramadhani and Marwa (2016), job satisfaction may be defined as an individual's overall attitude towards their job and their perspectives towards various aspects of it. This attitude and perception can subsequently impact the alignment between the individual and the organization. Moreover, job satisfaction can reflect how individuals feel about their work as well. When individuals experience pleasant and favorable emotions towards their occupation, it implies their level of job satisfaction. In contrast, if individuals have negative and unfavorable emotions, it signifies their dissatisfaction with their occupation (Hasan et al., 2017). Besides that, employees that experience job satisfaction are more likely to enhance their performance, whereas those who are dissatisfied are more likely to exhibit absenteeism, disorder, and other negative behaviors (Nailissaadah & Suharnomo, 2022). Similar in education field, teachers' job satisfaction has a substantial impact on their level of commitment to the organization, leading to greater dedication to their work. A positive correlation exists between teachers' job satisfaction and their level of participation and dedication to the organization. Teacher satisfaction strongly affects job performance, thereby contributing to the school's overall success. Ultimately, teachers' job satisfaction influences their willingness to motivate

others to pursue careers in teaching profession (Baluyos et al., 2019). Subsequently, news reports have brought attention to the problem of a lack of preschool teachers in Malaysia caused by a high incidence of teacher turnover (Noor, 2022; Kasinathan, 2023). This underscores the urgent necessity to address the elements that contribute to teacher work satisfaction and turnover intention in the early childhood education sector.

According to Hasan et al. (2017), job satisfaction varies across individuals due to the influence of several elements such as personal traits, requirements, principles, emotions, and expectations. Furthermore, job satisfaction is subject to variation across different organizations due to factors such as the working conditions, job characteristics, employee possibilities, and the overall working environment. According to McInerney et al. (2015), job satisfaction has a direct and adverse relationship with employees' turnover intentions, exhibiting a positive relationship with actual turnover and overall attrition. Furthermore, employees who are dissatisfied with their jobs are more prone to behave negatively as a result of frequent poor mental states (Yean et al., 2022). Hence, recognizing the importance of job satisfaction among preschool teachers is crucial for ensuring a stable workforce and understanding the factors contributing to turnover intention. In the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form), job satisfaction can be measured as a whole or intrinsic and extrinsic satisfaction (Weiss et al., 1967). Intrinsic job satisfaction describes individuals' subjective evaluation of the inherent qualities and characteristics of their work duties, whereas extrinsic job satisfaction comprises subjective evaluations of tasks that extend beyond their job responsibilities (Ramadhani & Marwa, 2016).

Intrinsic satisfaction. Intrinsic factors encompass elements such as performance or professional development, autonomy, social standing, and utilization capacity (Nailissaadah & Suharnomo, 2022). For example, granting teachers a certain degree of autonomy in managing their classrooms and engaging them in educational decision-making and protocols have been

found to be positively correlated with increased levels of work satisfaction. Teachers' job satisfaction may be enhanced when they have a sense of empowerment and autonomy in their positions. Employees are more inclined to experience job satisfaction when they are granted the autonomy to make judgements and engage in creative activities (Abdullah et al., 2023). Teachers show a stronger inclination towards advancing their careers and seeking personal growth when offered opportunities for both professional and personal development (Abu-Tineh et al., 2023).

Extrinsic satisfaction. Extrinsic factors encompass elements such as organizational policies, remuneration, colleagues, and working conditions (Nailissaadah & Suharnomo, 2022). Wahyudi et al. (2023) states that the workplace has both direct and indirect effects on employees. The efficacy of an organization can be observed through its interactions at several levels, including individual, group, and organizational stages. These interactions contribute to reduced absenteeism, turnover, and deviant behavior, while also promoting a favorable work environment and job satisfaction. Job satisfaction is strongly correlated with a work environment that is both supportive and enjoyable, mainly when it includes safe working conditions. For instance, when educators encounter a diminished level of professional collaboration, they often suffer a decline in their motivation to perform at their optimal level within the educational setting. When teachers experience dissatisfaction with their working conditions, they tend to exhibit a greater propensity to promptly resign from their positions. Hence, it is vital to analyze job satisfaction because it affects retention and working conditions (Abdullah et al., 2023).

Turnover Intention

Turnover intention refers to an individual's inclination to resign from their current employment (McInerney et al., 2015). Expanding upon this, Räsänen et al. (2020) stated that

the term "teacher career turnover" is commonly employed to describe changes occurring within the field of education. Essentially, this term refers to the intention to completely leave the education field. An key differentiation can be observed in the characteristics of turnover, specifically whether it is voluntary or involuntary, as explained by An (2019). Voluntary turnover refers to employees voluntarily ending their relationship with the organization, whereas involuntary turnover occurs when employers terminate or lay off workers. In the early childhood education (ECE) context, wherein preschool educators take a crucial position in the growth and progress of young children, these differentiations carry substantial consequences. The increased teacher turnover rate can potentially exert a detrimental influence on the quality of preschool services, thereby affecting the broader community, including children and families (Lee, 2017). According to Noor (2022), preschool teachers are currently confronted with a fresh array of obstacles in addition to the preexisting issues of inadequate compensation, extended work hours, and unfavorable working conditions. The COVID-19 pandemic has caused significant instability, compelling them to opt to leave, which shows the voluntary turnover among the preschool teachers in Malaysia. Therefore, the investigation of turnover intention among preschool teachers is a crucial field of study that seeks to comprehend the determinants that impact teachers' choices to depart from their roles in early childhood education environments. Various factors, including job satisfaction, working conditions, organizational support, and personal motives, significantly influence teachers' intents to resign from their positions (Ertürk, 2022). Comprehending these characteristics can yield useful insights into reducing turnover rates and establishing a stable and supportive environment for teachers and children.

Relationship Between Job Satisfaction And Turn Over Intention

Employees are more inclined to consider leaving the organization and seeking another organization or job if they are dissatisfied with their current job (Ertürk, 2022). According to a

study by Foong (2018), it is apparent that the retention rate for early childhood education (ECCE) employees is high in Malaysia, with most staff only have been in the industry for about two years. This trend is a great depiction of the turning over challenge that has existed since the beginning of the sector about forty years ago. The fundamental stimulator of this mass resignation is the poor pay offered to ECCE employees, who then are forced to search for better-paying jobs elsewhere. Consequently, sector is saddled with the continuous demand to hire and train new staff, leading to challenges in workforce sustainability and quality. To tackle this problem, the research underlines the utmost significance of improving the working conditions and increasing salaries of ECCE staff in private sector organizations. Through enhancing retention techniques and infrastructure development, ECCE sectors can aspire to have a sustainable workforce which is competent enough to provide quality early childhood education in Malaysia.

Furthermore, Addai et al. (2018) conducted a thorough investigation with the intention of understanding teachers' intentions to quit, proposing extrinsic and intrinsic factors. Their findings illustrate the evidence of the crucial interrelations among the variables under research. One of the strongest correlational factors with respect to turnover intentions is pay ($\rho = -.46$, $p < .05$). However, interactional justice shows the weakest correlation ($\rho = -.23$, $p < .05$). Moving to the regression analyses, the job satisfaction components combined together collectively accounted for 25.2% of the variance in turnover intention [$R^2 = .252$, $F(3, 109) = 9.180$, $p < .01$]. Indeed, on further scrutiny of contributory variables, salary is the sole significant predictor of turnover intention ($\beta = -.311$, $p < .01$), while supervision, work itself, and promotion show no remarkable prediction. Besides that, the multiple regression analysis, the components of the perceived organizational justice as a whole explain 24.1% of the deviation in the turnover intentions [$R^2 = .241$, $F(3, 110) = 11.623$, $p < .01$]. Of which, distributive justice ($\beta = -.375$, $p < .01$) and procedural justice ($\beta = -.206$, $p < .01$), to some extent, can be

said to slightly influence employees' intention to turnover, whereas interactional justice ($\beta = -.005$, $p > .05$) does not. The conclusions at hand confirm the complex interplay of diverse intrinsic and extrinsic factors in the formation of teachers' attrition intention.

In addition, the research paper of Orpina et al. (2022) examines the degree to which job satisfaction and turnover intention are related through a moderation analysis and in addition, the manner in which perceived organizational support should moderate such relationship is put to action. Their findings demonstrated a substantial and significant negative effect of job satisfaction ($\beta = -0.7569$, $SE = 0.0587$, $p = 0.000$, $LLCI = -0.8724$, $ULCI = -0.6415$) among employees who have higher levels of job satisfaction were likelier to have lower turnover intention. Surprisingly, it is observed that negative relationship (of job satisfaction) exists between the turnover intention of the employees having lower perceived organizational support signifying the role of such support in minimising turnover intention. Additionally support perceived organization to show up as an important and vital negative predictor variable of turnover intention ($B = -.24644$, $SE = .98820$, $p = .01320$, $LLCI = -.4411$, $ULCI = -.0524$) that is the role of organizational support in turnover intention. This significant output demonstrate that employees who are higher on the vector of organizational support have lesser chances to quit their present positions. Thus, a statistically significant interaction terms ($\beta = .2112$, $SE = .1015$, $p = .0383$, $LLCI = .0115$, $ULCI = .4109$) is present. This result demonstrates that perceived organizational support is a moderating variable regarding the effect of job satisfaction on turnover intentions. Such a conclusion would imply that the relationship between job satisfaction and quitting can be different depending on the level of POS perceived. All the above show how important it is to get a fair organization support in influencing employee feeling that they want to stay with a workplace or leave.

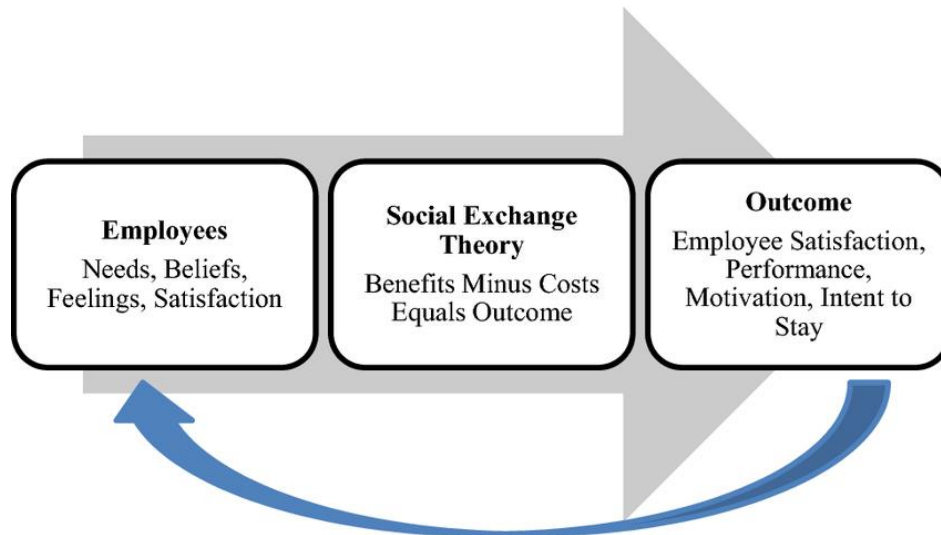
Last but not least, the research undertaken by Ertürk (2022) showed that there is a strong relationship between the quality of work of teachers, their perceptions of turnover intentions,

and their job satisfaction. The analysis resulted in a number of strong negative correlations between the dimensions of overall work quality, including career satisfaction, well-being, working conditions, and the turnover intentions ($r=-0.821$ to -0.842 , $p<0.05$). On the other hand, the strong correlation was observed between these dimensions and job satisfaction ($r=0.732$ to 0.861 , $p<0.05$), which indicates that high quality work means lower turnover intention and more satisfaction with work. Additional analyses showed that each of the teacher's dimensions of quality significantly predicted job satisfaction ($F=86.03$, $p<0.01$) and the intention to leave ($F=81.12$, $p<0.01$). Model 1 accounted for 89% of the variance, with higher quality work corresponding to higher job satisfaction. Additionally, Model 2 explained 83% of the variance in turnover intentions, suggesting that higher-quality jobs were linked with a decline in turnover intentions among employees. Moreover, higher stress levels among workers were found to affect job satisfaction and job intention lower among teachers. In general, such findings suggest that with the improvements in the quality of teachers' working life, their job satisfaction level grew while their turnover intention was reduced. However, the study by Ertürk (2022) found that higher job-related stress was related to lower job satisfaction as well as increased turnover intentions among teachers.

Theoretical Framework

Figure 1

Social Exchange Theory diagram



Note. Source from Even, 2020.

In 1958, American sociologist George C. Homans first came up with the idea of "social behavior as exchange" (Obrenovic et al., 2020). The notion of social exchange theory encompasses various social scientific fields, including management, social psychology, and anthropology. Contrary to its name, it is not a singular theory but rather a collection of conceptual models that are more easily comprehended. In this context, it is noteworthy that all social exchange theories exhibit certain shared characteristics. These theories collectively perceive social interactions as sequential transactions involving multiple partners (Cropanzano et al., 2017). People tend to downplay or ignore high expenses in partnerships while overstating their advantages, which prolongs the honeymoon phase. However, as time passes, the exchange balance is gradually assessed, with the drawbacks becoming more prominent and the advantages becoming more genuinely seen. If the balance swings too far in the other direction, this recalibration might result in the end of the partnership. According to social exchange theory, the decision to maintain a relationship is based on how much people value its advantages and disadvantages. Similarly, there is an "expectation of reciprocity" at work between management

and employees, and a perceived absence of reciprocation can have an impact on performance (Obrenovic et al., 2020). A key concept in social exchange theory is costs vs. benefits, which establishes a "give and take" measure. Benefits are viewed as good characteristics of a connection, while costs are perceived as negative ones. If the costs exceed the advantages, it could be time to move on, although assessing alternative options prevents this choice from being made automatically. Analyzing potential substitutes and comparing costs and benefits to benchmark levels are all part of the alternative evaluation process. Applying social exchange theory metrics gives a sociological tool for analyzing connections and human behavior, assisting in creating ideas about human interaction (Cherry, 2023).

In a study conducted by Pham et al. (2023), the researchers studied the influence of talent management methods on a financial institution. The study concentrated primarily on the main procedures and the perceived levels of organizational support. The researchers utilized social exchange theory to examine the viewpoints of skilled employees and the role of perceived organizational support in mediating the connection. Their objective was to reveal the complex dynamics of talent management methods and their impact on employee performance in the banking industry, with a focus on the interaction between the benefits and costs within the context of social exchange theory. Furthermore, Orpina et al. (2022) conducted a study to examine the correlation between job satisfaction and turnover intention among lecturers in Malaysian private universities, using social exchange theory as a theoretical framework. The study explicitly analyses the role of perceived organizational support as a moderating factor in this relationship. The results indicate that individuals who feel a high level of support from their organization are more inclined to have greater job satisfaction (benefits outweigh costs) and a decreased intention to leave their current employment. This is because they expect to be acknowledged for their contributions. The inclusion of perceived organizational support as a moderating factor enhances the current body of research, providing further evidence for the

inverse relationship between job satisfaction and turnover intention. This finding underscores the intricate influence of organizational support on employee attitudes and behaviors. In general, the research conducted by Orpina et al. (2022) highlights the need to take into account social exchange dynamics while investigating work satisfaction and turnover intention within the academic community.

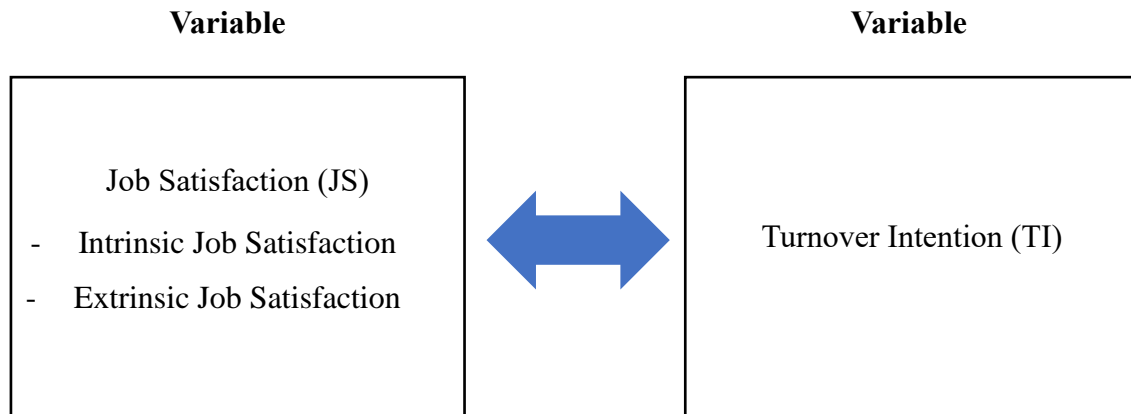
Applying of Social Exchange Theory into the Current Study

Applying the Social Exchange Theory to preschool teachers' job satisfaction and turnover intention helps to understand the relationship between these two variables. Applying Social Exchange Theory to this study, the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) measures job satisfaction as intrinsic and extrinsic satisfaction. There are many intrinsic factors, including challenges in dealing with children, their authority over the class, and the children's personalities (Ceylan & Özbal, 2020), and extrinsic factors, such as school resources, teachers' prestige in society, pay, and workload, that can impact teachers' job satisfaction (Ceylan & Özbal, 2020). These can be related to the Social Exchange Theory, in which the "benefits" of social exchange theory refer to preschool teachers' job satisfaction, while the "cost" refers to preschool teachers' job dissatisfaction. When the teachers' job satisfaction levels are affected by these factors, it can result in either high turnover intention or low turnover intention. Following that, the more the factors being satisfied, which means the "benefit" is higher than the "cost," preschool teachers may have higher job satisfaction and lower turnover intention. Conversely, with fewer factors being satisfied, which means the "cost" is higher than the "benefit," preschool teachers may have higher job dissatisfaction and higher turnover intention.

Conceptual Framework

Figure 2

Conceptual Framework of the Study



In this research, two variables were considered, which was turnover intention. The study aimed to investigate the relationship between intrinsic and extrinsic aspects of job satisfaction and turnover intention among preschool teachers. In this research, job satisfaction was measured as intrinsic and extrinsic satisfaction, and turnover intention does not have any subscales. Drawing from the theoretical framework applied in this study, this research hypothesized that there is a significant relationship between preschool teachers' intrinsic and extrinsic job satisfaction and their turnover intention. This hypothesis was supported by the Social Exchange Theory (Orpina et al., 2022) and was further supported by past studies (Park & Johnson, 2019; Lim et al., 2022; Y. Zhao et al., 2022; Hong et al., 2023), which showed that there is a significant correlation between job satisfaction and turnover intention.

Summary

In summary, this chapter discovered the relationship between job satisfaction and turnover intention. The Social Exchange Theory related to the research topic was evaluated and explained. Besides, the conceptual framework of this research was stated clearly with the components under the variables.

Chapter III

Methodology

Introduction

This chapter illustrated the research approaches in conducting this research. The methodology and instrument used for data collection were identified in this chapter. Moreover, sampling determination and data analysis techniques were discussed as well in order to ensure that collected data and information were reliable and valuable.

Research Design

This research employed the quantitative research approach. Quantitative research focuses on gathering and analyzing numerical data to get findings that test correlations between variables, developing hypotheses, and extrapolating findings to larger populations (Apuke, 2017; Sheard, 2018; Mcleod, 2019). Furthermore, this research applied correlational research design as it aimed to investigate the relationship between the two variables, which were job satisfaction and turnover intention among preschool teachers. Correlational research design studies the relationship between variables without any manipulation by the researcher (Bhandari, 2022; Cherry, 2022). It can be defined as positive and negative correlation, where positive correlation refers to the relationship between variables going the same direction, while negative correlation refers to the relationship between variables going opposite directions (Idrees, 2019; Mcleod, 2020; Hayes, 2021b). Moreover, this research utilized an online survey method to collect data by distributing the questionnaires to respondents. There are a few benefits or characteristics of the online survey method that lead the researcher to select the online method to collect data, including low cost, accessibility to most respondents, and saving time due to quick response (Howard, 2020; Mahmutovic, 2022; Melo, 2022).

Sampling and Respondents

In this research, convenience sampling, which is also known as availability sampling (Frost, 2022), was chosen as the sampling method used to recruit the targeted respondents. Convenience sampling is a non-probability sampling (Zhao, 2020; Scholtz, 2021) where the researchers select a sample based on their convenience (Bhardwaj, 2019; Simkus, 2022). It can benefit the researcher as it requires a short period to collect data, low cost, and is easy to implement (Bhardwaj, 2019; Fleetwood, 2021; Frost, 2022). For the number of respondents required for this research, 70 Malaysian preschool teachers were selected from the sample population in Klang Valley, Malaysia, to participate in this research by answering the questionnaire distributed to them.

Research Instruments

In this research, demographic information and two questionnaires, which were the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) and Turnover Intention Scale (TIS-6), were used to collect data from respondents.

Demographic information refers to socioeconomic information, such as education, employment, and ethnicity (Techopedia, 2014; Hayes, 2021a). This information allows the researcher to understand certain backgrounds of the respondents (SurveyMonkey, 2022). In this research, respondents were required to answer 11 questions that relate to their personal details, including their gender, age, ethnicity, marital experiences, education level, employment status, and so on.

For the first questionnaire, the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) was created by Weiss, Dawis, England, and Lofquist in 1967. It consisted of 20 items and was aimed to determine satisfaction with numerous distinct areas of employment and the work environment. Besides that, the MSQ Short Form could measure job satisfaction as a

general satisfaction or divide job satisfaction into two subscales, which were intrinsic satisfaction and extrinsic satisfaction. The items that were categorized as intrinsic satisfaction were items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 while the items that were categorized as extrinsic satisfaction were items 5, 6, 12, 13, 14, 17, 18, and 19 (Weiss et al., 1967). As explained by Ramadhani and Marwa (2016), intrinsic job satisfaction relates to how individuals feel about the nature of their work duties, while extrinsic job satisfaction encompasses feelings about tasks beyond their job responsibilities. In addition, the researcher decided to measure job satisfaction as intrinsic and extrinsic satisfaction in this study. The measurement scale used in this questionnaire was the five-point Likert scale that ranged from 1 to 5, which 1 indicating Very Dissatisfied, 2 indicating Dissatisfied, 3 indicating Neither, 4 indicating Satisfied, and 5 indicating Very Satisfied. Moreover, respondents were required to sum up all the scores to get a total score. Besides that, this questionnaire also contained a total score range of 20 to 100. The total score range of 25 or below indicates low job satisfaction, 26 to 74 indicates average job satisfaction, and 75 and above indicates high job satisfaction. The Cronbach's alpha coefficient ranged from 0.84 to 0.91 for intrinsic satisfaction, 0.77 to 0.82 for extrinsic satisfaction, and 0.87 to 0.92 for general satisfaction. Furthermore, the mean reliability coefficients were 0.86 for intrinsic satisfaction, 0.80 for extrinsic satisfaction, and 0.90 for general satisfaction (Weiss et al., 1967).

For the second questionnaire in this research, the Turnover Intention Scale (TIS-6) was adapted from Roodt's original 15-item scale established in 2004 (Bothma & Roodt, 2013). The TIS-6 comprises six items designed to measure participants' likelihood of leaving their current position during the past nine months, with higher scores indicating a stronger inclination towards considering job departure (Abd-Ellatif et al., 2021). Furthermore, responses were assessed using a five-point Likert scale (Nashwan et al., 2021) that ranged from Never to Always, Highly unlikely to Highly Likely, and To No Extent to To a very large extent. There

were two questions in TIS-6 that needed to be negatively scored, which were questions 5 and 6. Therefore, the first step of the scoring method of this questionnaire was to reverse the score for items 5 and 6 into 1=5, 2=4, 3=3, 4=2, and 5=1 (Abd-Ellatif et al., 2021). Then, respondents were required to sum up all the scores to get a total score. A score of 18 represented the midpoint of the scale, where they could attain a minimum score of 6 and a maximum score of 30. Scores below 18 show a preference to remain, while scores exceeding 18 show an inclination to leave the organization (Nashwan et al., 2021). This questionnaire included the following sample questions: “How often have you considered leaving your job?”, “To what extent is your current job in satisfying your personal needs?”, and “How often do you look forward to another day at work?”. Last but not least, the Cronbach’s alpha coefficient of this questionnaire was 0.80 (Bothma & Roodt, 2013).

Data Analysis Methods

There are two methods of statistical analysis, namely descriptive and inferential statistical analysis, that can be employed to analyze the collected data. Descriptive statistics provide a summary of the sample under study without drawing any conclusions on the basis of probability theory. These statistics are utilized when employing instruments like frequency distribution tables, percentages, and measures of central tendency, such as the mean, to characterize the population. Descriptive statistics aid in summarizing data through basic quantitative measures like percentages or means, as well as visual representations such as histograms and box plots (Kaliyadan & Kulkarni, 2019). In this research, descriptive statistical analysis was employed to assess the demographic details of the participants. This includes an investigation of factors such as gender, age, monthly income range, and working years. The analysis encompassed calculations of measures such as frequency, percentages, mean, and standard deviation to interpret the characteristics of the participants and the results of the

statistical analysis. The findings were presented through generated tables displaying these descriptive statistics.

On the other hand, inferential statistical tests are applied to evaluate the hypotheses in the study (Creswell, 2008). These statistics are used when comparing the mean scores using a particular statistical test and express the results in terms of statistical significance (Kaliyadan & Kulkarni, 2019). For this research, the Pearson Correlation method was used to analyze the data collected from the respondents in this research and determine the hypothesis of this research. Correlation is a measurement of the association, relationship, or correlation between two variables in order to determine whether they are positively or negatively correlated or not related at all (Schober et al., 2018). Correlation coefficients (r) are used to indicate the level of the association between variables in order to quantify it. These coefficients measure the magnitude, direction, and strength of the link between two variables. Correlation coefficients can have positive or negative directions and range in size from high to low. A correlation value of 0 indicates no connection or zero association, ranging from -1 to +1, wherein -1 and +1 represent perfect negative and perfect positive correlation coefficients, respectively. Furthermore, correlation coefficients below ± 0.40 are considered low, between ± 0.40 and ± 0.60 are considered moderate, and above ± 0.60 are considered high (Obilor & Amadi, 2018).

Next, Lü and Belitskaya-Lévy (2015) stated that findings with p-values lower than 0.05 are statistically significant or positive, and the alternative hypothesis are accepted when $P < 0.05$ (Vaidyanathan, 2023), whereas findings with p-values more than 0.05 are not significant or negative. In addition, the choice of using the Pearson Correlation method in this study was attributed to the measurement of the connection between two continuous variables (Rovetta, 2020) and the analysis data in SPSS software analyzed as a whole or in a total rather than by

category. Last but not least, IBM Statistical Package for the Social Sciences (SPSS) Statistic software version 29.0.2.0 (20) was utilized for analyzing and processing data of this research.

Research Procedures

The researcher decided to use an online survey method by utilizing Google Forms, to collect the data from respondents. Hence, the researcher started the procedure by preparing the questionnaire using Google Forms. In the Google Forms, a consent letter was attached and the questions were divided into three sections, where Section A was the demographic details, Section B was the Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form), and Section C was the Turnover Intention Scale (TIS-6). Respondents were required to answer 11 questions for Section A, 20 items for Section B, and six items for Section C. All these questions took approximately five to ten minutes to finish. Since this research used convenience sampling to collect the data, researcher searched the location of preschools around Klang Valley online through the assistance of Google Maps. Then, researcher contacted the preschools either through WhatsApp, email, or a direct call to the principal to brief them about the purpose of this study and asked for the permission of the preschool teachers to participate in this research. After getting permission, researcher requested their email or WhatsApp number to send them the consent letter and the questionnaire that was created in Google Forms. All the respondents received the email or message attached with the link and were given a two-week timeframe to answer the questionnaire. Towards the end of the timeframe given, an email or message of reminder was sent to the respondents in order to ensure all respondents had answered the questionnaires. All the responses were kept confidential. After two weeks or after reaching the targeted respondents, the researcher set the Google Forms not to accept responses and collected the data received. Then, researcher started to analyze the data by using SPSS statistics software. Lastly, the researcher utilized all the data and information to complete the report findings.

Summary

In summary, this research utilized the quantitative research approach and correlational research design due to several reasons. Besides, the questionnaire surveys were the research instruments used in this research to achieve the research objectives. Convenience sampling was used to select the sample and the questionnaires were distributed to the preschool teachers through online Google Forms. Last but not least, descriptive analysis, Pearson Correlation, and SPSS software were used to analyze the collected data.

Chapter IV

Findings and Analysis

Introduction

This chapter illustrated the results and analysis that study the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley. The researcher collected data from 70 preschool teachers who teach children from four to six years old in the Klang Valley area. The first part of this chapter was the descriptive statistics, which the researcher used to analyze the demographic information of participants. Other than that, inferential statistics was used to analyze the relationship between intrinsic and extrinsic job satisfaction and turnover intention in this study. Both statistics were analyzed using SPSS version 29.0.2.0 (20), and Pearson correlation was used in analyzing the variables as well.

Descriptive Statistics and Analysis

Table 1

Distribution of Respondents' Gender

Gender	Frequency (N)	Percent (%)
Male	6	8.6%
Female	63	90.0%
Prefer not to say	1	1.4%
Total	70	100%

Table 1 shows the frequency and percentage of respondents' gender. There were a total of 70 respondents where 63 were female (90%), six were male (8.6%), and one prefer not to say (1.4%).

Table 2*Distribution of Respondents' Age*

Age	Frequency (N)	Percent (%)
20 years old and below	2	2.9%
21 - 30 years old	56	80.0%
31 - 40 years old	9	12.9%
41 - 50 years old	2	2.9%
51 - 60 years old	1	1.4%
Total	70	100%

Table 2 above displays the frequency and percentage of respondents' ages. Out of the 70 respondents, 56 were aged between 21 and 30 years old, accounting for 80% of the sample and representing the highest frequency. Nine respondents fell into the 31 to 40 age group, making up 12.9% of the total. Additionally, there were two respondents each in the age groups of 20 and below and 41-50, accounting for 2.9% each. Only one respondent was aged between 51 and 60, making up 1.4% of the total.

Table 3*Distribution of Respondents' Ethnicity*

Ethnicity	Frequency (N)	Percent (%)
Malay	12	17.1%
Chinese	50	71.4%
Indian	8	11.4%
Total	70	100%

In Table 3, the frequency and percentage of respondents' ethnicity are presented. There was a total of 50 Chinese respondents, accounting for 71.4% of the participants in this research, followed by 12 Malays, making up 17.1%, and eight Indians, representing 11.4%.

Table 4*Distribution of Respondents' Marital Status*

Marital Status	Frequency (N)	Percent (%)
Single	53	75.7%
Married	17	24.3%
Total	70	100%

Table 4 displays the frequency and percentage of respondents' marital status. Most respondents were single, with 53 (75.7%) reporting this status, while 17 (24.3%) reported being married.

Table 5*Distribution of Respondents' Education Level*

Education Level	Frequency (N)	Percent (%)
STPM / A-Level	3	4.3%
Diploma	22	31.4%
Bachelor degree	43	61.4%
Masters degree	2	2.9%
Total	70	100%

Table 5 displays the frequency and percentage of respondents' education levels. Most of the respondents were graduates with a Bachelor's degree, accounting for 43 respondents or 61.4%. This was followed by 22 respondents holding a Diploma, constituting 31.4% of the total. Only two respondents held a Master's degree, making up 2.9% of the total. Additionally, three respondents had completed STPM or A-Level, representing 4.3% of the total.

Table 6*Distribution of Respondents' Personal Monthly Income*

Personal Monthly Income	Frequency (N)	Percent (%)
Below RM 1500	4	5.7%
RM 1501 - RM 2000	13	18.6%
RM 2001 - RM 2500	26	37.1%
RM 2501 - RM 3000	16	22.9%
RM 3001 - RM 3500	6	8.6%
RM 3501 and above	5	7.1%
Total	70	100%

In Table 6, the frequency and percentage of respondents' personal monthly income are presented. Most of the respondents fell in the category of RM 2001 to RM 2500, with the highest frequency being 26 (37.1%). This was followed by 16 respondents (22.9%) who fell in the range of RM 2501 to RM 3000. Additionally, 13 respondents fell in the range of RM 1501 to RM 2000, while six participants (8.6%) fell in the range of RM 3001 to RM 3500. Five respondents (7.1%) fell in the range of RM3501 and above, and the least respondents fell in the range below RM1500 with a frequency of 4 (5.7%).

Table 7*Distribution of Respondents' Privileges or Benefits*

Privileges or Benefits	Frequency (N)	Percent (%)
Yes	52	74.3%
No	18	25.7%
Total	70	100%

In Table 7, the frequency and percentage of respondents receiving privileges or benefits are presented. Most of the participants received privileges or benefits from their current working preschool, with a frequency of 52 or 74.3% of the participants in this research, while 18 (25.7%) of the participants did not receive any privileges or benefits from their preschool.

Table 8*Distribution of Respondents' Types of Privileges or Benefits*

Types of Privileges or Benefits	Frequency (N)	Percent (%)
N/A	18	25.7%
Bonuses	11	15.7%
Bonuses, flexible leaves	1	1.4%
Bonuses, Incentives	2	2.9%
Bonuses, Take turn in short working hour	1	1.4%
Flexible working hour	14	20.0%
Flexible working hour, Bonuses	4	5.7%
Flexible working hour, Bonuses, flexible working leaves arrangement	1	1.4%
Flexible working hour, Bonuses, Incentives	5	7.1%
Flexible working hour, Incentives	11	15.7%
Incentives	2	2.9%
Total	70	100%

The types of privileges or benefits received by the respondents are outlined in Table 8. Among the respondents, 14 respondents (20.0%) reported having flexible working hour, while 11 participants (15.7%) stated receiving bonuses, and 2 respondents (2.9%) stated receiving incentives only. Additionally, 11 respondents (15.7%) enjoyed both flexible working hours and

incentives and four participants (5.7%) enjoyed both flexible working hours and bonuses. Moreover, five respondents (7.1%) reported having flexible working hours, bonuses, and incentives, while one respondent (1.4%) had flexible working hours, bonuses, and a flexible leave arrangement. Furthermore, two respondents (2.9%) mentioned receiving bonuses and incentives, while one respondent (1.4%) reported having bonuses and flexible leave arrangements, and another respondent (1.4%) stated receiving bonuses and short working hour rotations. Meanwhile, 18 respondents reported receiving no privileges or benefits from their preschools.

Table 9

Distribution of Respondents' Duration of being a Preschool Teacher

Duration of being a Preschool Teacher	Frequency (N)	Percent (%)
1 - 3 years	49	70.0%
4 - 6 years	15	21.4%
7 - 9 years	3	4.3%
10 years and above	3	4.3%
Total	70	100%

The duration of the respondents being preschool teachers is stated in Table 9. Among the 70 respondents, 49 respondents (70%) reported working as a preschool teacher for one to three years and 15 respondents (21.4%) indicated four to six years of experience. Furthermore, three respondents (4.3%) had been preschool teachers for seven to nine years, and another three respondents (4.3%) had 10 or more years of experience.

Table 10*Distribution of Respondents' Duration of Working in Current Preschool*

Duration of Working In Current Preschool	Frequency (N)	Percent (%)
1 - 3 years	59	84.3%
4 - 6 years	11	15.7%
Total	70	100%

The duration of the respondents working in the current preschool is presented in Table 10. Among the 70 respondents, 59 respondents (84.3%) reported working in their current preschool for one to three years. Additionally, 11 respondents (21.4%) reported working in their current preschool for four to six years.

Table 11*Distribution of Respondents' Answers of Intrinsic Satisfaction*

		IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ	IJSQ
		1	2	3	4	5	6	7	8	9	10	11	12
N	Valid	70	70	70	70	70	70	70	70	70	70	70	70
	Mean	4.06	4.03	3.61	2.90	4.24	4.01	4.09	3.80	4.04	3.77	4.03	3.90
	Std. Deviation	.883	.659	1.081	1.009	.824	.752	.812	.844	.939	.887	.816	.854

The respondents' intrinsic job satisfaction responds are illustrated in Table 11. In particular, the question “being able to do things that don't go against my conscience” (IJSQ 5) received the highest mean score which is $M=4.24$ with a standard deviation value of $SD=0.824$. Conversely, the question “the chance to be "somebody" in the community” (IJSQ 4) received the lowest mean score of $M=2.90$, accompanied by a standard deviation of $SD=1.009$. Interestingly, both IJSQ 2 (the chance to work alone on the job) and IJSQ 11 (the chance to try my own methods of doing the job) gave a same mean score of $M=4.03$ and were accompanied by the standard deviation of $SD=0.659$ and $SD=0.816$ respectively.

Table 12*Distribution of Respondents' Answers of Extrinsic Satisfaction*

		EJSQ	EJSQ	EJSQ	EJSQ	EJSQ	EJSQ	EJSQ	EJSQ
		1	2	3	4	5	6	7	8
N	Valid	70	70	70	70	70	70	70	70
Mean		3.94	3.83	3.79	2.84	3.46	4.21	4.11	3.83
Std. Deviation		.657	.798	.700	1.044	.829	.849	.649	.798

The respondents' extrinsic job satisfaction responds are illustrated in Table 12. In particular, the question “the working conditions” (EJSQ 6) received the highest mean score which is $M=4.21$ with a standard deviation value of $SD=0.849$. Conversely, the question “my pay and the amount of work I do” (EJSQ 4) received the lowest mean score of $M=2.84$, accompanied by a standard deviation of $SD=1.044$. Interestingly, both EJSQ 2 (the competence of my supervisor in making decisions) and EJSQ 8 (the praise I get for doing a good job) gave a perfect corresponding mean score of $M=3.83$ and these were accompanied by the same standard deviation of $SD=0.789$.

Table 13*Respondents' Range of Total Job Satisfaction*

Range of Total Job Satisfaction	Frequency (N)	Percent (%)
Average Total Job Satisfaction (26 - 74)	26	37.1%
High Total Job Satisfaction (75 and above)	44	62.9%
Total	70	100%

The range of total job satisfaction of the respondents is stated in Table 13. Among the 70 respondents, 26 respondents (37.1%) reported having average job satisfaction (scores between 26 to 74), while 44 respondents (62.9%) reported having high total job satisfaction (scores 75 and above). This finding shows that most of the respondents participated in this research has high total job satisfaction towards their work.

Table 14*Respondents' Range of Turnover Intention*

Turnover Intention	Frequency (N)	Percent (%)
preference to stay	10	14.3%
preference to leave	60	85.7%
Total	70	100%

Table 14 shows the range of turnover intention among the respondents. Out of the 70 respondents, only 10 respondents (14.3%) preferred to stay in their current job, while 60 respondents (85.7%) reported having turnover intention. This indicates that most of the participants in this study have a high likelihood of leaving their current job.

Table 15

Descriptive Statistics of Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) and Turnover Intention Scale (TIS-6)

	Mean (M)	Std. Deviation (SD)	Frequency (N)
Intrinsic Job Satisfaction	46.4857	7.31039	70
Extrinsic Job Satisfaction	30.0143	4.55082	70
Turnover Intention	17.4571	4.15527	70

Table 15 shows the result of the mean (M) and standard deviation (SD) of intrinsic and extrinsic job satisfaction and turnover intention. A total of 70 respondents (N=70) participated in this research. The mean and standard deviation of intrinsic job satisfaction are M=46.4857 and SD=7.31039. Moreover, the mean and standard deviation of extrinsic job satisfaction are M=30.0143 and SD=4.55082. Additionally, the mean and standard deviation of turnover intention are M=17.4571 and SD=4.15527. Based on Nashwan et al. (2021), scores below 18 show a preference to remain with current job, while scores exceeding 18 show an inclination to leave the organization. Thus, participants in this study show preference to stay with current job, which indirectly indicates a lower intention to turnover.

Inferential Statistics and Analysis

This research hypothesized that there is a significant relationship between intrinsic job satisfaction and turnover intention among preschool teachers (H_{a1}) and there is a significant relationship between extrinsic job satisfaction and turnover intention among preschool teachers (H_{a2}).

Table 16

Correlations between Intrinsic and Extrinsic Job Satisfaction and Turnover Intention

		Intrinsic Job Satisfaction	Extrinsic Job Satisfaction
Turnover Intention	Pearson	-.704**	-.712**
	Correlation		
	Sig. (2-tailed)	<.001	<.001
	N	70	70

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

Table 16 indicates the correlations between intrinsic job satisfaction and turnover intention. The result shows that there is a significant relationship between intrinsic job satisfaction and turnover intention among preschool teachers with the value $r = -.704^{**}$, $N = 70$ and $p < .001$. According to Obilor and Amadi (2018), correlation coefficients (r) above ± 0.60 are considered strongly correlated. Besides that, the direction of the relationship between these two variables is negative, where the higher the intrinsic job satisfaction, the lower the turnover intention; conversely, the lower the intrinsic job satisfaction, the higher the turnover intention. Lü and Belitskaya-Lévy (2015) stated that findings with p -values lower than 0.05 are statistically significant or positive, and the alternative hypothesis is accepted when $p < 0.05$ (Vaidyanathan, 2023). Hence, the hypothesis H_{a1} is accepted.

Table 16 also shows the correlations between extrinsic job satisfaction and turnover intention. The result indicates that there is a significant relationship between extrinsic job satisfaction and turnover intention among preschool teachers with the value $r = -.712^{**}$, $N = 70$ and $p < .001$. Obilor and Amadi (2018) suggested that correlation coefficients (r) exceeding ± 0.60 indicate a strong relationship between variables. Moreover, the direction of the relationship between these two variables is negative, where the higher the extrinsic job satisfaction, the lower the turnover intention; in contrast, the lower the extrinsic job satisfaction, the higher the turnover intention. As outlined by Lü and Belitskaya-Lévy (2015), findings with p -values lower than 0.05 are statistically significant or positive, and the alternative hypothesis is accepted when $p < 0.05$ (Vaidyanathan, 2023). Therefore, the hypothesis H_{a2} is accepted.

Conclusion

Table 17

Summary of Findings: Intrinsic, Extrinsic, and Total Job Satisfaction and Turnover Intention

Research hypotheses	Findings	Accepted/ Fail to accept
There is a relationship between intrinsic job satisfaction among preschool teachers.	$r = -.704^{**}$ N=70 $p < .001$	Accepted
There is a relationship between extrinsic job satisfaction among preschool teachers.	$r = -.712^{**}$ N=70 $p < .001$	Accepted

According to the summary table provided, it is evident that there is a significant correlation between intrinsic and extrinsic job satisfaction among preschool teachers and their turnover intention. Consequently, all the hypotheses are accepted.

Summary

In summary, the collected data were analyzed using SPSS version 29.0.2.0 (20) and presented in tables in this chapter. The data analysis involved both descriptive and inferential techniques, with Pearson Correlation being used to examine the relationship between variables. Last but not least, all hypotheses were accepted based on the results, which showed a significant relationship between intrinsic, extrinsic, and total job satisfaction and turnover intention among preschool teachers.

Chapter V

Discussion and Conclusion

Introduction

This chapter illustrated the discussion and interpretation of the result. Besides that, the implications, limitations of conducting this study, and recommendations for future study were discussed.

Inferential Analysis and Discussion

The results from Table 16 in Chapter 4 showed a significant negative correlation between total job satisfaction and turnover intention. Some studies have indicated that both intrinsic and extrinsic job factors are positively related to job satisfaction (Ismail & Nakkache, 2014; Abdullah et al., 2023). Hence, this study also investigated the relationship between job satisfaction subscales and turnover intention. Based on the findings, both subscales, intrinsic and extrinsic job satisfaction, were analyzed and determined to have a substantial negative correlation with turnover intention. Both extrinsic and intrinsic factors played an equal role in the job satisfaction of teachers. Job satisfaction negatively affects turnover intention, specifically, low job satisfaction is associated with high turnover intention, while high job satisfaction is linked to low turnover intention (Orpina et al., 2022). Additionally, the study found a significant relationship between intrinsic and extrinsic job satisfaction and turnover intention among preschool teachers, a finding consistent with prior research by Grant et al. (2019) and Park and Johnson (2019).

Intrinsic factors of job satisfaction refer to job satisfaction with the occupation (Ceylan & Özbal, 2020), encompass elements such as performance or professional development, autonomy, social standing, utilization capacity (Nailissaadah & Suharnomo, 2022), respect, acknowledgment, the quality of the work, and personal professional development and growth

(Abdullah et al., 2023). This item can refer to the teachers' autonomy in class (one of the intrinsic factors), which includes individual choice, control, and shared decision-making (Ann, 2021). Autonomy plays an important role in teachers' motivation and professionalism (Worth & Van Den Brande, 2020). The higher level of teacher autonomy strengthens the positive relationship between student good behavior and teacher job satisfaction (Kengatharan, 2020). From the findings of Kengatharan (2020), teacher autonomy and job satisfaction are significantly positively related ($\beta = 0.11$, $t = 2.26$, $p < .05$), implying that teacher autonomy increases teacher job satisfaction. Encouraging teacher autonomy, as seen in Finland, where creativity and autonomy are promoted, has led to higher job satisfaction and retention rates among educators (Ann, 2021). Teacher autonomy is highly connected with increased job satisfaction and a higher inclination to stay in the education field (Worth & Van Den Brande, 2020).

Furthermore, professional development is another intrinsic factor that can significantly influence preschool teachers' job satisfaction. It is a term that includes different instruments or processes with the goal of becoming better, more informed, and experienced educators. It is frequently used as a tool to facilitate teachers' growth and further student achievement (Yoon & Kim, 2022). For preschool teachers, opportunities for professional development can be transformative, enabling them to stay abreast of best practices, innovative teaching methods, and emerging trends in early childhood education. Besides that, the study by Gaias et al. (2018) highlighted the importance of improving teacher training, hiring, and professional growth so that preschool teachers are more satisfied with their jobs. When teachers receive adequate assistance in their professional development, they are more inclined to have greater job satisfaction and engagement. This is supported by findings from Thahir et al. (2021), which demonstrate a positive and significant relationship between teacher professional development, job satisfaction, and overall teacher performance.

In addition, extrinsic factors are the factors related to job satisfaction with the working environment (Ceylan & Özbal, 2020), such as organizational policies, remuneration, colleagues, working conditions (Nailissaadah & Suharnomo, 2022), supervision, the behavior of coworkers, training, and job stability (Abdullah et al., 2023). According to Noor (2022), preschool teachers are currently confronted with a fresh array of obstacles in addition to the preexisting issues of inadequate compensation, extended work hours, and unfavorable working conditions. Various factors, including job satisfaction, working conditions, organizational support, and personal motives, significantly influence teachers' intent to resign from their positions (Ertürk, 2022). According to Baroudi et al. (2020), working conditions were one of the significant factors that mainly affected teacher job satisfaction. Jahan et al. (2023) highlighted that low wages, poor working conditions, lack of enthusiasm, and fewer prospects for professional advancement are some of the typical issues that arise in professions and act as the factors that contribute to reducing job satisfaction. Job satisfaction is strongly correlated with a work environment that is both supportive and enjoyable, mainly when it includes safe working conditions. As stated by Yean et al. (2022), schools may enhance working conditions and offer sufficient wages for teachers in order to reduce their job dissatisfaction effectively.

Along with working conditions, pay is another extrinsic factor that has a big effect on how satisfied teachers are with their jobs. The findings from the research of Iwu et al. (2018) showed that teachers' pay can affect their job satisfaction. According to the findings from this research (Table 12 in Chapter 4), the pay and workload item received the lowest mean score of $M=2.84$, accompanied by a standard deviation of $SD=1.044$. This finding is aligned with the findings from Baroudi et al. (2020) that pay is the item that is least being satisfied. In addition, the basic salary (statistics) that a person needs to have in order to survive in Klang Valley is RM 1930 (public transport user) and RM2600 (car owner) (Parkaran, 2023). Nevertheless, the personal monthly income of most of the respondents in this research, as reported in Table 6

Chapter 4, is within the range of RM 2001 - RM 2500. This showed that the teachers might not have enough pay to survive, thus leading them to switch to other fields in order to get higher compensation to survive. However, some of the teachers may opt to remain in this field despite the challenge of low pay. This can be due to a few reasons, including they feel intrinsically rewarded as they believed their jobs laid the groundwork for children's education and life, having alternative sources of income helped teachers survive low earnings by covering life's essential needs, and satisfying with the leadership and management of preschool (McDonald et al., 2018).

Furthermore, both intrinsic and extrinsic factors can influence an individual's job satisfaction (Ismail & Nakkache, 2014; Abdullah et al., 2023), thereby affecting their turnover intention. Applying the Social Exchange Theory, which examines the balance between costs and benefits, reveals that job satisfaction represents the "benefit" while job dissatisfaction represents the "cost" (Cherry, 2023). The theory underscores the mutual relationship between management and employees in impacting performance, emphasizing the importance of the perceived equilibrium of benefits and drawbacks (Obrenovic et al., 2020). Therefore, the more the factors being satisfied (benefits outweigh costs), preschool teachers may have higher job satisfaction and lower turnover intention, whereas with fewer factors being satisfied (costs outweigh benefits), preschool teachers may have higher job dissatisfaction and higher turnover intention.

Implications

In the area of early childhood education in Malaysia, comprehension of the correlations between intrinsic and extrinsic job satisfaction and turnover intention of preschool teachers is highly significant. Despite the abundance of studies on job satisfaction and intention to quit among teachers in primary and secondary schools, as well as universities, there is a noticeable

gap in the existing literature about the study of early childhood education. In addition to that, the usage of the Minnesota Satisfaction Questionnaire Short Form (MSQ) in assessing job satisfaction among teachers within the ECE context has been limited. Subsequently, there is a need to explore the complexity of preschool teachers' intrinsic and extrinsic job satisfaction and their implications for attrition intention among preschool teachers in Malaysia. By addressing this research gap, this study aimed to gain valuable insights into the factors of job satisfaction that influence turnover intention.

Table 16 of Chapter 4 highlighted that turnover intention is highly correlated with both intrinsic and extrinsic job satisfaction therefore, it is imperative for the school operators to focus on both aspects to achieve effective retention rates. They can prioritize efforts to boost satisfaction in both intrinsic and extrinsic domains, thereby minimizing the possibility of teachers leaving their careers. This study emphasizes the need for improvement based on the sample research findings. The high turnover intention score among preschool teachers in Klang Valley (Chapter 4, Table 14) suggests a likelihood and potential for them to pursue alternative career opportunities. Consequently, this study helps preschool operators understand that to enhance the job satisfaction of preschool teachers, intrinsic and extrinsic factors must be considered, and turnover risks must not be overlooked. For instance, focusing on improving working conditions involves the establishment of a favorable and nurturing atmosphere within preschool environments. This may entail providing sufficient resources, comfortable facilities, and conducive infrastructure to facilitate teaching and learning (Toropova et al., 2020). In addition, the provision of competitive remuneration packages, encompassing salary increments or any other privileges such as flexible working hours and bonuses, can play a crucial role in enhancing job satisfaction among teachers. An equitable and appealing remuneration not only recognizes the significance of teachers' work but also raises their overall financial welfare (Abdullah et al., 2023). Moreover, intrinsic factors, which comprise professional development

opportunities and allow teachers the autonomy to explore diverse interaction methods, tend to cause a feeling of empowerment and job satisfaction. One of the greatest advantages of professional development programs for teachers is that they are able to improve their professional skills, remain up-to-date with new developments, and feel professionally accomplished. Besides, providing teachers with the authority to implement their unique methods of teaching would lead to creativity, innovation, and personal approaches thus improving the satisfaction and engagement of teachers (Abdullah et al., 2023). By considering these factors, preschool operators can boost teachers' job satisfaction, reduce turnover, and maintain a stable workforce. Teachers need jobs that fulfill them personally and professionally to have a healthy work-life and long-term job satisfaction (Ertürk, 2022). Increasing and maintaining teacher job satisfaction is equally vital for preschool operators. Along with extrinsic factors like salary and work environment, intrinsic ones such as autonomy, professional development, and purpose must be considered. By pursuing both extrinsic and intrinsic job satisfaction, operators can assist instructors in achieving a better balance between work and health.

In addition, these findings hold significant implications for non-governmental organizations (NGOs) and early childhood education (ECE) professionals, who play pivotal roles in the sector. One of the important services they offer is preschool social services. Local Welfare Education organizations and NGO staff may hold preschool education seminars, bring specialists into their offices, and train teachers to use additional skills and knowledge on the job (Zou, 2019). Like the NGOs in Egypt, they offer a variety of public services and initiatives aimed at facilitating both formal and non-formal education (Ahmed, 2020). Also, NGOs supply important and effective training for preschool teachers, which enables them to acquire appropriate professional knowledge. Additionally, the NGOs can provide psychological counseling and professional ethics training for preschool teachers to maintain their mental well-

being and foster inner motivation, thereby strengthening their sense of professional identity and commitment to early childhood learning (Zou, 2019). These initiatives align with research indicating that intrinsic motivation correlates with high job satisfaction and low turnover intention (Zheng et al., 2021).

Apart from that, these findings assist preschool teachers in realizing that not only extrinsic but intrinsic satisfaction can affect their job satisfaction, thereby revealing the reality that both other factors should be addressed to reduce the tendency of employees to consider leaving their jobs. Accordingly, they can identify the source of their dissatisfaction and gaps in their jobs. As a result, they are motivated to attend seminars, trainings, and workshops provided by institutions to improve their competence and job fulfillment, thereby enhancing their intrinsic motivation and fulfillment. According to Smet (2021), the more professional development activities the teachers participated in, the less negative association between professional growth and job satisfaction. Besides that, teachers should exercise autonomy in their classrooms and implement their own beliefs and teaching methods when given the opportunity (Kengatharan, 2020; Worth & Van Den Brande, 2020; Ann, 2021). This may affect their satisfaction with their job, which could lead to increased turnover intention.

Limitations

In this research, the online data collection method proved to be challenging for researchers due to difficulties in gathering data within a short two-week timeframe. The limited responses received when targeting the desired number of participants (70 respondents) underscored this challenge. This aligns with the significant issue of online survey methods highlighted by Nayak and Narayan (2019), which often result in low participation rates. Evidence from various studies, as cited by Nayak and Narayan, consistently demonstrates poor response rates and the challenges associated with obtaining sufficient submissions. Lindemann

(2021) further supports this notion, reporting a response rate of only 29% for online surveys. This may be attributed to the inherent weaknesses of online survey methods, such as respondents' tendency to ignore or delay questionnaire responses. Besides that, a formula is used to calculate the sample size required for a survey, thereby ensuring that a sufficient number of responses are received as targeted. First, divide the number of respondents desired by the expected response rate and then multiply the result by 100. For instance, if a researcher wants to gather responses from 300 customers and assume a 30% response rate, the researcher would invite about 1,000 people to the study ($300 / 30\% \times 100 = 1000$) (CloudResearch, 2020).

The quantitative method usually concentrates on quantitative data (Apuke, 2017; Sheard, 2018; Mcleod, 2019), but it may fail to reflect the depth and complexity seen in social phenomena as well as the emotional experiences of people involved (Queirós et al., 2017). On the one hand, structured questionnaires are often based on closed-ended questions, which prevents the respondents from telling their point of view or detailed explanations as well as they would prefer or could if the question was open-ended (Acmc, 2021). Generally, questionnaires are designed to gather specific types of data within a predefined scope. This approach limits the scope of inquiry and may overlook relevant factors not covered in the survey. For instance, in the Minnesota Satisfaction Questionnaire (MSQ) Short Form, this study solely concentrates on intrinsic and extrinsic job satisfaction, overlooking the broader spectrum of factors influencing job satisfaction and related contextual variables.

Moreover, limited generalizability was also one of the limitations of this research. This was due to the number of respondents being too small (70 respondents) to accurately represent the whole population. Regarding the sampling ratio (small population and thus larger sampling), a bigger population requires a smaller sampling ratio. In populations below 1000 individuals, at least 30% (300 individuals) of them are to be included in the sample in order to secure its representativeness. However, the acceptable representative ratio would be decreased from 10

per thousand to 10 per thousand for a bigger population like 10.000 and above (Institutional Effectiveness And Assessment [I. E. A.], 2023). Additionally, this research used convenience sampling, a non-probability sampling (Zhao, 2020; Scholtz, 2021) that lacks clear generalizability within the sample (Jager et al., 2017), to recruit the targeted respondents. Due to the unknown selection mechanism, non-probability samples can produce substantially biased results (Tutz, 2023), and their lack of a mathematical foundation similar to probability sampling makes accuracy and uncertainty measurement challenging (Wiśniowski et al., 2020). As stated by Wiśniowski et al. (2020), numerous benchmarking studies reveal that nonprobability samples are generally less accurate for population estimates. To enhance accuracy, methods like quota sampling, sample matching, and weighting techniques are proposed, but they rely on the assumption that adjustment variables adequately explain the selection mechanism, which frequently consists of demographic attributes and may not always hold true. Consequently, these limitations highlighted the challenges in generalizing the study findings to the broader population.

Recommendation

If the researcher wishes to continue using the online survey method to collect data, one of the ways to solve this problem is to extend the timeframe for receiving the responses from the respondents. Shiyab et al. (2023) claimed that timeframe is one of the factors that lead to a low response rate. Moreover, the researcher can increase the number of people invited to participate in this research by following the formula suggested to receive targeted responses. In addition, the researcher can regularly send or send reminders to the respondents twice as this action helps to increase the response rate (Sammur et al., 2021; Shiyab et al., 2023). Alternatively, researchers can opt to use paper survey method that distributes the questionnaires to respondents in in-person, which will help to get more respondents in a short period of time.

This is aligned with the findings from Ebert et al. (2018) that the overall response rate in the digital group was almost 10 percentage points lower than in the paper group.

In addition, to comprehensively address the issue of research methodology in studying teacher job satisfaction and turnover intention, future researchers are encouraged to adopt a mixed-methods approach, combining both quantitative and qualitative methods. While quantitative methods provide numerical data, qualitative methods offer insights into participants' thoughts, attitudes, and experiences, allowing for a deeper understanding of the research topic (Hassan, 2024). McBride et al. (2019) advocate for the mixed-methods approach, emphasizing its ability to capture a more detailed understanding of the study by incorporating both numerical and non-numerical data. By integrating quantitative measures like the Minnesota Satisfaction Questionnaire (MSQ) Short Form with qualitative inquiries such as interviews or observations, researchers can explore not only intrinsic and extrinsic job satisfaction but also the underlying factors and contextual variables influencing teacher perspectives. This comprehensive approach promises enhanced understanding and more efficient tactics for addressing challenges in the field of education.

Furthermore, the researcher can enhance generalizability by enlarging the sample size, following the formula suggested by Institutional Effectiveness And Assessment (2023), where populations below 1000 individuals, a sample of at least 30% (300 individuals) is needed for representativeness, while larger populations of 10,000 and above require a reduced representative ratio of 10 per thousand. On the other hand, the researcher can use the probability sampling method, which is also known as random sampling, to select the sample population (Sharma, 2017). For example, simple random sampling ensures each unit in a homogenous population has an equal chance of being sampled, resulting in unbiased parameter estimations (Singh & Masuku, 2014; Sharma, 2017). This method facilitates the assembly process and

upholds representativeness, attributing any variations to sampling error. Consequently, it enables accurate inferences and generalizations about the population (Sharma, 2017). Hence, through enlarging the sample size or using probability sampling, the findings of this research can be more generalizable.

Summary

In summary, this chapter provided a detailed discussion of the research findings, emphasizing the relationship between job satisfaction and turnover intention among preschool teachers. It highlighted the implications, limitations, and recommendations derived from the study, offering valuable insights for future research.

Conclusion

In conclusion, this study investigated and discussed about the relationship between preschool teachers' intrinsic and extrinsic job satisfaction and turnover intention in Klang Valley. This study addresses a gap in local literature by focusing on job satisfaction and turnover intention among preschool teachers in Malaysia's Klang Valley. Unlike previous research, it employs the Minnesota Satisfaction Questionnaire (MSQ) short form to differentiate intrinsic and extrinsic factors specific to preschool teaching. By doing so, it offers insights into challenges faced by preschool educators and informs targeted retention strategies within the early childhood education sector. Besides that, the aspects of preschool teachers' jobs, including low pay and excessive workload, lack of professional development opportunities and autonomy, and extended working times that result in low job satisfaction, which in turn could lead to high turnover, have been acknowledged as contributing factors. Hence, this research aims to investigate the relationship between intrinsic and extrinsic job satisfaction and turnover intention among preschool teachers in Klang Valley. This research applied a quantitative correlational research design and utilized two questionnaires, which were the Minnesota Satisfaction Questionnaire (MSQ) Short Form and the Turnover Intention Scale (TIS-6). The findings indicated that intrinsic and extrinsic job satisfaction were negatively and significantly correlated with turnover intention.

The results of this study have important implications for the Klang Valley area's early childhood education system as they help to reveal the significant absence of local studies in the industry related to preschool teachers' job satisfaction and turnover intention, focusing on the intrinsic and extrinsic status of these teachers. Through focusing on the aspects of both intrinsic and extrinsic factors, the study highlights the issues that are important for the preschool operators, NGOs and ECE professionals in order to address the teachers' job satisfaction and the turnover intention among preschool teachers in the Klang Valley. Nevertheless, the research

presents limitations, such as a low response rate, employing only a single method (quantitative method), and limited generalizability for human subjects. To address these limitations, the researchers can increase the duration of time collecting data and increase the number of questionnaires distributed or switch to paper survey methods, employ mixed methods (utilize both quantitative and qualitative methods), and enlarge sample size or do probability sampling. These improvements help obtain accurate and complete data to construct thorough illustrations of factors that may affect early childhood teachers' intrinsic and extrinsic satisfaction and turnover intention. Similarly, increasing the generalizability of the findings allows future studies to provide a comprehensive viewpoint based on large sample size, which is crucial for early childhood educators, as well as other factors.

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Appendices

Appendix A: Questionnaire

Figure 3

Questionnaire – Informed Consent Letter

The relationship between intrinsic and extrinsic job satisfaction and turnover intention among preschool teachers

Dear respondents, I extend my greetings. My name is Tan Pei En (Student ID: 2101499), and I am a degree student currently enrolled in the Bachelor in Early Childhood Education (Hons) program at Universiti Tunku Abdul Rahman. At present, I am undertaking a research study integral to my academic pursuits. Your participation in this questionnaire is invaluable, as it significantly contributes to the success and depth of my research on the relationships between preschool teachers' intrinsic and extrinsic job satisfaction and turnover intention. I sincerely appreciate your time and cooperation in providing thoughtful responses. Your input plays a crucial role in advancing our understanding of the relationship between job satisfaction and turnover intention among preschool teachers. Thank you for your participation.

You are invited to participate in a study conducted by the researcher. You are required to answer a series of questions, which covers

1. Demographic details

2. Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form)

3. Turnover Intention Scale (TIS-6)

Purpose: The purpose of this study is to investigate the relationship between job satisfaction and turnover intention among preschool teachers.

Procedure: This is a self-reported questionnaire that will take 5 to 10 minutes to complete. Your participation in this study is voluntary, and you have the right not to answer any of the questions that you do not like answering. You also have the right to stop this interview at any point if you do not feel comfortable.

Potential risks and benefits: There are no anticipated risks associated with participating in these studies beyond those encountered in daily life. Through this study, necessary importance could be given to studying the relationship between job satisfaction and turnover intention among preschool teachers.

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

tpeien02@gmail.com

Switch account

Not shared

* Indicates required question

Informed Consent *

☐ I have read and understood all the information stated above. I, hereby consent to voluntarily participate in this research.

☐ I disagree to participate in this research.

Figure 4

Questionnaire – Google Form (Demographic Information) 1

Section A

Demographic Information
Please provide your response to the questions below.

Are you a Malaysian? *

☐ Yes

☐ No

Gender *

☐ Male

☐ Female

☐ Prefer not to say

Age *

☐ 20 years old and below

☐ 21 - 30 years old

☐ 31 - 40 years old

☐ 41 - 50 years old

☐ 51 - 60 years old

☐ 61 years old and above

Ethnicity *

☐ Malay

☐ Chinese

☐ Indian

☐ Other: _____

Marital Status *

☐ Single

☐ Married

☐ Divorced

☐ Widowed

☐ Other: _____

Figure 5*Questionnaire – Google Form (Demographic Information) 2*

Education Level *

☐ Secondary school / SPM / O-Level

☐ STPM / A-Level

☐ Diploma

☐ Bachelor degree

☐ Masters degree

☐ Doctorate degree (PhD)

☐ Other: _____

Personal monthly income *

☐ Below RM 1500

☐ RM 1501 - RM 2000

☐ RM 2001 - RM 2500

☐ RM 2501 - RM 3000

☐ RM 3001 - RM 3500

☐ RM 3501 and above

Does your current company offer any privileges or benefits to you? *

☐ Yes

☐ No

If yes, what kind of privileges or benefits your current company offered to you?

☐ Flexible working hour

☐ Bonuses

☐ Incentives

☐ Other: _____

How long have you work as a preschool teacher? *

Exp: 4 years and 10 months

Your answer _____

How long have you been working in current preschool? *

Exp: 1 year and 3 months

Your answer _____

Figure 6*Questionnaire – Google Form (MSQ Short Form) 3*

Section B

Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form)

The questions in this scale provide you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those people like you, we hope to get a better understanding of the things people like and dislike about their jobs. Please answer ALL the questions below.

Decide how satisfied you feel about the aspect of your job described by the statement.

0= Very Dissatisfied means I am very dissatisfied with this aspect of my job.
 1= Dissatisfied means I am dissatisfied with this aspect of my job.
 2= Neither means I can't decide whether I am satisfied or not with this aspect of my job.
 3= Satisfied means I am satisfied with this aspect of my job.
 4= Very Satisfied means I am very satisfied with this aspect of my job.

On my present job, this is how I feel about...

*

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
being able to keep busy all the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to work alone on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to do different things from time to time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to be "somebody" in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the way my boss handles his/her workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the competence of my supervisor in making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
being able to do things that don't go against my conscience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the way my job provides for steady employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to do things for other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 7*Questionnaire – Google Form (MSQ Short Form) 4*

the chance to tell people what to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to do something that makes use of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the way company policies are put into practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my pay and the amount of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chances for advancement on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the freedom to use my own judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to try my own methods of doing the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chances for advancement on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the freedom to use my own judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the chance to try my own methods of doing the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the way my co-workers get along with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the praise I get for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the feeling of accomplishment I get from the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 8

Questionnaire – Google Form (TIS-6) 5

Section C

Turnover Intention Scale (TIS-6)

The following questions aim to discover the extent to which you intend to stay at the organisation. Please read each question and indicate your response using the scale provided for each question.

During the past nine months...

How often have you considered leaving your job? *

12345

Never☐ ☐ ☐ ☐ ☐ Always

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

12345

Never☐ ☐ ☐ ☐ ☐ Always

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

12345

Never☐ ☐ ☐ ☐ ☐ Always

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

12345

Highly unlikely☐ ☐ ☐ ☐ ☐ Highly likely

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

12345

To no extent☐ ☐ ☐ ☐ ☐ To a very large extent

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

12345

Never☐ ☐ ☐ ☐ ☐ Always

Appendix B: SPSS Original Data

Figure 9*SPSS output of Descriptive Statistics – Distribution of Respondents'' Gender*

		Gender		
		Frequency	Percent	Valid Percent
Valid	Male	6	8.6	8.6
	Female	63	90.0	90.0
	Prefer not to say	1	1.4	1.4
	Total	70	100.0	100.0

Figure 10*SPSS output of Descriptive Statistics – Distribution of Respondents'' Age*

		Age		
		Frequency	Percent	Valid Percent
Valid	20 years old and below	2	2.9	2.9
	21 - 30 years old	56	80.0	80.0
	31 - 40 years old	9	12.9	12.9
	41 - 50 years old	2	2.9	2.9
	51 - 60 years old	1	1.4	1.4
	Total	70	100	100

Figure 11*SPSS output of Descriptive Statistics – Distribution of Respondents'' Ethnicity*

		Ethnicity		
		Frequency	Percent	Valid Percent
Valid	Malay	12	17.1	17.1
	Chinese	50	71.4	71.4
	Indian	8	11.4	11.4
	Total	70	100	100

Figure 12*SPSS output of Descriptive Statistics – Distribution of Respondents'' Marital Status*

		Marital Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	53	75.7	75.7	26.7
	Married	17	24.3	24.3	76.7
	Total	70	100	100	

Figure 13*SPSS output of Descriptive Statistics – Distribution of Respondents'' Education Level*

		Education Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STPM / A-Level	3	4.3	4.3	8.3
	Diploma	22	31.4	31.4	16.7
	Bachelor degree	43	61.4	61.4	35.0
	Masters degree	2	2.9	2.9	100.0
	Total	70	100	100	

Figure 14*SPSS output of Descriptive Statistics – Distribution of Respondents'' Personal Monthly Income*

		Personal Monthly Income			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM 1500	4	5.7	5.7	53.3
	RM 1501 - RM 2000	13	18.6	18.6	86.7
	RM 2001 - RM 2500	26	37.1	37.1	96.7
	RM 2501 - RM 3000	16	22.9	22.9	100.0
	RM 3001 - RM 3500	6	8.6	8.6	
	RM 3501 and above	5	7.1	7.1	
	Total	70	100	100	

Figure 15

SPSS output of Descriptive Statistics – Distribution of Respondents’ Privileges or Benefits

		Privileges or Benefits			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	74.3	74.3	80.0
	No	18	25.7	25.7	95.0
	Total	70	100	100	

Figure 16

SPSS output of Descriptive Statistics – Distribution of Respondents’ Types of Privileges or Benefits

		Types of Privileges or Benefits			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	18	25.7	25.7	21.7
	Bonuses	11	15.7	15.7	91.7
	Bonuses, flexible leaves	1	1.4	1.4	100.0
	Bonuses, Incentives	2	2.9	2.9	
	Bonuses, Take turn in short working hour	1	1.4	1.4	
	Flexible working hour	14	20.0	20.0	
	Flexible working hour, Bonuses	4	5.7	5.7	
	Flexible working hour, Bonuses, flexible working leaves arrangement	1	1.4	1.4	
	Flexible working hour, Bonuses, Incentives	5	7.1	7.1	
	Flexible working hour, Incentives	11	15.7	15.7	
	Incentives	2	2.9	2.9	
	Total	70	100	100	

Figure 17

*SPSS output of Descriptive Statistics – Distribution of Respondents’ Duration of being a
Preschool Teacher*

Duration of being a Preschool Teacher					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 3 years	49	70.0	70.0	53.3
	4 - 6 years	15	21.4	21.4	86.7
	7 - 9 years	3	4.3	4.3	96.7
	10 years and above	3	4.3	4.3	100.0
	Total	70	100	100	

Figure 18

*SPSS output of Descriptive Statistics – Distribution of Respondents’ Duration of Working in
Current Preschool*

Duration of Working in Current Preschool					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 3 years	59	84.3	84.3	53.3
	4 - 6 years	11	15.7	15.7	86.7
	Total	70	100	100	

Figure 19

SPSS output of Descriptive Statistics – Distribution of Respondents’ Answers of Intrinsic Satisfaction

	N	Mean	Std. Deviation
IJSQ 1	70	4.06	.883
IJSQ 2	70	4.03	.659
IJSQ 3	70	3.61	1.081
IJSQ 4	70	2.90	1.009
IJSQ 5	70	4.24	.824
IJSQ 6	70	4.01	.752
IJSQ 7	70	4.09	.812
IJSQ 8	70	3.80	.844
IJSQ 9	70	4.04	.939
IJSQ 10	70	3.77	.887
IJSQ 11	70	4.03	.816
IJSQ 12	70	3.90	.854

Figure 20

SPSS output of Descriptive Statistics – Distribution of Respondents’ Answers of Extrinsic Satisfaction

	N	Mean	Std. Deviation
EJSQ 1	70	3.94	.657
EJSQ 2	70	3.83	.798
EJSQ 3	70	3.79	.700
EJSQ 4	70	2.84	1.044
EJSQ 5	70	3.46	.829
EJSQ 6	70	4.21	.849
EJSQ 7	70	4.11	.649
EJSQ 8	70	3.83	.798

Figure 21

SPSS output of Descriptive Statistics – Distribution of Respondents’ Range of Total Job Satisfaction

Respondents’ Range of Total Job Satisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low stress	6	10.0	10.0	10.0
	moderate stress	48	80.0	80.0	90.0
	high stress	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

Figure 22

SPSS output of Descriptive Statistics – Distribution of Respondents’ Range of Turnover Intention

Respondents’ Range of Turnover Intention					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	preference to stay	10	14.3	14.3	80.0
	preference to leave	60	85.7	85.7	95.0
	Total	70	100	100	

Figure 23

SPSS output of Descriptive Statistics – Minnesota Satisfaction Questionnaire Short Form (MSQ Short Form) and Turnover Intention Scale (TIS-6)

Descriptive Statistics			
	N	Mean	Std. Deviation
Intrinsic Job Satisfaction	70	46.4857	7.31039
Extrinsic Job Satisfaction	70	30.0143	4.55082
Turnover Intention	70	17.4571	4.15527

Appendix C: Findings

Figure 24

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

Correlations		Intrinsic Job Satisfaction	Extrinsic Job Satisfaction	Turnover Intention
Intrinsic Job Satisfaction	Pearson Correlation	1	.848**	-.704**
	Sig. (2-tailed)		<.001	<.001
	N	70	70	70
Extrinsic Job Satisfaction	Pearson Correlation	.848**	1	-.707**
	Sig. (2-tailed)	<.001		<.001
	N	70	70	70
Turnover Intention	Pearson Correlation	-.704**	-.707**	1
	Sig. (2-tailed)	<.001	<.001	
	N	70	70	70

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